

Part B: Review of academic year 2021/22

Outcomes for disadvantaged pupils

We have analysed data for the performance of our school's disadvantaged pupils during the 2021/22 academic year using SATs results, phonics check results and our own end of year teacher assessments. *We recognise that it has been strongly discouraged to compare 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are.*

Phonics check:

1 PPG pupil did not achieve the pass score in year 1 - all others passed.

Year 2 analysis of teacher assessment for disadvantaged (10 pupils)

Reading-

- 4 pupils did not maintain attainment from end of year 1 (2 SEND)
- 1 pupil made accelerated progress

Maths-

- 4 pupils did not maintain attainment from end of year 1 (2 SEND)
- 1 pupil made accelerated progress

Writing-

- 2 children did not maintain attainment from end of year 1 (both SEND)
- 1 child made accelerated progress and achieved greater depth standard.

Summary

PPG in this cohort is heavily SEND with cognitive and learning difficulties which resulted in 25% achieving reading, 23% achieving writing and 17% achieving maths.

Year 6 SATs analysis of disadvantaged (11 pupils)

Reading-

- All children made at least expected progress from KS1.
- 7 pupils achieved expected standard. All who did not achieve were SEND.
- 1 pupil made accelerated progress- this was a SEND pupil but not specific reading identified on One Plan.
- 2 greater depth pupils maintained greater depth.

Maths-

- All children made at least expected progress from KS1.
- 5 pupils achieved expected standard. All who did not were SEND with specifically maths identified as area.
- 2 pupils made accelerated progress.
- The 1 greater depth pupil maintained greater depth.

Writing-

- 4 pupils made accelerated progress.
- Only pupils that did make progress through KS2 were SEND moving from working towards to below- all SEND.

Summary

The number of PPG with SEND impacted on overall results for disadvantaged. It is worth noting that this is currently an issue in current year 5 as well as year 3.

However, a further 10 children were identified as vulnerable in this year group and at risk of not making expected progress through KS2. They received additional support during KS2 and during the year (excluding tuition):

- 10 out of the 11 made expected progress from KS1 and one made accelerated progress in maths and reading and 1 made accelerated progress in reading- both moving to greater depth.
- Only 1 pupil who was not SEND did not achieve the expected standard.

PPG across the school:

	Reading	Writing	Maths
Year 1	63%	50%	50%
Year 3	71%	64%	64%
Year 4	82%	54%	63%
Year 5	67%	66%	67%

National- 62% reading, 55% writing, 56% maths

Summary

Year 1 data shows that writing and maths is an issue. Strategy and approach to RWI has been effective and impacted reading. GLD was 63% for this cohort.

Writing and maths attainment in years 3 and 4 is below that of their peers. Year 5 PPG are broadly in line with their peers.

Reading data for PPG pupils is broadly in line with their peers and exceeds their peers in year 4.

Impact of Covid on PPG pupils

	Reading		Writing		Maths	
	2019	2022	2019	2022	2019	2022
Year 3	78%	71%	49%	64%	64%	64%
Year 4	81%	82%	63%	54%	54%	63%
Year 5	74%	67%	60%	66%	74%	67%

Summary

Covid has seemingly impacted year 5 pupils the most with a difference in both reading and maths. There is also a significant difference in year 4 writing from pre- Covid.

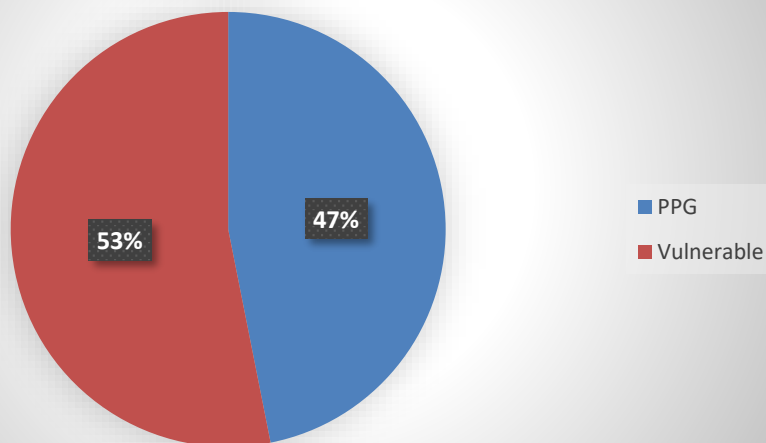
Impact of nurture and mental health provision

A number of pupil premium pupils and children identified as vulnerable, accessed Thrive support, Lunch Bunch nurture, play therapy, gym trail. All pupils accessed Forest School sessions at some point in the year with a number of pupils receiving additional sessions to help them develop social skills or support their well-being by being given role of Forest School mentors (see attached reports at end of document).

