



## 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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised. Please see below for further details.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The impact was mitigated by the following:

- Laptops were provided to disadvantaged pupils to be able to access online learning
- Over half of disadvantaged pupils attended school during lock-down
- Virtual daily Phonics interventions were delivered to individual disadvantaged pupils
- Regular contact made with families and individual support provided, when appropriate
- Focus on a high-quality curriculum provision being maintained during periods of partial closure

Our observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. This included adapting our Nurture Group provision and delivering it virtually through an online journal, Seesaw, with activities and messages being posted regularly. The group also met weekly via Google Meet. Half of all disadvantaged pupils were active members of the group. We are building on that approach with the activities detailed in this plan.



## Assessment of 2020-21 Outcomes

<p><b>To enable identified children to make accelerated progress in relation to their starting point, thus closing the gap.</b></p>	<p>Toe by Toe/Hornet- Average 6 months' progress in Spelling Age, 8 months' progress in Reading Age, despite disruption to schooling due to Covid-19</p> <p><b>Achieved</b></p>
<p><b>At least 60% of disadvantaged children in Y3,4 and 5 achieve age related expectations in reading.</b></p>	<p>Y3- 40%, Y4- 66.6%, Y5- 37.5% (1/8 children not attending)</p> <p><b>Partially Achieved</b>; 48.03% of disadvantaged children in Y3, 4 and 5 achieved age related expectations in reading.</p>
<p><b>At least 60% of disadvantaged children in Y3,4 and 5 achieve age related expectations in writing.</b></p>	<p>Y3- 40%, Y4- 66.6%, Y5- 37.5%</p> <p><b>Partially Achieved</b>; 48.03% of disadvantaged children in Y3, 4 and 5 achieved age related expectations in writing.</p>
<p><b>At least 60% of disadvantaged children in Y3,4 and 5 achieve age related expectations in maths.</b></p>	<p>Y3- 40%, Y4- 66.6%, Y5- 37.5%</p> <p><b>Partially Achieved</b>; 48.03% of disadvantaged children in Y3, 4 and 5 achieved age related expectations in maths.</p>

## 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 to Write	Literacy Counts
Read, Write Inc Phonics	Oxford University Press
The Poetry Basket	Helicopter Stories