

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our Pupil Premium Strategy was successfully utilised to ensure that our most disadvantaged children are being offered equal opportunities to learning as their counterparts.

Despite our low-starting points and attainment upon entry to school and the ongoing impact of the COVID 19 pandemic, we are improving standards for our most disadvantaged children. Data captures within EYFS show that our children are performing better than those nationally. Whilst some gaps still remain, these are not trends – this is evident through our KS2 Pupil Premium data which highlights that our children are performing better than Pupil Premium children, nationally across all areas.

Formative assessments through the use of Big Maths and RWInc approaches have further strengthened our monitoring, identification and action process. We are finding the impact of these programmes to be highly successful in ensuring our children make good progress- rapid progress where possible. The programmes have enabled us to have a consistent approach for all our children and to further ensure we offer quality-first teaching and interventions. Through the use of RWInc, we are now seeing a higher proportion of our Pupil Premium children achieving the required level in Year 1 phonics with 85% achieving the age-related attainment (above those nationally 67%). This approach has enabled us to quickly identify children for additional support and to then tailor our action planning accordingly.

We hold attendance in high regard- knowing that the more children are attending school the more they can progress in all aspects of their school career. Through our approaches, attendance figures show that we have largely improved the attendance of our Pupil Premium children. The continued use of a Lead Learning Mentor and central recording processes such as CPOMS, has ensured that communication and action has been enhanced. Our 'first-day response' approaches continued to be highly effective, in addition to liaising with external providers to support with family relationships with school. Additional work on forming and strengthening relationships with families following the pandemic, has strengthened and we are now able to offer enhanced

support to our families. As a result of this support, we were able to further enhance and improve our attendance to 93.62% for our most disadvantaged.

Case studies show that between the academic years 21/22 to 22/23 we have improved attendance of some of our most vulnerable children. This was through strategies in place to support our families in ways which were specific to each child and family circumstances. The effective deployment of our Lead Learning Mentor and provisions and additional experiences and opportunities such as breakfast club, have contributed to making this a success. In most cases, children were below expectations for attendance, but are now inline or above expected figures.