Further information (optional

Appendices below outline specific interventions where data cannot be used.

Lunch Bunch



Impact

Pupil perception survey:

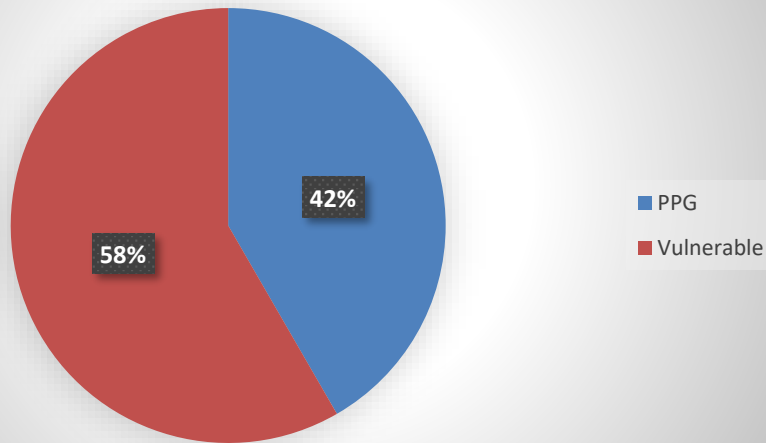
10 children across different year groups were asked to give their views about Lunch Bunch.

*90% of the children said that they **always** enjoy attending the club and when asked what they like, some comments were: 'I like playing with others', 'Eating and talking with friends', 'I enjoy relaxing.', 'I get to play in the dark tent.' 10% said they enjoy coming **most of the time**, they commented that, "I get to play in the dark tent".*

When asked how Lunch Bunch has helped you, comments made were, 'It's made me feel calmer', 'Helped me with manners, how to be nice and I can talk with people', 'It's helped my anxiety', 'It was helping my confidence', 'It helps with my strength and when I get cross', 'It's helped me get along with others'.

Challenges	Actions (What did we do?)	Outcomes (What happened?)
<ul style="list-style-type: none"> • Poor social skills. • Difficulties with friendships on the playground. • Challenges with speech and language. • Children who lack self- esteem/ confidence which impacts on playground experience. 	<ul style="list-style-type: none"> • Nurture and Lunchtime training to provide a programme so that sessions are structured. • Identified greatest need- organise lunchtimes around need. 	<ul style="list-style-type: none"> • Lunch Bunch took place once a week for each year group that has need. • Cycle was followed for first two terms but same children were then referred again so to avoid repetition, the sessions became less prescribed and more personalised eg. focus on speech and language so that they can be themselves and ASD pupils so the focus was social communication. • All children wanted to continue attending if asked to do so, except one. • Quietest children- often with speech and language need- gained confidence and began to initiate conversation. • ASD children benefitted from having same children each week to develop their relationships and negotiation skills. <p>Next year-</p> <p>Consider mixing year groups to address same needs?</p>

Gym Trail



Impact

Pupil perception survey:

8 children across a range of year groups were asked their views about Gym Trail.

88% of the children said they **always** enjoyed Gym Trail, 12% said they enjoy Gym Trail **most of the time**, 0% said they **hardly ever** enjoy Gym Trail.

88% of the children felt that Gym Trail always enabled them to take part in activities that made them stronger and 75% said they could take part in activities that practice balance **most of the time**.

The children commented on their favourite activities: 'Body boards are fun and build up your thighs and help your feet move a lot', 'The balancing ones', 'The one where you have to get the marble into the middle without touching it', 'I like the beanbag throwing', 'My favourite activity is the rubber bands on the pin boards', 'I like all the different activities'.

When asked how Gym Trail has helped them they commented: 'I've made some friends and my confidence is better', 'It make me wide awake for school in the mornings', 'It's helped me with my writing and my confidence', 'It has made me stronger'.

Challenges	Actions (What did we do?)	Outcomes (What happened?)
<ul style="list-style-type: none"> • Poor fine and gross motor skills impacting on handwriting and physical ability to access the curriculum. • To meet the needs of pupils with formal Occupational Therapy programmes/sensory diets and physio programmes. • Awaiting reports when parents have private assessments completed. 	<ul style="list-style-type: none"> • Liaison with Gail Macey OT. • Planned for and established programme of activities based on OT and physio recommendations. • Purchased equipment to deliver programme. • Employed LSA to help deliver programme. • Liaising with parents to identify strengths and weaknesses 	<ul style="list-style-type: none"> • Gym trail takes place twice a week before school for 30 minutes. • Flexible approach with children joining in for a short period of time to develop specific skills. • Older pupils are mentors to the younger pupils. • Can see improvements in core strengths and organisational skills- following instructions. • Have aided our own assessments to inform referrals. <p>Next year-</p> <p>Invite OT to advise or use to complete her reviews</p> <p>Invest in greater range to encourage motivation over sustained period</p> <p>Review organisation in terms of timings of tasks</p> <p>Develop an assessment</p>

