

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.

Following formative and summative assessment, end of year data during 2021/22, the performance of disadvantaged pupils is as follows:

- In Early Years: GLD gap was -5%.
- KS1 Phonics: Gap was -1%
- End of KS1: large gaps remain between disadvantaged and non-disadvantaged.
- End of KS2: Gaps are positive for Reading and Writing. An 18% gap remains for Maths and this therefore becomes an areas of focus.

Class and school closure disruption and staff absence impact and associated disruption was seen across KS1 to varying degrees. As evidenced in schools across the country, school closure was detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded face to face 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 and offer vulnerable groups to be at school and use of remote learning.

When all pupils were expected to attend school, absence among disadvantaged pupils was slightly higher than their peers. These gaps are larger than in previous years, good attendance and well-being remain a focus.

Pupil mobility in Y1 - 14 new starters and 10 leavers during the year. In Y2 was high it was 15 new starters with 7 leavers.

Assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year particular in Year 1, 2 and 3. The impact was particularly acute for disadvantaged pupils. Pupil premium funding is used to provide wellbeing support for all pupils, and targeted interventions where required. These approaches are being built upon with the activities detailed in the plan.

Writing attainment, especially for our higher attaining disadvantaged pupils remains a focus. Performance measures for 2021-22 indicate that the gap has narrowed at KS2.

Teaching and Learning:

Phonics provision demonstrated a significant increase in disadvantaged pupils passing the Phonics Screening Test. The school library is now open, which has provided children with an increased enthusiasm for reading for pleasure. PiXL at KS2 has allowed staff to target support more rigorously for disadvantaged children by bridging the gap and for disadvantaged children with SEND, personalised learning interventions. School now needs to develop PiXL use with KS1. Use of further catch up funding will be targeted in KS1. In KS1 there has been a focus on developing the basic skills of reading, writing and use of mathematical knowledge to enable children to access the wider curriculum. Pupils who are performing in the lowest 20% and are reading below age-related expectations have been identified, and targeted support has been put in place to accelerate their progress, including additional 1:1 reading time with an adult. Progress is then tracked.

Targeted support:

Summative and formative assessment demonstrated that gaps in children's learning were evident and foundations missed from the previous two years disruption had an impact on the out-comes for 21-22.

School-Led tutoring for Year 4 to Year 6 disadvantaged pupils with a target of the expected standard demonstrated a significant impact on attainment. The majority of pupils who attended tutoring sessions made expected or accelerated progress.

Outcomes of the provision of Third Space Learning for Maths for our Year 6 disadvantaged pupils demonstrated that on average, pupils were secure with at least 89% of the learning objectives taught in all sessions.

Wider strategies:

Increased attendance of disadvantaged pupils in after-school clubs, including free Summer Sports Club places offered to disadvantaged pupils, supported our drive on pupil well-being. ELSA support across the school has enabled children an opportunity to talk and share their feelings. Additional ELSA trained staff will increase the amount of support school can offer.

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle Ltd
Talk for Writing	Talk for Writing
Reading Plus	Reading Plus
Bug Club	Pearson
Lexia	Lexia
PiXL interventions	PiXL Club
Doodle	Doodle
Pobble	Pobble
Third Space learning	Third Space learning

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activities that are not being funded by pupil premium or recovery premium. These will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our pupil premium strategy, school evaluated impact of previous activities and also considered the impact of COVID-19, particularly for Y1 -Y3 children, and on our disadvantaged pupils and indeed, families.

School triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. School also used many EEF reports to evidence the rationale behind our ideas. School 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. School also looked at studies about the impact of the pandemic on disadvantaged pupils.

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

APS has a robust evaluation framework in place for the duration of the three-year approach and will review and adjust the plan over time to continue to secure better outcomes for pupils.