

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.

Context

Substantial progress has been made towards the intended outcomes of the 2022-23 Pupil Premium Strategy. Where objectives have been met and actions implemented, there will be a continued drive in the coming academic year to build on these and to imbedded existing good practice. Where objectives have not yet been met and where monitoring has identified areas for development, there will be a renewed focus on these as priority areas in the coming year and as part of our 3-year strategy.

The Pupil Premium Strategy is closely linked to the school's wider development priorities and, as such, bridges many areas. Staff are aware of Pupil Premium priorities and have received extensive training this year on scaffolding learning in the classroom, reducing cognitive load, supporting writing and developing vocabulary. The most current thinking and research evidence regarding disadvantaged pupils has also been shared with staff, in order to ensure that all staff are fully aware of the importance of providing quality classroom provision for Pupil Premium children; that they are conscious of the need to develop cultural capital; and are mindful of the likely gaps in the experiences of many Pupil Premium children.

Following a review of the tasks carried out by the Pupil Premium Lead, the decision has been made to redistribute tasks and responsibilities in order to maximise the impact of PP Lead time. From September 2023, the Inclusion Manager will assume responsibility for the strategic direction of Pupil Premium within the school. This move should streamline strategic decision making and expand the current PP Lead's capacity to work with small groups of children on closing gaps in learning. Responsibility for monitoring the impact of the Pupil Premium strategy within school will be assumed by the wider Senior Leadership Team, with leaders scrutinizing aspects of the Pupil Premium strategy as they undertake their own monitoring. This shared approach to monitoring will reduce duplication and increase efficiency, and will free up the current PP Lead to spend more time working with children.

Evaluation of Impact

The following section provides a brief impact summary of the progress made in addressing each challenge area. Monitoring has taken place both to audit current practice and to monitor the implementation and impact of initiatives. Feedback has been given to staff and follow-up training provided as necessary.

1. Emotional wellbeing and readiness to learn

With emotional wellbeing having been a priority in the first year of the Pupil Premium strategy and with it now a strength in the school, it has been a case of 'light touch' monitoring to ensure that it remains well established. Monitoring has shown that emotional check-ins are well established in all classes; children have responded well to them and have a growing understanding of different emotions and how to manage them. There is clear progression, with older children showing a greater awareness of the complex nature of emotions.

In March 2023, an Emotional Wellbeing and Readiness to Learn Survey was completed by teachers and showed very positive outcomes across the range of questions asked. To give a sense of the results, 100% of teachers reported that children have developed a wider emotional vocabulary; 89% of teachers reported that children are more engaged in lessons due to a greater emotional awareness; 100% of teachers reported children having formed trusting relationships with adults in the school; and 78% of teachers reported children effectively using strategies to self-regulate their emotions.

Wider monitoring by senior leaders has noted calm working environments in classrooms, a high level of pupil engagement in learning and good relationships between adults and children. The following comments serve as an example of this: "classroom atmosphere was calm and focused", "lovely purposeful working atmosphere", "good active engagement of children", "all were engaged", "children were engaged and smiling", "respectful relationships between adults and children – the children were keen to learn and please", "good relationships with the children".

For those children who find self-regulation a challenge, a range of support is in place, either fully or partially funded by Pupil Premium funding, including opportunities for self-regulation supported by an adult, safe/quiet spaces and specific interventions (such as Thrive, ELSA, TALA, Play Therapy). The following comments from a recent pupil voice survey give a flavour of the value and impact of these interventions for the children: "It helps me be more calm when I am angry", "I tell my teacher I am finding things difficult rather than keeping it to myself", "I have learned to play", "It helps me to be relaxed".

Moving forward into the 2023-24 academic year, focus will be on teachers explicitly modelling how they are feeling and the strategies they use to regulate their emotions, and on imbedding Thrive into wider classroom practices.

