



Review of outcomes in the previous academic year 2020-21

Pupil premium strategy outcomes

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

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.

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 targeted interventions where required.

Baseline assessments were analysed to identify areas of focus for Pupil Premium provision for children. Provision maps were put in place to measure the intent, implementation and impact of provision (see provision maps for full evidence). Term 6 Pupil Premium internal data shows:

- EYFS (3 children) – All 3 children working below ARE in Writing; however, two out of three are working at ARE for maths and one out of three at ARE for reading.
- KS1 (7 children) – Strongest area for progress and attainment is Reading. 5/7 PP children in KS1 have made expected progress in Reading. 4/7 in Maths and

Writing. 3/7 children have attendance below 96%.

- Attendance
- 19 PP are below the national expectation of 96% and we are working with our EWO, where necessary.
- 16 PP have attendance at 96% or greater and 5 PP have 100% attendance.
- Interventions

A variety of interventions were successfully put in place across key stages alongside quality first teaching. CPD e.g. colourful semantics, power of 2, Nesy, was put in place to ensure teachers and teaching assistants could implement the interventions and measure impact accurately. Precision teaching was included in daily routines for pupil premium children to help to close the attainment gap.

- LKS2 (14 children) – 8/14 children have made expected progress in Maths and Writing. 7/14 in Reading. 8/14 children have attendance below 96%.
- UKS2 (11 children) – 5/11 children made expected progress in
- Maths. 4/11 in Reading and 1/11 in Writing. Interventions are in place for the children not working at ARE or making enough progress. 7/11 children have attendance below 96%.

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
Times Tables Rockstars	Times Tables Rockstars
Reading and spelling intervention	Nesy