

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Dereham Church of England Junior Academy
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	41% (167 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024 Current Year: 2022 - 2023
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Kelly Scott Headteacher
Pupil premium lead	Simon Dack Deputy Headteacher
Governor / Trustee lead	Mike Ball - PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,905 (based on Jan '22 census)
Recovery premium funding allocation this academic year	£25 272
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£237,177

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to achieve good or better progress for all children, regardless of any challenges they may face and the different backgrounds they may come from. This pupil premium strategy outlines how we will focus support for our disadvantaged pupils in order to close the existing gap between them and our non-disadvantaged pupils.

This statement outlines the challenges faced by many of our disadvantaged pupils and what we will put in place in order to minimise these challenges and help them achieve the best standards of attainment which they are capable of.

High-quality teaching is central to everyone making progress in our school. Informed by research produced by such bodies as the Education Endowment Fund (EEF), we know that it is this that has the biggest impact in closing the attainment gaps between disadvantaged and non-disadvantaged groups. Furthermore, high-quality teaching is the biggest single factor that facilitates progress for ALL children, not just disadvantaged.

High-quality teaching is further supplemented by **targeted support** that focuses in on the specific needs of our disadvantaged pupils. Outlined in the plan is how we use Pupil Premium and Recovery Premium funding in order to address evident and emerging gaps through intervention. Existing and additionally employed members of staff, including one employed through the funding of Recovery Premium and Pupil Premium funding, provide this support.

While published research helps identify common challenges for disadvantaged pupils, we place huge emphasis on the needs specific to our pupils and families in our school community. Robust scrutiny of individual, class and cohort needs is carried out as a matter of routine and contributes to us deciding how we use our PP and RP funding to support **wider strategies**, which we feel, will further reduce the gap between our disadvantaged and non-disadvantaged pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Release time for experienced staff and other staff that need CPD. Training and subsequent monitoring needs significant time that should not impinge on the day-to-day practise or impact negatively on work/life balance/mental health.
2	Key and basic gaps in knowledge. Although we have worked to negate the loss of learning caused by COVID-19 lockdowns, fundamental gaps still exist. While there has been accelerated progress in some areas for some pupils, as seen through internal data, our disadvantaged pupils still sit behind their non-disadvantaged peers.
3	Poor mental health. Many of our disadvantaged pupils have emerged from sustained periods of time off school with behaviours for learning that impact negatively on their approach to school life. We have observed that this has, in turn, contributed to a poor mental health. The opposite is also true; we have a number of pupils whose poor mental health has negatively impacted on their behaviours for learning. Work completed by our pastoral workers last year shows that at least 50% (fluid throughout the year) of our pupils whom they regularly work with are Pupil Premium children.
4	Lack of experiences outside the immediate home environment. Although gradually returning to some sense of 'normality' the children in our local context still experience a limited activities outside the home and immediate locality. However, this is typical for our disadvantaged pupils who, even during pre-pandemic times, rarely venture out of their own market town.
5	Attendance. Attendance for our disadvantaged pupils is lower than our non-disadvantaged. Although attendance for our school is good overall and compares favourably to national figures (FFT Aspire), with the exception of Y6, our 'year to date figures' are lower for Pupil Premium pupils than their non-disadvantaged peers. Years 3 – 5 figures are below our school target for attendance.
6	Economic inequality. Again, the impact of COVID-19 remains and these have been further compounded by the current 'cost of living' crisis for our disadvantaged pupils/families. Evidence from local authority data (Breckland area) indicates the poverty level in our immediate locality is above average and finances are strained for many of our most disadvantaged families. This has contributed to the challenges in rows 3 and 4.
7	Access to technology. Point 6 means there is often a lack of technology in the most disadvantaged homes. Much of our homework is online and lack of access to this through being unable to afford technology to facilitate online learning, means that our disadvantaged pupils would be at a disadvantage!