2. Accessing learning in class through appropriate resources and scaffolding

Extensive monitoring of resources and scaffolding took place across all year groups in the Autumn term and revealed many strengths. Lesson observations identified a range of accessible practical resources in all classrooms available for children to use (concrete maths resources, sound and word mats, whiteboards); the use of task planners and recording sheets; clear visual teaching display with large font and use of colours and images; effective deployment of Professional Teaching Partners (PTPs) supporting children during both the input and independent tasks; and effective questioning and prompting by both teachers and PTPs to encourage deeper understanding.

While children readily use resources that are given to them, they are more reluctant to access resources independently. Pupil conferencing in May 2023, revealed a persistence of the belief that resources are used to help children when they are struggling. In order to address this, there will be a renewed focus in the 2023-24 academic year on teachers modelling the use of resources for all as part of their teacher inputs, rather than turning to resources as a support for some. Modelling, in general, as a method of scaffolding, is an area for continued development, with a focus on metacognition in particular – that is explicit modelling of the learning and thinking processes involved in a task and of the strategies for overcoming difficulties and evaluating learning.

Another area for development in the 2023-24 academic year is working walls. While the use of working walls has been expanded this year, with current and relevant work more frequently displayed as a visual reference and with some strong examples evident in classrooms, the use and effectiveness of working walls remains inconsistent across the school. This is also reflected in pupil conferencing – while children are able to talk about a range of resources they find helpful to them in the classroom, working walls are infrequently mentioned.

3. Language deficit – developing vocabulary

The development of vocabulary spans all curriculum areas and all staff have worked on developing vocabulary within their areas of responsibility. The range of strategies employed is extensive and varied as the following summary illustrates.

In English, the English Lead has driven vocabulary development through CPD in writing that advances the three main stages of the writing process with vocabulary as a thread running throughout, and also through the introduction of specific resources that scaffold writing and encourage the use of wider vocabulary, such as 'zones or relevance', 'shades of meaning', 'purpose, audience, effect'. The establishment of learning journeys for reading and writing has promoted a richer text-based curriculum that exposes children to a greater range of vocabulary, and 'the word of the day' continues to be promoted daily in classrooms. The use of word mats that are subject specific and include tiered vocabulary, again, broaden exposure to vocabulary.

The Maths Lead and Foundation Subject Leads have developed subject specific vocabulary progression across the school. Resources and strategies to support this include the use of subject specific word mats, working walls that highlight vocabulary and pre-teaching of

vocabulary to give children the opportunity to learn and understand subject specific vocabulary ahead of lessons.

Within English, the push this year to develop vocabulary through writing follows on from the previous year's focus of developing vocabulary through reading, which has had successes and is still ongoing. Monitoring of learning journey planning in the Autumn term identified the planning of specific vocabulary activities into those journeys and this has grown over the course of the year. Spring term learning walks provided evidence of vocabulary being explored and prioritised in lessons, with 'the word of the day' being delivered consistently throughout the school. Book scrutiny with a vocabulary focus has identified the use of a wide range of vocabulary in children's writing that has clearly been carefully chosen for effect.

Monitoring of vocabulary with a specific Pupil Premium focus had been scheduled for the Summer term, with the aim of assessing the degree to which Pupil Premium children participate in class discussions and are given the time and opportunities to articulate their thoughts. However, due to a number of other pressures that coincided with this, vocabulary monitoring did not happen with the rigour that it deserves and so will be a priority for the 2023-24 academic year. Feedback from this will inform the direction of priorities.

2023 Results of Statutory Tests

The Pupil Premium Strategy – now at the end of its second year - is beginning to have impact on the school's SATs results. 2023 results at both KS1 and KS2 show a significant percentage increase across all subjects of children on FSM meeting the expected standard compared to 2022 results. Furthermore, at KS2, the school has significantly out-performed Hampshire and National in all subjects, and at KS1 significantly out-performed Hampshire and National in Reading and Maths (although percentages reflect just 4 pupils). Further positive impact of the Pupil Premium Strategy can be seen in the 2023 Y1 Phonics results, which have significantly improved on 2022 and are now in line with Hampshire, and the EYFS GLD results, which, again, have improved on last year and are above both Hampshire and National.

