

# 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.

Pupil premium and vulnerable pupil strategy group led the plan to improve the provision for all vulnerable pupils. This included, although not exclusively, the following: For academic year 2021-22, the significant interruptions caused by the Covid-19 pandemic continued meaning the impact has been difficult to determine for some aspects.

### 1. Improved oral language skills of vocabulary among disadvantaged pupils.

- Oracy lead attended the LA Oracy training
- Oracy lead led staff meetings for all staff to deepen their understanding and provide strategies to support and develop Oracy in the classroom
- Oracy assessments were taken at the beginning to identify the where support was needed.
- Oracy leader observed lessons and fed back to individuals and whole school
- The development of the Enquiry curriculum created more opportunities for pupils to share their ideas in class and at parent events
- The school has signed up to work with Voice 21 in 2022-23 to continue to improve the language of pupils

### 2. Improved reading attainment amongst disadvantaged pupils.

School purchased Little Wandle phonics scheme to ensure a consistent approach to teaching Phonics throughout the school. As part of the implementation training for all staff was provided to ensure consistency of the teaching of Phonics by teachers and teaching assistants. Ensure all staff demonstrate a consistency of routines and actions from the scheme. In addition, We developed an assessment system which enabled teachers to identify the correct level and the need for any 'keep up' or 'catch up' sessions.

All books used for Phonics and those sent home match the child's level.

*70% of pupils in the Year 1 cohort passed the Phonics screening test. 100% (3 of 3) of pupils with PP passed the test. 1 Year 2 pupil with PP did not pass the Y2 Phonics re-sit test.*

The new assessment system enables precise details of next steps to be passed to the next year's group teaching team as pupils transition to Year 2. As a result, effective and consistent phonic teaching is being taught throughout the school up to year 6.

The school reading assistants have targeted Pupil Premium pupils throughout the school to ensure they are being listened to regularly and their reading is celebrated.

*82% of pupils in year 6 achieved the expected standard in reading. 80% (4 of 5) pupil premium pupils achieved the expected standard. Nationally 62% of PP pupils achieved the expected standard.*

The school invested in a new library – turning a disused room into a full stocked library.

*Pupil voice indicates that pupils including PP pupils, enjoy reading, going to the library and most can talk about the books and authors they enjoy.*

### **3. To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.**

- Barrs Court introduced a collective whole school prize – GEMS. Pupils show our school values or good learning behaviour collects a GEM. Pupils comment on how this has brought the school together.
- Sports and events have been relaunched. Over the 50% of the school represented the school at a sporting event in 2021-22 with over 60% of the PP pupils representing the school.
- Free places in after-school and breakfast club offered to all PP pupil's
- Subsidised fees for sports clubs, including Martial Arts , Bristol Sports and year 6 residential
- Uniform purchased for 3 pupils
- The school has offered free music lessons to PP pupils
- In 2022-23, a member of SLT will take on responsibilities for well-being of all pupils
- Bespoke support offered to parents e.g. parenting courses, signposting, regular 1:1 meetings, home visits, administration and delivery of food parcels during Lockdown, referral to other agencies and help with housing.
- Family support worker worked with 6 (of which 3 were PP families) families directly through the EHAP / Cin / CP / vulnerable family process.

### **4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**

Attendance 2021-2 for Pupil Premium children was 91.4% For the academic year 2021-22 attendance contused to be to disrupted by the pandemic and although we did not have an school closures as a school Covid-19 seriously disrupted us

- ELSA provided mentoring support for 12 children across Years 3-6.
- 3 PP and / or vulnerable children received behaviour support including: support from an education psychologist and / or support from Inclusion Support dependent on the severity of their need. This support enabled the school to understand the needs of these children better and therefore adapt our provision to cater for their needs more effectively
- Termly meeting with the EWO highlighted patterns that could be acted upon quickly
- 4 attendance meetings were held with parents of PP pupils and Headteacher
- Regular communication sent to the whole school community, emphasising the importance of good school attendance.