

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 2022 to 2023 academic year.

	Intended outcome	Success criteria
1	To monitor and further support the attendance of all pupils, in particularly our PP pupils	Attendance lead works closely with SENCOs, safeguarding lead, PP lead, office staff etc to ensure no gaps and all info is shared appropriately. Attendance of all pupil groups is monitored. Regular monthly discussions take place to identify both concerns re attendance and punctuality. Processes are in place to quickly identify any child with attendance falling below 96% (previously 95%). Contact made with parent/carer in writing, and this is monitored further until attendance improves to be 96+%. Unexplained absences are followed up on the day with phone calls to parents/carers to ensure reason for absence is acceptable. Any situation where contact cannot be made is followed up immediately with house visits. If initial 'soft letter' has no or minimum impact on improving attendance, a formal request to meet letter is sent home requesting face to face conversation to address and improve attendance. Involvement and guidance of LA is available if requested to support.
2	To further support social and emotional well-being for all pupils	PP TAs work closely with children, class teacher and families to fine tune the provision and adapt provision to meet their emotional needs. This may be playing games, talking or signposting them for additional support. Family Support Worker has worked with families to add further support, provide networks to explore and give advice and signpost for additional help. Made referrals to the Emotional Health and Wellbeing team. Early Help support in place where needed. Allocated Family Support workers from the MASG team, including Sleep Support and Parental Support. Worked alongside the School Nursing Team. Provide an Early Starter club which provides Breakfast and a 'chat' before school. Parenting support groups run each week. ELSA trained TAs to work with targeted children. Social Skills groups throughout school. All members of staff have had Emotion Coaching training and this is used throughout the school.
3	Further narrow the attainment gap in children achieving the expected standard in reading, writing, maths and at greater depth.	Effective interventions are in place to support all children. PP TAs provide 'Same Day Intervention' if children need additional support for the day's lessons or pre-teaching to support. PP TAs work closely with class teachers to ensure all children have an appropriate provision and support. This is to support and challenge.

4	<p>Maintaining the improvement with progress over time which in turn, helps narrow gap with non-PP pupils.</p>	<p>Entry and end of year data shows good progress. Across the school- (R-Y6=110 pupils)</p> <p>Reading – 82% made expected progress</p> <p>Writing– 79% made expected progress</p> <p>Maths– 75% made expected progress</p> <p>Standards at the end of the year shows children are meeting challenging targets set based on their starting points. This information is shared with parents and new teachers to ensure a continuous progression.</p> <p>Small group and individual support supplement the class support- this has involved pre-teaching sessions, guided groups and interventions. These are identified within the class lessons and then supported or extended.</p> <p>Progress was evident through monitoring of data at each data point and through regular Pupil Progress Meetings across the year. Groups/support adapted to meet identified needs and to secure good progress.</p> <p>Progress evident in books, observations, tracking data and discussions with pupils.</p> <p>Identified pupils also received further support and interventions through Recovery Premium and School Led tutoring funding.</p>
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