

# Pupil Premium Strategy Report

## Review of Outcomes in the Previous Academic Year 2021 2022

### Funding Overview

Detail – 2021 2022	Data
Pupil premium funding allocation 2022 2023	£162,745
Pupil premium funding carried forward 2020 2021	£0.00
Recovery Premium	£17,545
Total budget for this academic year	£180,290

### Pupil Premium Strategy Outcomes

- This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.
- Pupil Premium Pupils Eligible 2021 2022: 121

Intended Outcomes from 2021 2022 Pupil Premium Strategy	Impact 2021 2022	Reflections
The attainment gap in Reception between pupils eligible for PP and their peers will continue to narrow.	A mixed impact this year, with the gap closing in maths but not in reading and writing.	Staff require further PD in successful pedagogical approaches in EYFS. Staff require further PD in effective synthetic phonics Need to understand blocks to progress in writing. Our attempts at
The attainment gap between pupils eligible for PP and their peers will narrow.	Diminishing differences reports are varied across years groups: Year 1: gap between PP/non PP narrowed in maths only Year 2: gap between PP/non PP narrowed in all areas Year 3: gap between PP/non PP did not narrow in any area Year 4: gap between PP/non PP narrowed in writing only Year 5: gap between PP/non PP narrowed in reading only Year 6: gap between PP/non PP narrowed in reading and maths  Progress measures – KS1 and KS2 % of pupils making expected progress: Reading: same % of PP and non PP pupils made expected progress Writing: more non PP pupils made expected progress than non PP pupils Maths: more PP pupils made expected progress than non PP pupils	The results here are very mixed and it is hard to draw conclusions from the data alone. However, we continue to see writing outcomes as a key differential between PP and non PP pupils. Our priority actions are to ensure that there is: - a robust Early Literacy programme in place; we have used Read Write Inc for many years now with generalized good results, however, we need to be more targeted in our response to children who fail to make expected progress within the programme and into KS2. We know that children have good/excellent outcomes in reading/grammar by the end of KS2 but that is not translating into good/excellent writing outcomes. Children are somewhat confident in the mechanics of writing but do not have internalized sense of being a writer – writing for purpose, having an author's voice. We will review our writing curriculum with this in mind. We are mindful that the Review component of Plan/Do/Review cycle is probably the weakest aspect in our writing lessons, and hard for many of our pupils to be motivated towards.
Specific barriers to	Whilst some key children who	This will be a priority area of development in

<p>learning are reduced and children can access learning with a reduction in the need for specific children to be withdrawn from class for intervention.</p>	<p>received tutoring/catch up interventions made good progress [our Premium and Tutoring funding focused on provision for: Year 1/2/3: phonics/reading Year 3/5: maths] our approach did not have a cohort wide sustained impact – some children made greater progress, and some did not. Lack of learning resilience in our year 3 cohort was evident alongside large key gaps in learning.</p>	<p>2022 2023. We need a better whole school understanding of metacognition and self regulation strategies which are currently being used in a piecemeal manner – teachers have a good understanding of <i>what</i> to do but not the pedagogical underpinning principles of <i>why</i> to teach in this way. We also will be reviewing our maths curriculum – currently White Rose – as, despite recovery curriculum /tutoring efforts, many of our 1<sup>st</sup> 20% children continue to have insecure first principles in maths, with the potential for gaps to continue to widen. We also want to review our assessment tools for learning gap identification – at the moment summative assessment is being used to capture attainment measures, and formative assessment (which is typically a strength in most lessons) identifies next steps for the class, we do not have a rigorous approach to identify key gaps in learning and address those. We will be looking at Precision Teaching approach for this, and make greater use of Progression in Maths assessments to identify key skills gaps.</p>
<p>Children demonstrate positive behaviour for learning, demonstrating resilience and the ability to use setbacks as learning points.</p>	<p>Impact measures on this are qualitative rather than quantitative. Our children are confident with the language of Zones of Regulation and typically lessons are purposeful. However, children may not be able to articulate <i>how</i> they are achieving this – and we need to focus next year on metacognition and self-regulation</p>	<p>We need to have a more rigorous, systematic approach to SEL development, including the means by which to assess efficacy. We will look at Boxall profiling for pupils, alongside our existing Leuvens Scale measures.</p>
<p>Improved attendance and punctuality.</p>	<p>Whilst attendance did improve in comparison to 2020 2021, at 94.9% in 21/22 and in line with national averages of 94.3% (2022), there is still considerable scope for improvement. Persistent absentees in 2022 was at 14.4% (excluding nursery) and 20.4% (including nursery) compared with National of 19.5% (Autumn 2021 data) and is decreased from 2021 figures of 17.9%.</p>	<p>We will be looking to shift the culture of attendance at school under new leadership with more assertive responses to persistent absence. The services of a school based EWO will enable us to respond more promptly to first signs of poor attendance before allowing attendance to slide in to patterns of persistent absence. We will have more capacity to engage strategically with harder to reach parents.</p>
<p>Enrichment activities broaden the horizons of children eligible for PP, engaging them and their families more with school.</p>	<p>Our partnership with the Windmill Cluster of Lambeth school provided much of our enrichment opportunities, such as outdoor learning KS1 and KS2 groups, summer camp in Somerset, complementing our own enrichment programme of trips/events post COVID. It has not been possible to measure the impact of these activities on improving greater family engagement with school – and this is an area that needs to be addressed in 2022 onwards.</p>	<p>We will be reviewing our understanding of Cultural Capital under new leadership in 2022 2023. We also want to explore the means by which to capture the impact of this investment. Evidence of impact presented in EEF for Aspirations Interventions is shown to be weak, but we know from our own experience that sometimes these activities are transformative for pupils – who see themselves differently and their futures differently from very small activities. However, what we will focus on now is helping children to understand the key skills/knowledge that is needed at each stage of their learning journey, to help them achieve that aspiration. This is will link with our work on meta-cognition, so that children have a better self awareness of their learning and its impact on their current selves and future selves. Under new leadership, we will also explore more sustainable ways to ensure that all</p>

		children get to experience musical and artistic experiences on a more sustainable level. We will look at parental engagement more strategically, setting up parent forums to get better parent feedback so we can meet parents needs in an improved way
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Externally provided programmes: N/A

Service pupil premium funding: N/A