

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 2022-2023 academic year.

Outcome 1 By 2023-2024 there is not an attainment gap in any year group between disadvantaged pupils and their peers in reading, writing or maths. Staff engage in CPD to ensure best practice in all areas. All subjects have resources necessary to provide high-quality and engaging curriculum	<u>End of Year 22-23 Statutory assessment information</u> EYFS – the PP gap for 22-23 was -7%. This is a smaller gap than 21-22 outcomes. A higher % of disadvantaged pupils achieved GLD in comparison to last year. This gap is smaller than 2022 national gap and LA gap for 23. Y1 phonics. There was a gap of -19%. This is inline with the national gap for 22 and LA gap for 23. 7/10 disadvantaged pupils passed the phonics screener. Ks1: Reading: There was a -13% PP. This gap is smaller than LA gap and National 22 gap. Writing: There was a gap of -30% gap for writing. This gap is larger than the LA and National 22 gap. Maths: There was a gap of – 17%. This gap is smaller than LA gap and in line with National 22 gap. These gaps are significantly smaller than 21-22 KS1 PP gaps. A Significantly higher % of children achieved EXS in reading and writing in comparison to 21-22 results. KS2 Reading: There was a -19% PP gap. This gap is inline with National 22 and smaller than LA gaps. Writing: There was a +1% Gap. This is smaller than LA and National 22 gaps. Maths. There was a -35% gap. This is a larger gap than LA and National 22 gaps. A higher % of disadvantaged pupils achieved EXS this year than disadvantaged pupils did in 21-22. <u>Non-statutory assessment information</u> Y1: when comparing the same cohort at the end of EYFS, 22-23 data shows a significant increase in the % of PP children working at expected. Y3 When comparing end of year assessments with those achieved by this cohort at the end of KS1, the PP gap has closed by 18% for reading, 8%for writing and by 7% maths. There was a significant increase in the % of PP children working at expected in reading and maths. Y4 When comparing end of year assessments for this cohort with those achieved last year, a significantly higher
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	% of PP achieved EXS for reading. The PP gap for maths has narrowed by 18%. Y5: The PP gap has narrowed for reading, writing and GAPS. <u>Small group Tuition</u> From March 23 – end of academic year 23-24, 18 children took part in small group tuition for reading and maths. For reading, 44% achieved expected outcomes and 78% made progress in their Standardised score. For Maths, 89% achieved expected outcomes and 100% made progress in terms their Standardised score.
Outcome 2 Improved oral language skills and vocabulary for all. Specific Speech and Language needs are promptly identified and met.	Monitoring by DHTs demonstrated that weekly vocabulary lesson takes place in all classes. Vocabulary is a key focus across the curriculum- 'star words' at start of all subjects, daily science vocabulary work. 9 children received regular 1:1/ small group intervention from Speech and Language therapist, 6 of these children were PP. 83% of these PP children met the SALT targets set for them. SALT also screened 12 other children throughout the school and provided training for TA's/ teachers and resources to be used in class. 3 children are receiving Core SALT support as a result of early identification.
Outcome 3 Children experience a wider range of places, people and opportunities, in line with those from more affluent areas. This is reflected in learning and they are more aware of future education and vocation options available to them. Increase engagement from Children's University	<u>Links with UWE.</u> Dec 22: Future Me workshops – Y6 Law workshop, Y4 and 5 Graphic design workshops. All these classes were approximately 50%PP May 23: Fire Angels Assembly – 3 female fire fighters led an assembly about an expedition they were about to embark on from the coast of Antarctica to the South Pole. We have also arranged experiences for the whole school: African drumming, Indian dance, Chinese dance. To develop inclusivity, we have had representatives from SARI into classes to lead workshops. Children's University scheme: 5 children graduated this year. We feel the decrease in numbers is because the scale of graduation reduced dramatically (was at Bristol Cathedral prior to the pandemic V held at school for July 22). Children's University will not be continuing for 23-24 because UWE is no longer receiving funding for this. However, we will be engaging in a 'Start small, dream big' programme based on aspirations and career education. Class trips: Children speak enthusiastically about these experiences long after they have taken place (e.g. during 22-23 pupil conferencing, a pupil was able to discuss a riverside trip linked to science last year).

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	We have contributed over £1000 towards the cost of school trips this year for our disadvantaged pupils, ensuring they are not missing out on experiences due to financial circumstances.
Outcome 4 Children consistently demonstrate positive learning behaviours, including independence and resilience, allowing best learning to take place.	Behaviour learning walks conducted show that in most classes, behaviour is in line with expectations. 23-24 we will focus on further developing consistency across the whole school. Zones of regulations training was shared with staff in January 2023. All rooms now have a Zones of Regulation board and regulation station. Sept 23: Staff to reflect on school values – are they still relevant? 24 children in Y6 participated in a woodwork project this year. Focus was on improving resilience and ability to face challenges. Evaluation demonstrates targets met for all children. Positive Role Model Mentor completed weekly sessions with 7 children throughout the year. 57% of these pupils met their target. Analysis and reflection of this intervention concluded that this was not as effective as hoped. This intervention will not continue.
Outcome 5 Pupils' emotional needs are identified and met.	Data from the company employed to provide weekly ELSA sessions shows that a total of 12 children engaged in sessions, many of whom participated for several terms. 50% of these children met their targets. Analysis and reflection of this intervention concluded that this was not as effective as hoped. This intervention will not continue. Soft data has demonstrated that work with the pupil and family mentor has been more successful. This member of staff is on site every day and therefore able to build strong relationships with children and their families. Pupil and family mentor to complete ELSA training.
Outcome 6 Improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance remains a priority for Barley Close. Overall attendance was below our target. However, analysis of attendance data shows that the gap between overall school attendance and Pupil Premium attendance narrowed from -2.22% in year 20-21 to -1.83% in academic year 22-23. We will continue work with EWO and the core offer from the LA for 23-24.

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
Shine targeted intervention – reading, GaPS, maths	Rising Stars

Times Table Rock Stars	Maths Circle Trust
My Maths	OUP
RWI – updated training and resources	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	TA who specifically worked with Forces group for 30 minutes per week using the Reading Force programme (www.readingforce.org.uk) . Also worked on key events throughout the year, e.g. Remembrance. Memory boxes collated ready for if/ when children move on to support that sense of belonging.