KS2 SATs PP EXS (30 pupils)	Reading	Writing	Maths	RWM Combined
CHPS FSM	80.0	66.7	63.3	53.3
Hants FSM	56.8	53.5	53.9	39.0
National FSM	59.4	57.6	58.3	43.4
Gap with Hants	+23.2	+13.2	+9.4	+14.3
Gap with National	+20.6	+9.1	+5.0	+9.9

KS1 SATs PP EXS (4 pupils)	Reading	Writing	Maths	RWM Combined
CHPS FSM	75.0	25.0	100.0	25.0
Hants FSM	53.4	42.8	53.1	38.7
National FSM	53.8	44.5	55.8	40.3
Gap with Hants	+21.6	-17.8	+46.9	-13.7
Gap with National	+21.2	-19.5	+44.2	-15.3

The manipulation and analysis of internal progress data has been affected this year due to the introduction of the Hampshire SEND Toolkits for Reading, Writing and Maths. While individual progress data is available, it has not been possible to run reports for groups of children and so progress data cannot be reported on here. A new data recording system is due to be adopted in the new academic year, which will allow for the running of group reports.

Further Monitoring and Evaluation of Impact

1. Pupil Progress Meetings

In a move to reduce the paperwork burden of teachers and to establish a more meaningful method of monitoring pupil progress, Individual Pupil Profiles (IPPs) for disadvantaged pupils have been replaced with targeted Pupil Progress Meetings. These meetings are additional to the wider Pupil Progress Meetings that take place with the Senior Leadership Team, and are an opportunity for the Pupil Premium Lead and SENCo to discuss with teachers their Pupil Premium and SEND children. The meetings have provided the opportunity to focus on children of concern, identifying the barriers they face, including any ACEs experienced, and pinpointing strategies for addressing these and for supporting academic progress. They have proved extremely useful for both teachers and leaders. It is clear from these discussions that teachers continue to know their Pupil Premium children very well, in terms of both their academic progress and their home circumstances, and they have built strong relationships with the children and their parents.

2. LLP Disadvantaged Pupils Visit

In June 2023, the school shared in a Leadership and Learning Partner (LLP) visit aimed at supporting the work being done by the school to enhance the learning opportunities and outcomes for disadvantaged children. Feedback from the LLP noted that “teaching was effective with excellent use of questioning and targeted teaching for all pupils in evidence”; that “LSAs were used well to facilitate this work in class”; that “pupils report enjoying their learning”;

and that “attendance for pupils with disadvantage is prioritised in the school”. The following areas were identified as areas for development: prioritising resources that enhance pupils’ abilities to self-help in learning; developing the wider THRIVE approach; and reviewing curriculum drivers to ensure that all units are purposeful and exciting.

National Tutoring Programme

As part of the National Tutoring Programme, tutoring has been delivered both through school-led tutoring, with a focus on writing and vocabulary development, and through an approved online tuition partner with a maths focus. Pupil Premium funding has been used to fund 40% of tutoring costs. In the 2022-23 academic year, 82 children across multiple year groups received tutoring, with a total of 796.5 tutoring hours being delivered. The impact of this is evident in the school’s 2023 SATs results at both KS1 and KS2, as outlined above.

Recovery Premium

Recovery Premium funding has been used to fund a small group catch-up teacher to support primarily in Y2. Support has been targeting at the lowest 20% of children and has comprised daily phonics and daily paired reading interventions. In addition to this, daily English interventions with small groups of children have taken place with a focus on sentence structure and talk for writing. In the run-up to Y2 SATs, the ‘close-to’ children were targeted with regular reading, focusing on fluency and comprehension, developing the skills of scanning and inference, and building reading resilience and stamina. The ‘greater-depth’ children were also targeted, with a focus on inference, prediction and linking ideas. The impact of this is evident in the school’s 2023 KS1 SATs results, as outlined above.