

# Review of outcomes in the previous academic year (2021-2022)

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

We are still in a period of recovery following the global pandemic; it continues to be widely accepted that pupils have been detrimentally affected by the closing of schools as well as national lockdowns, with those most deprived families being the most severely affected. The impact of Covid, especially through pupil and staff absence, has still impacted provision and has meant that strategy outcomes have been adversely affected. Despite this, pupils who qualify for the Pupil Premium Grant (PPG) have made good progress.

### EYFS

Our data shows that last year, pupils continued to make rapid progress in EYFS despite the negative externalities of the pandemic. As a cohort, the children qualifying for Pupil Premium funding made greater than expected progress in every area. As a result, the percentage of children meeting the expected standard in every area increased. In some areas, such as Reading, Writing and Mathematics, pupils made exceptional progress. This can be evidenced in the table below:

	Communication and Language		Personal, Social & Emotional Development			Physical Development		Literacy			Mathematics		GLD
	Listening, Attention & Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor	Fine Motor	Comprehension	Word Reading	Writing	Number	Numerical Patterns	On Track
<b>ARE On ENTRY</b>	39%	56%	61%	70%	67%	78%	61%	52%	30%	31%	33%	33%	13%
<b>ARE End of Year</b>	74%	74%	81%	85%	85%	93%	74%	59%	70%	63%	67%	56%	55.6%
	70%		78%			74%		59%			56%		

The percentage of Pupil Premium pupils achieving a Good Level of Development (GLD) was 56%. Although this figure is lower than the National picture, it is clear that despite pupils coming from low starting points, their rapid progress is ensuring they are catching up with their peers. This progress must then be sustained throughout Key Stage 1 to ensure that the gap is diminished and children achieve age related expectations as soon as possible.

### Accelerated Progress Evident Across Key Stage 1

Our data shows that despite their low starting points, pupils continued to make accelerated progress across Key Stage 1 last year however the impact of the pandemic has had a negative impact. Staff at our school report that our most disadvantaged pupils show greater adverse effects on their academic attainment. When examining the percentage of pupils who passed the **Year 1 phonics check**, there was a 10% disparity between pupils eligible for the PPG and their peers; the previous year this gap was only 4%. This has led to a whole school focus on phonics and an

adaptation to next year's funding allocation of the grant to ensure high quality phonics provision with rapid catch up is in place for every child.

Progress continues to accelerate our **Year 2** cohort. Despite over 56% of the Pupil Premium cohort having significant SEN, a greater number of children have achieved Age Related Expectation in Reading, Writing & Maths at the end of Key Stage 1 than the previous year. On average 50% of this cohort met the National standards at the end of Year 2. Although this progress is a positive step, more needs to be done for this cohort to ensure the difference between their peers is diminished. With this in mind, we have again altered our funding allocation to ensure these children can have higher teacher:child ratios next academic year. This forms part of our agreed action plan and features on the School Development Plan (SDP) to ensure rapid catch-up.

### **Accelerated Progress within Key Stage 2**

Our data continues to show that Reading progress is strong across Key Stage 2. The percentage of pupils achieving Age Related Expectations has risen in almost every year group. By the end of Key Stage 2, the gap was still evident although children achieved 13% below their peers.

Writing remains a focus on our School Development Plan; there is a continuing need to seek improvements for our most disadvantaged pupils. Writing at Key Stage 2 has seen the least amount of progress across the school; results remain stagnant from the previous academic year. Although there have been strong gains to close the gap for individual children, as well as specific year groups, progress is not consistent and further work is needed to diminish the difference. Targeted interventions, a whole school focus and high quality CPD underpin the strategy again for next academic year to ensure higher results for our Pupil Premium pupils.

Our data shows that Maths is improving across Key Stage 2. The percentage of children achieving ARE and the GD standard increased and gains are being made to meet National expectations over time. Rapid progress was specifically seen in some year groups and this is a result of high quality CPD for staff and excellent quality first teaching.

### **Greater Depth**

Opportunities for pupils to achieve the '**Greater Depth**' standard in Reading, Writing & Maths have continued to be a focus this academic year. The percentage of Pupil Premium children working at a Greater Depth standard increased in almost every area in every year group (based on teacher assessments). Where this was not the case, (a stagnation in Year 4 Writing and a slight fall in Year 5 Reading) it is in part due to individual circumstances or recent admissions to the year group.