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The attainment gap between disadvantaged and non-disadvantaged pupils is reduced.	<p>Each class and year group can evidence that the current attainment gap between disadvantaged and non-disadvantaged pupils is diminishing and, in turn, the progress of disadvantaged pupils is greater than non-disadvantaged. The following targets would represent a significant decrease in the gap between the 2 groups based on current data (Summer 2022):</p> <p>Reading targets for PP (2024) = 60% EXS Writing Targets for PP (2024) = 50% EXS Maths Targets for PP (2024) = 60% EXS Combined RWM for PP (2024) = 40% EXS</p>
Staff are able to receive (and deliver) CPD by being released from the class.	<p>Newly implemented directives are delivered consistently across all classes and in all interventions. Particularly in writing (and spelling) as this is the area our PP pupils need accelerate progress most in.</p> <p>This is observed through monitoring, pupil voice and book scrutinies.</p>
Pupils identified as having poor mental health are supported in school and are able to access the curriculum successfully.	<p>Those pupils who have regular interventions with the school's pastoral workers make progress at least in line with their disadvantaged peers. Plus wellbeing data is confirmed through analysis of the following sources:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in incidents recorded on schools behaviour log • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils .
Disadvantaged pupils have access to experiences outside the immediate locality (Cultural Capital).	<p>Year group trips and experiences are able to go ahead as a result voluntary contributions from disadvantaged pupils in addition to those contributed by non-disadvantaged.</p> <p>Subsidies from pupil premium funding mean that attendance at after school clubs and breakfast club is not prohibited for disadvantage pupils.</p> <p>As a result of significant subsidisation, the percentage of disadvantaged children attending the Y4 and Y6 residentials is in line with the non-disadvantaged.</p> <p>In addition, there is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
Attendance of disadvantaged pupils is good and meets the school's targets.	Attendance of PP pupils is in line with non-disadvantaged and hits the 97% target. At the time of reviewing, data difference for attendance from the start of the academic year 2022-23 shows (PP compared to non-PP):

	<ul style="list-style-type: none"> • Y3 -3.7% • Y4 -2.8% • Y5 -0.7% • Y6 +1.7% • Whole school -1.3%
Disadvantaged pupils (families) are supported financially to make sure they have the right equipment and access to learning.	Disadvantaged pupils have the required equipment for lessons in school. This particularly applies to appropriate school uniform and PE equipment, the absence of which can contribute to poor behaviours for learning/mental health.
No disadvantaged child is without access to technology	<p>Disadvantaged pupils are able to complete homework that requires technology (TTRS, Numbots, Oxford Owl eBooks, Teach Your Monster to Read, Spelling Shed etc.)</p> <p>Disadvantaged pupils are completing the same amount of homework as their non-disadvantaged peers and progress towards targets in Reading, Writing and Maths reflect this.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Total: £70 000 (exact total dependent on possible use of School-led tutor in summer term)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NEW FOR 2022-2023: CPD and resources for all teachers and TAs – Writing: Monitoring and meeting time to:</p> <ol style="list-style-type: none"> 1. Review and compare planning resources 2. Respond to baseline findings 3. Review and act upon the quality of teaching of writing (including CPD) 4. Quality assure assessments and arising next steps 5. Continue to subscribe to ‘Spelling Shed’ and embed curriculum 	<p>The EEF’s ‘Improving Literacy in Key Stage 2’ guidance report is based on a range of the best available evidence to support the quality teaching of writing, particularly ‘Recommendations 4 – 7’</p> <p>Those staff delivering CPD to others, have consulted the EEF’s ‘Effective Professional Development Guidance Report’ particularly focusing on the 3 recommendations:</p> <ol style="list-style-type: none"> 1. Mechanisms 2. Building on Knowledge/Motivates/Embeds 3. Implement with care 	<p>1, 2 and 6</p>
<p><i>Continue from 2021-2022</i> CPD and resources for all teachers and TAs – Maths:</p> <ol style="list-style-type: none"> 1. Improving ‘Mastery’ 2. Purchase and implement ‘Number Sense’ 3. Purchase membership and implement findings from ‘Maths Hub’ 	<p>October 2021 – When compared to the national average score for PiXL tests (those used by the DNEAT Trust), we are further behind the percentages in arithmetic than in the reasoning papers:</p> <ul style="list-style-type: none"> ● Y3 - -10.67 ● Y4 - -14.71 ● Y5 - -0.7 <p>Points 3 and 4 (left) addresses changes in methods which we believe will improve speed and accuracy (4), and ensure we are abreast of latest developments (3).</p> <p>Points 1 and 2 (left) address speed of recall and secure prior learning (1), and support calculations for SEN pupils (2).</p>	<p>1, 2 and 6</p>