--	--	--

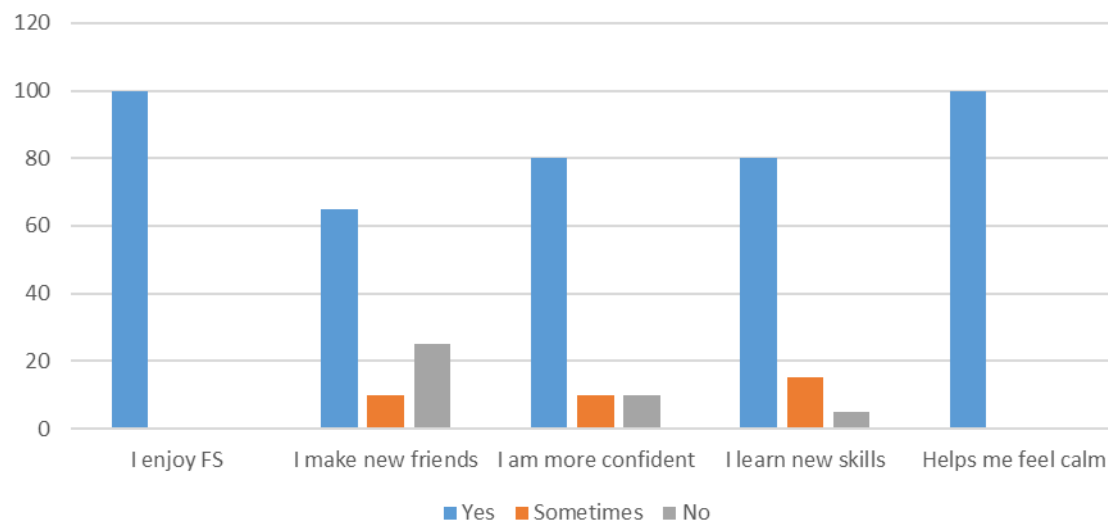
<p>Thrive</p> <p>A pie chart titled 'Thrive' showing the distribution of participation. The chart is divided into two segments: a larger blue segment representing 'PPG' at 58%, and a smaller orange segment representing 'Vulnerable' at 42%. A legend to the right of the chart identifies the colors: blue for PPG and orange for Vulnerable.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>PPG</td> <td>58%</td> </tr> <tr> <td>Vulnerable</td> <td>42%</td> </tr> </tbody> </table>	Category	Percentage	PPG	58%	Vulnerable	42%	<p>Impact</p> <p>Teacher comments: I can always tell when X has been to see you as he is really calm. Y4 boy</p> <p>Parents: X loves coming to see you. It makes him really happy. Y5 boy When he has Thrive on a Friday we tend to have a calmer weekend. Y3 boy. X comes home much happier. Year 3 boy X always looks forward to his Thrive time. You are amazing at reading his mood. Year 3 boy</p>
Category	Percentage						
PPG	58%						
Vulnerable	42%						

Challenges	Actions (What did we do?)	Outcomes (What happened?)
------------	---------------------------	---------------------------

<ul style="list-style-type: none"> • Children who are not regulated enough to learn • Children exhibiting disruptive behaviour which made learning challenging for themselves and others. • Children not making academic progress • Children internalising their anxieties so that they are still not ready to learn. • Some children not suitable for group work so require individual sessions. • Children with social communication needs • Children with challenging home lives • Some children find maintaining positive relationships with peers and play at lunchtimes difficult. • Some children need opportunities to discuss ongoing issues • Low parental engagement with Thrive 	<ul style="list-style-type: none"> • Timetabled Thrive sessions for individuals and groups. • Dedicated Forest School sessions focussing on social communication skills and cooperation. • Older children appointed as mentors to younger children. • Regular daily check ins with those who need it. • 	<ul style="list-style-type: none"> • Profiling especially the behaviour grid helps build a bigger picture of need and intervention. • Mentoring has had a positive impact on self-esteem and confidence. • Better safeguarding due to open communication with pupils (trusted relationships). • Thrive data shows 100% of pupils made progress in areas targeted for development.
---	--	---

	Impact
Forest School	<p>Analysis of the Pupil Perception Survey</p> <p>100% of pupils enjoyed the sessions. 65% made new friends. 80% became more confident 80% learnt a new skill 100% feel relaxed / calmer at FS</p> <p>Pupil comments: At Forest School... <i>I can be just be me.</i> <i>Just be free.</i> <i>There's no dirty noise.</i> <i>I relax.</i> <i>It's technology free.</i> <i>I have fun with nature.</i> <i>You forget all your problems and worries.</i> <i>I get to play with my friends outside in nature.</i></p>

