

## 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 2021 to 2022 academic year.

Intended outcome	Success criteria	Evaluation
Improved and sustained attendance for all pupils. Pupils are punctual.	Attendance raised and the overall absence rate for all pupils reduces. The percentage of all pupils who are persistently absent being below the national average and the figure among disadvantaged being in line with non-disadvantaged. Pupils are punctual and lost learning is reduced. Persistent late figures decrease.	2022 Attendance rate has improved since the previous year and the differences are diminishing between vulnerable groups so that they are closer to national figure. However, we need to continue to target children who are persistently late and persistently absent in order to continue to improve attendance.
Improved reading, writing and maths attainment among disadvantaged pupils by the end of KS2.	KS2 outcomes in 2024/25 show that disadvantaged pupils achieve (at least) national progress and attainment scores.	2022 Outcomes at KS2 show a clear improvement from the previous 3 years in both attainment and progress so that differences continue to diminish and disadvantaged children are getting closer to achieving national progress and attainment scores.
Strategies put in place improve pupil's low levels of early language and communication.	Pupils effectively use a wide variety of written and spoken vocabulary.	Progression in Language Skills is embedded across most subjects in particular in English and Maths. Ongoing monitoring that includes pupil voice supports this.  Suave word of the week has broadened pupils' vocabulary and Wellcomm assessments show gaps closing with regard to early language and communication but data shows

		<p>there is still some work to be done, particularly in the Nursery.</p> <p>The number of referrals to SALT have increased but this is due to the need for early intervention.</p> <p>We now need to ensure that explicit teaching of vocabulary is embedded across all curriculum areas.</p>
<p>Gaps in learning due to the impact of the Covid-19 pandemic have narrowed.</p>	<p>Pupils show accelerated progress in order for gaps in learning to narrow.</p>	<p>2022 Outcomes at KS2 show a clear improvement from the previous 3 years in both attainment and progress so that differences continue to diminish and disadvantaged children are getting closer to achieving national progress and attainment scores. However, some work needs to continue in mathematics in order to improve KS2 outcomes.</p>
<p>Pupils make at least expected progress towards their Age-Related Expectations.</p>	<p>Pupils show accelerated progress and are closer to achieving ARE in writing.</p>	<p>2022 Outcomes at KS2 show a clear improvement from the previous 3 years in writing attainment and progress so that differences continue to diminish and disadvantaged children are getting closer to achieving national progress. However, this was not the same picture across the whole school so writing remains a SIP focus for 2022/2023. Implementation of writing cycles and other English elements have been implemented and will continue to be embedded through rigorous ongoing training and coaching of staff.</p>
<p>Pupils' understanding of SEMH is developed through an environment which promotes and supports wellbeing.</p>	<p>Pupils have a greater understanding of their own mental health and how to support their wellbeing.</p>	<p>Incident Logs appear to have increased but this is due to the fact that all staff are more attuned to children's well being so that it is more robustly tracked and recorded via EdAware in order for the Inclusion Team to monitor and intervene as appropriate.</p> <p>School have an identified Senior Mental health Lead. They now have a full time Family Support worker. Pupils in Year 6 were given training to become Well-</p>

		<p>being Champions and they took on this leadership role. A HLTA is Elsa trained and more time has been given to this role, in order to continue to sustain the well-being of all children.</p>
<p>Pupils Cultural Capital is developed through real life and inspirational experiences.</p>	<p>Pupils have a more developed Cultural Capital and are able to relate learning to real life</p>	<p>A wide range of Cultural Capital opportunities have been re-instated, post covid, meaning that pupils have attended clubs, school visits and other extra-curricular events.</p> <p>Pupil voice demonstrated that pupils were positive about this as they recalled these times and applied them to learning.</p> <p>Whole School hooks such as visits to the theatre, enabled children to embed their learning through these rich opportunities.</p>
<p>To develop effective and consistent behavioural strategies throughout the school, to target low-level behavioural issues.</p>	<p>Sustained high levels of positive behaviour demonstrated by:</p> <ul style="list-style-type: none"> <li>• Reduced need for use of 'yellow' and 'red' cards in line with school's 'Good to be Green' behaviour strategy and increased use of 'gold' and 'platinum' cards.</li> <li>• Reduced reports of behaviour incidents on EdAware</li> <li>• Qualitative data from parent, staff and pupil voice</li> </ul>	<p>Good to be green behaviour strategies were implemented and training given to all staff. The school behaviour policy was reviewed by all stake holders and agreed upon.</p> <p>Incident Logs appear to have increased but this is due to the fact that all staff are more attuned to children's behaviour so that it is more robustly tracked and recorded via EdAware in order for the Inclusion Team to monitor and intervene as appropriate.</p> <p>Qualitative data from questionnaires show the positive impact of behaviour strategies. However, more work is to be done around relationships and connections in order to address the root cause of some low level behaviour seen.</p>