<p>4. Dissemination and embedding of updated calculations policy</p>	<p><i>Those staff delivering CPD to others, have consulted the EEF's 'Effective Professional Development Guidance Report' particularly focusing on their 3 recommendations:</i></p> <ol style="list-style-type: none"> 1. <i>Mechanisms</i> 2. <i>Building on Knowledge/Motivating/Embedding</i> 3. <i>Implementing with care</i> 	
<p><i>Continue from 2021-2022</i></p> <p>CPD and resources for all teachers and TAs – Reading:</p> <ol style="list-style-type: none"> 1. Improved provision for the bottom 20% of readers, including intervention on Systematic Synthetic Phonics (RWI updated training + new training for purchased 'Fresh Start') 2. Revised structure for our reading curriculum: 'Reading Masters' 3. Purchase Oxford Owls eBooks so that all readers can access better literature 	<p><i>Added October 2022 – Disadvantaged reading progress for 2022 KS2 outcomes was the lowest at -5.9 when compared to writing (-4.9) and maths (-2.3)</i></p> <p>October 2021 –</p> <p>The children's reading ability on entry to our school has been hit in a detrimental way in the last two years. COVID-19 has resulted in children leaving their infant schools with larger gaps than we have previously witnessed.</p> <p>For example, our current Year 3s arrived with a Reading TA of 44% at expected and 13% at higher standard for the cohort. This is in stark contrast to the KS1 data we received for reading in the years stated below:</p> <ul style="list-style-type: none"> ● 2018 – 66%/26% ● 2019 – 78%/25% <p>Our 'Reading Masters' curriculum is strong but needs improving further to develop the children's dexterity when answering different question types. This has been proven by recent Question Level Analysis (QLA) of formal testing – Summer 2021.</p> <p>Training and additional resources to support this is very worthwhile as the EEF - Reading Comprehension Strategies education evidence suggests that direct teaching of specific strategies can result in +6 months of progress.</p> <p>As our disadvantaged pupils have a school Chromebook on loan for the time they are with us, a membership to Oxford Owl eBooks will mean they have access to a wider range of literature. Furthermore, as is outlined in the National Literacy Trust's document 'Read On, Get On' first published in 2016, the use of technology to access reading has had a noticeable impact on getting boys who are reluctant to read to do just that! It cites: 'The use of technology in reading is helping to improve the perception of reading as "cool" and increasing the way children can access books, which in turn has a positive impact on the number of children who find enjoyment in reading.'</p> <p><i>Those staff delivering CPD to others, have consulted the EEF's 'Effective Professional Development Guidance Report' particularly focusing on the 3 recommendations:</i></p> <ol style="list-style-type: none"> 1. <i>Mechanisms</i> 2. <i>Building on Knowledge/Motivates/Embeds</i> 	<p>1, 2 and 7</p>

