

## **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.

### KS1 and KS2 progress and attainment:

Reading: 68% of children made progress

Writing: 40% of children made progress

Maths: 64% of children made progress

5 pupils took part in additional targeted intervention in reading at KS2 as this was a whole school and pupil premium priority. This accelerated the progress for 2 out of the 5 pupils and the remaining 3 pupils remain on track. 3 KS2 pupils received targeted Little Wandle phonics teaching and progressed well within the phonics scheme. 5 pupils were part of small group teaching for English and Maths. As a result of this, 1 pupil accelerated their progress and 2 other pupils made expected progress.

Progress was generally greater in KS2 than KS1 with a particular weakness in writing across both key stages due to the changes to phonics/ reading implementation and adaptations to the KS1 writing curriculum. This data has informed the English action plan for 2022 -23.

4 of the 6 Year 6 pupils met the national standard in Reading, 1 of the 6 met the national standard in Writing and all 6 pupils met the national standard in Maths.

2 of the 3 pupils in Year 1 passed the phonics check.

All 8 pupils in EYFS made good progress during their Reception year. All met the Early Learning Goals in communication and language and the specific areas of Literacy and Numeracy, with the exception of one pupil who did not meet the ELGs for writing, word reading, numerical patterns and number.

Attendance of disadvantaged pupils (94.8%) in 2021-22 was significantly lower than non-disadvantaged pupils (96.2%). Attendance of the 8 pupils in Year R was of most concern and 5 of these were persistent absentees.

There was a small number of behaviour incidents relating to disadvantaged pupils last year and these were mostly isolated incidents. One pupil, with a higher number of recorded incidents, received support in the autumn term with self-esteem and self-regulation which resulted in a reduced number of incidents.

Our assessments and observations indicated that pupil wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was particularly noticeable for four disadvantaged pupils. We used pupil premium funding to provide wellbeing support and targeted interventions such as: external counselling services for one pupil, access to weekly time with a mentor within school for four pupils and the use of local programmes targeting anxiety and transition to secondary school for one pupil. We are continuing to build upon that approach with the activities detailed in this plan alongside the school development plan.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle Letters and Sounds revised	Little Wandle

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Supplementing the Little Wandle phonics scheme with additional reading scheme books.
What was the impact of that spending on service pupil premium eligible pupils?	All pupils eligible for SPP were working at AREx in reading, writing and maths at the end of the year and had made expected progress. Emotional wellbeing, attendance and punctuality very good.