# Review of the previous academic year 2022-2023

## Outcomes for disadvantaged pupils

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| We have analysed the performance of our school’s disadvantaged pupils during the 2022/23 academic year using Key stage 1 and 2 performance data, phonics check results and our own internal assessments.  Our pupil premium strategy continues to revolve around the employment and deployment of high quality staff as well as providing a cycle of high quality staff training and a wide range of curricular enrichment activities in order to support disadvantaged children across the school, especially in light of the pandemic.  The lead practitioners for teaching and learning and assessment were both non-class based and worked in Year 6, this alongside the implementation of additional staff in Year 2, enabled them to support smaller and more focussed teaching groups including children who are the most vulnerable children. The teaching and learning lead was also able to work with teachers and other staff around planning and quality first teaching to ensure that the very best provision to ensure maximum progress was made. This is evidenced in improved planning, book looks and via the school’s internal tracking system.  Writing  Key Stage 1 - The gap between those who are disadvantaged and those who are not is in line with Birmingham.  Key Stage 2 - the gap between those who are disadvantaged and those who are is narrower than Birmingham.  Maths  Key Stage 1 - The gap between those who are disadvantaged and those who are not achieving GDS is narrower than National. Key Stage 2- The gap between those who are disadvantaged and those who are not is almost as narrow than Birmingham.  A highly experienced consultant was secured to work alongside the school to develop and deliver a continued comprehensive CPD training package for the Reading and Phonics with EYFS, Key stage 1 and Year 3 teaching and support staff. This package was implemented to upskill all staff in the delivery of high quality phonics and reading provision for all children, especially those who are the most vulnerable. This increase in the number of highly trained staff alongside the increased skill levels, resulted in smaller more targeted groups receiving daily effective phonics provision more frequently resulting in increased progress levels, Modelled sessions, quality assurance carried out by the consultant and internal phonics data tracking has shown that the CPD has had a positive impact on phonics across EYFS / KS1. The provision continues to be developed further.  Targeting provision  Succeed and Fly intervention provision was set up and targeted Year 6 children including those who are disadvantaged. The provision was carried out by a lead practitioner (external) who has a track record in raising attainment through targeted intervention. The provision included sessions both in the school day and as an afterschool club. Through tracking (standardised scores) we can see the positive accelerated progress impact of this provision.  Third Space Learning intervention provision was used again to support accelerated learning in Key Stage 2 (Year 6). A clear positive impact can be seen tracking these pupils scaled scores. Third Space Learning sessions offers our children, including those who are disadvantaged a personal tutor with learning tailored to their ability, knowledge and learning needs  Additional teaching support from non-class based practitioners supported the targeted intervention in Year 1, 2 and Year 6 to raise standards.  Phonics - The gap between those who are disadvantaged and those who are not is narrower than Birmingham.  Reading Key Stage 1- the gap between those who are disadvantaged and those who are not achieving GDS is narrower than Birmingham.  Key Stage 2 - the gap between those who are disadvantaged and those who are not is smaller than Birmingham.  Roots to Fruits  The wider implementation of Roots to Fruit sessions within the school has been an extremely positive step in helping our children continue to develop a positive outlook on their lives, improved confidence and communication skills. Roots to Fruits has been rolled out across several year groups including specific well-being groups for our disadvantaged children. Following participation in these groups, pupils have demonstrated a very positive attitude towards these sessions as well as school itself and they feel that it has had a positive effect on their well-being, social skills and engagement in the wider curriculum and outdoor learning. Roots to Fruits has also benefited family groups in need and the impact can be seen at home as well as in school.  Curriculum  With the Teaching and Learning lead out of class, the school has been able to continue a comprehensive programme of development for our middle leaders for our creative curriculum areas so that the children receive high quality provision throughout. Our new and improved creative curriculum has now impacted on a greater number of subjects and they have been developed that provides a systematic and progressive approach to the development of skills in each curriculum area. Through a range of strategies including gaining pupil voice, book looks, observations and green time, we can see that children’s skills and knowledge are developing so that they are able to build on previous knowledge and clearly articulate their learning to others.  Parent Support Sessions  The development of a comprehensive range of parent’s information sessions, workshops and support groups has been positively received by parents and carers. Sessions have included developing parents’ knowledge and understanding of their children’s education in a range of areas including e.g. Early years, Reading, Writing, Phonics, Mathematics, Attendance, Safeguarding & Puberty. Parents and carers have said that the sessions have made them feel more confident in understanding what their children are learning about as well as helping them to understand how they can help their child’s learning at home.  Attendance  Attendance of all pupils, especially that of our most disadvantaged, has been more closely monitored with the implementation of Bromcom. Children’s attendance and absence is tracked on a daily basis so that early intervention can be implemented at the earliest opportunities. The school has provided increased breakfast club and afterschool club places for some of our disadvantaged children so that they are in school more often. Parents have welcomed the opportunity and therefore there has been a positive impact on the pupils' attendance resulting in an increase in accessing high quality learning opportunities on a more consistent basis.  The pastoral team has:  - increased provision for a greater number of our disadvantaged families in order to improve attendance of their children. Provision has included home visits, Early Help, nurse appointments.  The pastoral team's proactive nature of supporting parents applying for self referrals means that more parents are willing to access the support they are entitled to as they are able to be in control of the process.  Enrichment Activities  Our disadvantaged children always have:  - a significant proportional provision in after school clubs  - continue to play an integral role in key responsibilities in school including as school counsellors, safeguarding squad and learning buddies.  The variety of clubs has increased from the previous year and these platforms offer a very important opportunity for their voices to be heard and valued. The children have continued to respond positively to the new behaviour system, can clearly articulate the school values and work hard to achieve a Barford token which they see value in. |