	3. <i>Implement with care</i>	
<p><i>Continue from 2021-2022</i></p> <p>Employ high-quality, trained internal cover in each year group.</p> <p>Additional teaching hours provided by a qualified teacher:</p> <ol style="list-style-type: none"> 1. Year 6 – 1 day year leader cover (all year) 2. Year 3 – ECT and year group support for Autumn 1 (5 days per week) 	<p>October 2021-</p> <p>As the Education Endowment Foundation (EEF) states in its publication ‘The EEF Guide to the Pupil Premium- Autumn 2021’, the biggest single factor that can enable progress for our disadvantaged pupils is high-quality teaching.</p> <p>To this end we cover SLT release time with high-quality in house cover provided by HLTAs – one in each year group. These members of staff are in receipt of the same training as the teachers are listed above. This means they are kept up to date with the most recent changes in the curriculum and pedagogical practise and also have the additional benefit of being able to deliver lessons about which, they completely understand the context of as they are in school all week.</p> <p>It is for the same reasons that we have retained some teaching hours in addition to those needed to cover a class. Those listed in the column on the left are in place to both complement and supplement the high-quality teaching that already exists (1) and to provide additional support to year groups allowing class-based teachers to focus on teaching (2).</p>	1 and 2
<p><i>Continue from 2021-2022</i></p> <p>Time for SENCO to be released and provide support for teachers to provide an appropriate curriculum for pupils who are disadvantaged and SEN.</p>	<p><i>November 2022 – SEN pupils (65) who are also disadvantaged (PP) = 45 pupils = 69.2%</i></p> <p>October 2021 -</p> <p>Of our 158 disadvantaged pupils, 55 are also SEN. This means that 34.8% (over a 1/3) of our disadvantaged pupils have compound vulnerabilities.</p> <p>Furthermore, of our 88 SEN pupils, 55 are also Disadvantaged. This equates to 62.5% of our SEN pupils being disadvantaged. This concurs with the EEF’s statement in their ‘Special Educational Needs in Mainstream Schools’ paper that ‘...pupils with SEND are also more than twice as likely to be eligible for free school meals’.</p> <p>It is for this reason that we use funding from the strategy to provide two thirds of non-teaching time (two out of 3 days) for our SENCo so she can visit classes and offer support to teachers in terms of providing the best possible high-quality teaching for these pupils.</p>	1 and 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Total: £105 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continue from 2021-2022</i> Teaching assistant led interventions</p>	<p>October 2021 -</p> <p>We have a highly skilled team of Teaching Assistants who receive in house training on how to deliver targeted interventions based around the programmes and pedagogies we use. This includes using published intervention programmes such as ‘Read, Write, Inc’ (Phonics) and ‘Number Sense’ (Maths), and targeted support for pupils that complement what is being taught by the teacher in main sessions by using pre and post teach intervention.</p> <p>The EEF’s publication on ‘Teaching Assistant Interventions’ clearly outlines that how the TAs are deployed is vital and that, if done so in a targeted manner, their impact can account for an additional +6 months of progress.</p> <p>The findings from this paper have not only informed our approach to targeted small group interventions outside of the classroom but also how we support pupils in English and maths sessions led by the class teacher in the mornings. Having targeted, structured objectives which are tailored to the needs of individuals being supported, means that in-lesson support is also proving effective especially as we foster great communication between the TA and teacher team. As the above publication recognises, <i>‘High quality communication between teaching assistants and classroom teachers is likely to support good implementation of teaching assistant interventions.’</i></p>	<p>1 and 2</p>
<p><i>Continue from 2021-2022</i> Additional teacher led interventions:</p> <ul style="list-style-type: none"> ● Year 6 – x2 days (autumn term) ● Year 6 – x1 day (spring and summer term) ● Years 3 – x5days (autumn 1) 	<p>October 2021 -</p> <p>The same teachers employed for additional support in year groups mentioned in ‘Teaching’ (above), also work an additional two days in their year group to provide further intervention.</p> <p>We know that high quality teaching is the best means of enabling progress for disadvantaged pupils and, as these staff are familiar with the school having taught here for a number of years, they know the year group curriculum and expectations. They are able to offer targeted teaching (not just intervention) that supplements what is being taught in the children’s usual classroom – a process advocated by ‘The EEF Guide to the Pupil Premium- Autumn 2021’. This is often delivered in the form of pre-teach and post-teach sessions that help consolidate the main curriculum.</p>	<p>1 and 2</p>
<p>NEW for 2022 - 2023</p>	<p>October 2022 -</p>	<p>1 and 2</p>

<p>Recruitment of external 'School-led-tutor'</p>	<p>As outlined by the DfE's guidance National Tutoring Programme - policy paper we are aware that the NTP 'can boost progress by 3 to 5 months per pupil.'</p> <p>We have recruited an external member of staff to work in school for 8 hours per week from Autumn 2 – Summer1. She will lead in school intervention in the afternoons for Y6 pupils on a 1:4 ratio. 60% paid via Recovery Premium with the additional 40% coming from PP.</p>	
<p>Continue from 2021-2022 School led tutoring after school by existing members of staff</p>	<p>October 2021 - As outlined by the DfE's guidance National Tutoring Programme - policy paper we are aware that the NTP 'can boost progress by 3 to 5 months per pupil.'</p> <p>We have recruited existing staff to lead after school intervention with a ratio of 1:4. Each member of staff (Teachers and TAs) will need to complete the required training before leading 15 hours targeted support</p> <p>60% paid via Recovery Premium with the additional 40% coming from PP.</p>	2
<p>Continue from 2021-2022 Year 6 after school boosters (Additional hours for existing staff)</p>	<p>October 2021 - As outlined by the DfE's guidance National Tutoring Programme - policy paper we are aware that the NTP 'can boost progress by 3 to 5 months per pupil.'</p> <p>Existing staff worked with small groups of up to 6 pupils to focus on gaps and areas of weakness to support progress leading up to the Year 6 final assessments.</p>	2
<p>NEW for 2022 - 2023 Recruit an additional 2 days of teacher support to aid progress of Y5 pupils – Summer Term</p>	<p>October – 2022 As outlined by the DfE's guidance National Tutoring Programme - policy paper we are aware that the NTP 'can boost progress by 3 to 5 months per pupil.'</p> <p>External member of staff recruited to provide small group teaching for pupils in preparation for Y6.</p>	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