The achievement of Greater Depth for Pupil Premium pupils was not as evident in the Year 6 Standard Assessment Tests where despite significant intervention, results were lower than predicted. At the current time, there have not been statistics released so no comparison to National can yet be made.

## Attendance

National data has not been released since the pandemic affected school attendance and therefore direct comparisons have been impossible to make. Our **attendance** has unsurprisingly, been negatively affected due to the pandemic. As a school, we had a large number of Covid cases which understandably affected parental concerns regarding their children's attendance; this has had a lasting impact. During the pandemic we saw a downward trend in attitudes to attendance of our most vulnerable families. Through speaking to parents, this is largely due to the capacity to enable their families to stay at home; most of our families have at least one parent at home as opposed to more of our working parents who had no other choice but to send their children to school. We have worked across the year to target families and build confidence and relationships. However, this continues to be a high priority moving into next academic year. In June 2022, the in-school attendance strategy was relaunched and significant improvements were visible. As a result of this, Pupil Premium attendance was less than 2% lower in comparison to whole school figures (whole school 92.8%; PPG 91%).

**Persistent Absenteeism** for Pupil Premium pupils was higher at 39% in comparison to a whole school percentage of 23.11%. Although this figure is disproportionately higher than we would have anticipated pre-pandemic (see detailed explanation above), targeted attendance strategy meetings, CSC involvement, and a raft of further personalised interactions have ensured we have made every effort to reassure our parent community and ensure high attendance targets moving forward.

The attendance strategies we had in place before the pandemic were strong and positive gains were seen to improve attendance across the school. This will continue to be the case with new fortnightly targeted meetings to ensure early intervention and rapid action.

## Learning attitudes and behavior

Our parent survey reported that 98.5% of parents felt that behaviour was good or outstanding at our school. This is a further rise from last year (91%). This is because the Inclusion Team are proactive to ensure that **pupils' behaviour does not disturb the learning of others**. This has continued to be more challenging since the pandemic and a raft of measures have continued to support pupils to ensure their learning, and that of others, continues to be of the highest priority.

There were no **permanent exclusions** for any pupil in the last academic year and **one suspension** (for one day) for a Pupil Premium pupil (formerly known as fixed term exclusion). Exclusions and suspensions are only taken as a last resort and the school uses this time to seek external, professional advice.

In class, pupils continue to be actively engaged in their learning. This is evident through book looks and learning walks. Proactive teaching has supported pupils in becoming independent learners and this needs to continue into next academic year. Children need to continue to be taught about **career choices** and **high aspirations**. This is particularly pertinent to our catchment as we know that many of our families have not accessed higher education (Indices of Deprivation, government website shows that part of our catchment is in the lowest 3% for education, skills and training.)

## **Parental engagement**

**Parent engagement** has continued to be positive despite the challenges brought by the pandemic. Parental feedback continues to be overwhelmingly positive and the school has continued to be creative in how to engage parents in their child's life at school.

Parental workshops were again paused this year although videos created by teachers to explain key areas such as phonics and reading continued to be a useful tool. Videos shared with parents have included: a tour for new parents, support to hear your child read, information on the Year 1 phonic test and the multiplication test for Year 4 parents.

Our data supports these positive parental relationships with 98.5% of parents stating that they would recommend Oaklands to other parents. (Parental survey September 2022).

## **Cultural capital**

Due to the pandemic, school trips and visits and events continued to be hampered in the last academic year. Over the last year, pupils have had the opportunity build their **cultural capital** by taking part in 20 school trips and we have welcomed 22 visitors to the school to who provided the children with opportunities to bring their learning to life. Examples of these events are varied and included a WWII evacuation, fossil hunting and visits from people with faith and none such as Humanist speakers. These activities have been hugely enjoyed by the children and have provided vital context to their learning.

## **Emotional wellbeing**

Our provision for children who need additional support with their **emotional well-being** continues to be strong with individualised programmes in place. The creation of our dedicated Inclusion Room this year provided support for 5 PPG pupils and allowed them to access school in a supportive and inclusive way that met their individual needs. This provision will continue to be adapted to meet the ever-changing needs of our pupils. PPG pupils continue to access ELSA to support their emotional literacy and are given priority to waiting lists. Twenty children accessed this provision last academic year.

Children's emotional wellbeing has been high on the agenda following the pandemic. Many strategies have been employed and although the effectiveness of individual approaches is harder to measure due to disruption, support has been well received by children and parents.