**Pupil Premium strategy outcomes 2022 – 2023**

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| **Barrier**  | **Intended outcome** | **Outcomes**  |
| Through observations, assessments and discussions with pupils we have noticed that disadvantaged pupils’ reading progress has been less than we would expect across the school. | Improved reading and language skills for disadvantaged pupils. Developing a positive reading culture in school. | * 95% of year 6 pupils achieved the Expected Standard at the end of the academic year in 2023. 7 were Pupil Premium; all of which achieved the Expected Standard.
* 16 of our 24 Reception children achieved the Good Level of Development, **67%, which is up from 58% last year.**
* Phonics Screening Check – **89% which is up from 59% last year.**

We have purchased the Accelerated Reader programme. This should help with the motivational aspect of reading for our children, particularly for some PP children.Reading display in a prominent place in school, evidencing a positive reading culture throughout the school.Suggestive reads on weekly newsletter.7 aspects of reading shared with staff and being worked on to evidence. KS1 reading seen as a strength by recent Ofsted.  |
| Through assessments, observations and discussions with pupils we have noticed that disadvantaged pupils have missed or lost learning in phonics and so have made less progress than we would expect. | Improve phonics training and teaching to support the delivery of high quality phonics teaching across the school. | * Our RWI training and practice was commented on positively by Ofsted.
* All staff are now trained in the RWI scheme, for consistency.
* Regular training and coaching is taking place for all staff.
* 16 of our 24 Reception children achieved the Good Level of Development, **67%, which is up from 58% last year.**
* Phonics Screening Check – **89% which is up from 59% last year.**
* KS2 reading is an action point from our Ofsted report and so the planned work for this will continue to ensue that the gap is narrowed between pupil premium and non-pupil premium children.
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| Our observations and discussions indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in reading and writing. | Identify gaps in missed and lost learning and remove barriers to learning for disadvantaged pupilsTo achieve and sustain improved emotional well-being for all pupils in our school and particularly our disadvantaged pupils. | Allocating subject leader time for teachers to analyse what is working well and how we can improve our provision is working well.A planned cycle of a writing model has been created in this time, demonstrating for teachers the planned process of effective writing.Dedicated time at staff meetings has been included for reading, writing and phonics so that there is a consistent approach throughout school.Reading time with parents has been planned.Improved provision for Personal Development, through the Jigsaw scheme has been used. There is a specific leader for this to continue to be a priority for next year.Continued work on our TIS approach to continue to be a feature. Data is showing that there is an upward trend in pupil progress and a significant improvement from the previous year has been achieved in most year groups. Where this has not, a detailed plan for improvement is in place.  |
| Our observations and discussions with pupils and families have identified that social and emotional issues for many pupils have risen. These mental health issues have particularly risen in our disadvantaged pupils but also noticeably across the school. Adult support for children who become dysregulated in school has increased since the pandemic especially with social and emotional needs, with 28% of children now needing small group intervention and several children needing one to one support. | To achieve and sustain improved emotional well-being for all pupils in our school and particularly our disadvantaged pupils. | Effective use of TA support and having a TIS approach to identifying children is proving effective in our approach to support children.Trips and visits are beginning to be planned for all children, so that any missed culture capital can be a part of children’s experiences and learning.Case studies of children will be created, to further focus on barriers to learning and how we can support these. |