Total: £55 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continue from 2021 – 2022 -</i> Providing Pastoral and Mental Health support for pupils: Embedding a Mental Health Team in the school including training and resources Maintaining or effective pastoral provision by having two pastoral workers</p>	<p><i>October 2021 -</i> The 'Mental Health Organisation' states that 'Mental health problems affect around one in six children.' And that 'Alarming, however, 75% of children and young people who experience a mental health problem aren't getting the help they need.' Furthermore, we know that COVID-19 and the restrictions put in place over the last two years has compounded mental health issues amongst our young people, and as the Anna Freud National Centre for Children and Families cites, 'It's too early to say what the full impact of coronavirus will be on children and young people's mental health, but the signs are that it will be significant.' The DfE's paper, 'Mental Health and Behaviour in Schools' further outlines the direct link between a child's mental health and their ability to concentrate and learn to the best of their ability. On pages 13 – 15, this document highlights both risk and protective factors in terms of developing resilience and one of the risk factors that can contribute to a lack of resilience and, in turn, poor mental health and low learning levels, is socio-economic disadvantage. It is for these reasons that we have prioritised mental health as one of the key areas to focus on in ensuring some of our more vulnerable pupils can have their needs addressed as soon as possible rather than having to wait on external agencies. As well as there being a trained mental health team and full time employed Pastoral Workers who are Thrive practitioners, all teaching staff receive additional training regarding mental health as part of our CPD cycle.</p>	<p>3</p>
<p><i>Continue from 2021 - 2022</i> Purchase of external 'life coaching' support for Y6 pupils</p>	<p><i>October 2021 -</i> The DfE's paper, 'Mental Health and Behaviour in Schools' further outlines the direct link between a child's mental health and their ability to concentrate and learn to the best of their ability. On pages 13 – 15, this document highlights both risk and protective factors in terms of developing resilience and one of the risk factors that can contribute to a lack of resilience and, in turn, poor mental health and low learning levels, is socio-economic disadvantage. Paddy works with whole classes of children as well as running 1:1 coaching sessions once the whole class work has</p>	<p>5 and 6</p>

	concluded. Staff refer pupils for sessions and regular reports are received.	
Continue from 2021 - 2022 Employment of an Attendance officer	<p>October 2021 -</p> <p>Research conducted by the UCL Institute of education culminating their ‘School absences and pupil achievement’ states that, ‘Each day of individual pupil absence results in around 0.3-0.4% of a standard deviation reduction in achievement.’ And that ‘Pupils from low-income households see a larger negative effect from each day of absence.’</p> <p>Moreover, they categorically state that, ‘Reducing pupil absences will have a positive effect on achievement and is likely to reduce achievement gaps between high and low income pupils.’</p>	5 and 6
Continue from 2021 - 2022 Funding or part funding trips, visits, residential and equipment needs (including uniform)	<p>October 2021 -</p> <p>The research on the benefits of school trips, visits and residential for educational progress is not very wide ranging and is, therefore, not particularly conclusive. However, our philosophy is that by supporting disadvantaged children/families to pay voluntary contributions to fund school trips and residential, means that they are more likely to be able to take place.</p> <p>Furthermore, in the case of residential visits, providing additional funding further diminishes the chance of creating a dichotomy where the ‘haves’ go and the ‘have nots’ don’t. This situation could negatively impact on the mental health of pupils who are unable to take part/attend.</p> <p>A number of scholarly articles (two examples: ‘School Travel Organiser’ and ‘Why are school trips so important’) have been completed on the ‘softer’ impacts of school visits trips and they appear to concur on them benefiting the children in the following ways:</p> <ul style="list-style-type: none"> ● Preparing for later life (awareness of the ‘outside’ world) ● Improving behaviour (in different contexts) ● Putting class based learning into context/ experiential learning ● Fostering deeper relationships between peers and teachers and students (particularly residential) ● Improving students’ resilience, self-confidence and wellbeing (particularly residential). <p>There appears to be little evidence base for the impact school uniform has on academic outcomes (EEF - School Uniform and Educational Outcomes). However, we view having the appropriate uniform as being part of the wider ethos of our school especially in terms of a pupil’s mental health. We do not want pupils to feel that they ‘stand out’ from their peers because the reason for them not having the correct uniform is a monetary one. The same applies to other school resources.</p> <p>The EEF recognises this: ‘Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the</p>	4 and 6

