

## 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 2020 to 2021 academic year.

The pandemic caused significant disruption to assessments made in the academic year 2019-2020. Although less disruption was observed in the Recovery year 2020-2021, strict government isolation measures saw higher levels of child and staff absence due to year group and class bubble closures. At the beginning of the year staff made baseline assessments of their children

With data being less available than in previous years due to pandemic, it has been difficult to give an accurate review of the academic progress of pupil premium children this academic year. However, despite most children being on track during the year 2018/19, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realized.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding, it was higher than the national average. At times when all pupils were expected to attend school, absence among some disadvantaged pupils was higher than their peers and some persistent absences were higher. For the first time this year we have had a designated on-site attendance officer who has devised a robust system of monitoring families' persistent absences dropped below the National Average. Due to the continued effect of the pandemic on families the monitoring of attendance will continue to be a focus on the current spending plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and families and targeted interventions through 1:1 and group nurture support and Timid to Tiger parent support. We have acknowledged that support for disadvantaged families has continued to increase over the course of this year and have designated some of our Pupil Premium funding for 2022/2023 in the employment of a Family Support Worker and continued employment of our Pastoral Lead.

The Education Endowment Fund (EEF) launched research that shows an increased number of four- and five-year-olds requiring help with language. 76% of primary schools surveyed by EEF said pupils starting school in September 2020 needed more support with communication than in previous years.. (National Literacy Trust). In April 2021, The Oracy All Party Parliamentary Group reported that 66% of primary teachers have seen a detrimental effect on the spoken language development of their Pupil Premium students and in one study conducted by Oxford University Press and The Centre for Education and Youth, 92% of teachers stated that school closures had contributed to a widening of the vocabulary 'word gap' This data clearly shows the true impact of the pandemic and the urgent need to combat the severe impact on children's learning and Literacy. We will continue to build on this approach funding programmes such as Well Comm, Language and Speech Link, Lexia, Accelerated Reading and Read, Write Inc.

The data shows the clear and urgent need to combat the pandemic's severe impact on children's learning and literacy

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

Measure	Details
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<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>We had a dedicated group 'Little Troopers', held every Friday lunchtime supported by the Pupil Premium champion. This group was dedicated to supporting the emotional wellbeing of service children. This academic year saw the group reduced to only 4 children. 3 of these children were new to the school and although Little Troopers was well advertised only the child who had been in previous years was actively involved in Little Troopers.</p> <p>Service children were identified to class teachers and resources for emotional support (such as books and links to websites) shared for as and when required.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Teachers successfully monitored the emotional wellbeing and academic progress of service children in their class. 100% of children achieved ARE for all areas of learning.</p> <p>For the academic year 2022/2023 numbers of service children will drop to 3. As these children were successfully supported in class last year we will continue to offer support in this way for this academic year.</p>

## Further information (optional)

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. Moving forward we have removed Aspirational visits and considered the use of Aspirational visitors. Over the course of this year we will conference children to discover their aspirations for the future in order to ensure that we match provision accordingly.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.