

# 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.

	Intended outcome	Success criteria	Impact																														
1	To improve the spoken language and understanding of PP pupils	<ul style="list-style-type: none"> <li>Talk Boost screening and intervention program implemented. Children receive intervention – monitored in PPM meetings</li> <li>Increased vocabulary skills evidenced through NELI programme outcomes</li> </ul>	CLL baseline 38% CLL ELG – 62.1%  12 children received intervention																														
2	To ensure that parents are enabled to support their child's learning	<ul style="list-style-type: none"> <li>80%+ attendance at Parent consultations</li> <li>80%+ attendance at workshops</li> </ul>	94% Parents accessed parent consultations 64% parents accessed workshops																														
3	PP pupils receive quality first teaching and 1:1 and need driven interventions to narrow the gap with their peers especially in reading and writing.	<ul style="list-style-type: none"> <li>Teaching and learning profile in English and Maths at least Good in all areas.</li> <li>Interventions planned to meet the needs of PP pupils as discussed in termly PPM's and progress measured through entry and exit data – children make progress</li> <li>1:1 individual reading time for PP pupils</li> <li>1:1 support for spellings and number facts</li> <li>All children have access to Lexia – progress made</li> <li>Children are able to talk about their love of reading – SIP priority</li> </ul>	All maths and English teaching good or better  TA deliver interventions  <table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading</th> </tr> <tr> <th></th> <th>TA</th> <th>TEST</th> </tr> </thead> <tbody> <tr> <td>Year 5 EXS+</td> <td>63.3%</td> <td>70.0%</td> </tr> <tr> <td>Year 4 EXS+</td> <td>76.9%</td> <td>76.9%</td> </tr> <tr> <td>Year 3 EXS+</td> <td>70.0%</td> <td>80.0%</td> </tr> <tr> <td>Year 2 EXS+</td> <td>67.9%</td> <td>75.0%</td> </tr> <tr> <td>Year 1 EXS+</td> <td>51.7%</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Threshold</th> <th>2021-22 statutory</th> <th>2022-23 statutory</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>42.8%</td> <td>34.6%</td> </tr> <tr> <td>20+</td> <td>60.7%</td> <td>80.7%</td> </tr> </tbody> </table>		Reading			TA	TEST	Year 5 EXS+	63.3%	70.0%	Year 4 EXS+	76.9%	76.9%	Year 3 EXS+	70.0%	80.0%	Year 2 EXS+	67.9%	75.0%	Year 1 EXS+	51.7%		Threshold	2021-22 statutory	2022-23 statutory	25	42.8%	34.6%	20+	60.7%	80.7%
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4	To ensure that all children can access high-quality real-life experience to impact on teaching and learning in the curriculum	<ul style="list-style-type: none"> <li>All classes take part in a school trip each term– Enhancement experiences linked to Topic – evidence in outcomes</li> </ul>	<p>Writing outcomes improved through shared experience</p> <p>Book looks</p>
5	To ensure that all pupils have access to a healthy breakfast each morning at a subsidised cost for those with PP.	<ul style="list-style-type: none"> <li>50%+ PP children access breakfast club</li> <li>Attendance and punctuality improve for PP children</li> <li>PP children have access to the well-being mentor before the school day for emotional support – less incidents of crisis at the beginning of the learning day.</li> </ul>	
6	To ensure PP children receive personalised pastoral support in 1:1 and small group interventions	<ul style="list-style-type: none"> <li>PP children have access to counselling</li> <li>Entry and exit level data shows that children’s pastoral needs have improved over the intervention.</li> </ul>	Less behaviour incidents
7	To support PP children with CSC involvement to access interventions and services to improve outcomes and support families (Voice of the child/Worry Monsters/Good day, bad day, Worry Wizard)	<ul style="list-style-type: none"> <li>1:1 and small group intervention to meet personalised CSC actions from action plans</li> <li>CiN and CP core group attendance by wellbeing mentor and PV evident in all meetings</li> <li>Leading EHA meetings</li> </ul>	<p>Good relationships with CSC and Parents</p> <p>Active role in Safeguarding and CP</p> <p>Pupils feel safe and secure – pupil survey</p>
8	To provide Early Help support for families, especially those who are PP, so that need is not escalated into the CSC framework	<ul style="list-style-type: none"> <li>Part time Pastoral support Worker recruited</li> <li>EHA training and Team Around Training completed</li> <li>Increased access to Early Help services and sign posting families</li> <li>Drop in sessions for families in need</li> <li>Reduced numbers of families at higher threshold</li> </ul>	<p>Reduction in CP (2) and CiN cases (1)</p> <p>Increase in EHA (7) and Pastoral support (10)</p>
9	To provide pupils in Nursery and	<ul style="list-style-type: none"> <li>Pupils in Nursery and Reception show good</li> </ul>	

	reception with opportunities to eat and drink using cutlery and crockery To support potty training and toilet usage in Nursery	behaviours in the dining hall – increased independence and use of cutlery/crockery including clearing away. <ul style="list-style-type: none"> <li>• Changing area and staff to change children especially during lunch time. Decrease in nappy usage over time</li> </ul>		Baseline	ELG
			Personal Development	38%	80%
			Personal, Social and Emotional Development	34%	60%
10	To ensure all PP children have access to the internet.  That online home learning is accessed by PP families.	<ul style="list-style-type: none"> <li>• PP children access home learning</li> <li>• PP children loan computers if required</li> <li>• PP children given Internet sim cards for devices</li> </ul>	All pupils given sim card Google classroom used for home learning Lexia, TT Rockstars and Numbots used by all children		