	<i>development of a school ethos and the improvement of behaviour...'</i>	
Continue from 2021 - 2022 Continued provision of a Chromebook for disadvantaged children	<p><i>October 2021 -</i></p> <p>More and more of our curriculum uses digital technology to supplement the curriculum. This includes homework which, other than reading (although this can also be completed electronically), is web based and dependent on hardware in order to complete.</p> <p>The need for remote learning during the last lockdown has only increased our dependence on digital technology and was part of the reason for why we decided to issue a Chromebook to every disadvantaged child for the time they are with us.</p> <p>Our pupils live in a digital age where not only education but also socialising can be enhanced by access to digital technology, and we are determined that no child will be digitally poor while they are with us.</p> <p>Research into the impact that digital technology has on educational progress appears to be limited at present. However, the government, in effect, acknowledged the importance of being digitally literate when creating its 'Get help with technology' programme during the ongoing pandemic.</p> <p>We have supplemented what the government has provided by purchasing an additional 145 Chromebooks so that our disadvantaged pupils have 1:1 access to digital technology both in school and at home, and no disadvantaged pupil will miss any future learning should there be a need for further lockdowns.</p> <p>The initial outlay for the hardware was made in early 2021 but we will continue to ensure that all disadvantaged pupils have continual access by continuing to use part of this funding to support repairs and upgrades for the foreseeable future.</p>	6 and 7

Total budgeted cost: £230 000

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and the DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that we met our own internally set targets and now need to focus further on closing the gap between our school and national averages and, indeed, to exceed national averages. Our analysis suggests the impact of COVID-19 is still ongoing and we have reviewed our strategy in order to continue to tackle this.

Attendance data for our disadvantaged pupils was good during 2021-2022 sitting at 94.7%. This is significantly higher than the national disadvantaged figure that was 90.5%. Furthermore, our figure is better than the national average for all pupils (92.8%) as well as national non-disadvantaged pupils (93.7%). Our aim is to bring our disadvantaged attendance data in line with OUR non-disadvantaged data, which sat at 96.1% last year.

Our observations and internal logging systems demonstrate that pupil behaviour improved more as the year progressed. As the children adapted more to uninterrupted education, there were fewer incidents recorded using our internal processes. However, while this may be the case in general, we found that in some identified pupils, instances became more frequent and prevalent. We believe this

to be linked to the fact that, while **school** returned to 'normal' over a sustained length of time, for some pupils, they are taking longer to adjust to this.

While surveys suggest an improvement in mental health and wellbeing during the school year (Autumn compared to Summer surveys), the number of acute instances of poor mental health did not lessen as significantly as we would have liked. This was particularly the case for a number of Y6 pupils who have had significantly disrupted learning (social as well as educational) during their time with us and had to cope with SATs and the transition to high school. At present, we are not seeing the same level of need with the current pupils in school. This year's focus on mental health and wellbeing will have a particular focus on 'resilience'.

These results mean that we are, at present, on course to achieve the outcomes that we set out to achieve by 2023/24, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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
Read, Write, Inc.	
Spelling Shed	
Oxford Owl E-Books	
Number Sense	
Times Table Rockstars	
Numbots	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

NA