KS2 Forest School Pupil Survey 2021-22

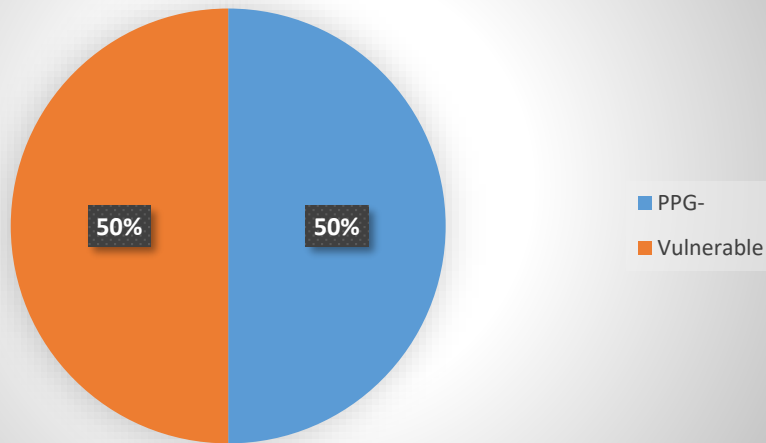


I learn new things –it's fun.

Challenges	Actions (What did we do?)	Outcomes (What happened?)
<ul style="list-style-type: none"> Sustainability of environment due to constant use Establishing the groupings of children so all pupils benefit from their time at FS. 	<ul style="list-style-type: none"> Developed a second FS site on school grounds so KS1 were not all using the same site/natural resources. Developed pond area on school site for an ecological focus. 	<ul style="list-style-type: none"> New school site a success also helping to ensure sustainability of previous site. Parents' feedback extremely positive especially for pupils with additional/extra and SEMH needs. Pupil perception is extremely positive.

<ul style="list-style-type: none"> • Ensuring children with SEMH are 'safe' offsite. • Impact of Covid on staffing of sessions. • Damage to FS site in Highwoods Country Park (public area) can impact on sessions e.g. broken glass, fires, destruction of dens / rope swings etc) 	<ul style="list-style-type: none"> • Summer term groups established for pupils with low confidence, social communication and S&L needs to enable them to have a second experience of FS in a different group. • Established Friday FS group on school site for pupils with ASD and social communication difficulties (Thrive focus). • Established the 'alone throne' in the country park for pupils to use when they feel dysregulated. • 5 week sessions for children this academic year so we could cope with disruptions due to Covid. • Monday morning check of FS area in the Country Park with increased communication with the Park Rangers. • Forest School Mentors in Y5/6 helped with younger pupils to help develop their SEMH. 	<ul style="list-style-type: none"> • All pupils in EYFS and KS1 experience Forest School for a 5 week block. • Use of 'alone throne' hailed a success by pupils. • Mentoring scheme a success with older pupils feeling it had helped develop their confidence. • Plans to train two more adults at Level 3 confirmed Autumn term 2022.
--	---	---

Play therapy



Impact

From parents:

"She has benefited hugely from her sessions with Rachel. She has built up a fantastic relationship with her and has found it a safe space to share her anxieties." Yr6 girl
 "It has helped her to feel safe at school" Y1 girl
 "He loves seeing Rachel and talking to her. He trusts her." Yr4 boy
 "He really missed seeing her when she wasn't there." Yr4 boy
 "It has been great to know that there is someone there that completely understands her and that she can offload to." Yr4 girl
 "It has helped her to find her inner confidence to help herself."
 "Rachel is the person she trusts most at school. She really looks forward to seeing her." Yr3 girl
 "Seeing the difference between her when she first started seeing Rachel and now is huge." Yr6 girl

From the children:

"Helps me know and express how I'm feeling"- year 4 child
 "Rachel makes me feel like my dad can't get me"- year 4 child
 "It makes me feel more calm. I really trust you"- year 6
 "Feel like a safe place with tips and stuff for anxiety"- year 6
 "It gets everything out of my head so it helps me think"- year 3
 "Happier, better, calmer"- year 1

Challenges	Actions	Outcomes
<ul style="list-style-type: none"> • Parents have been less willing to engage than previous years and more guarded • General increase in anxiety in children- parents feeling anxious regarding their children's emotions which leads to issues within the family • Children with complex family issues which require sustained whole family support 	<ul style="list-style-type: none"> • Phoning and supporting parents more regularly • Giving more careful consideration to the children selected for sessions and work on a set period of time • Individualised plans of actions and support for families- strategies for parents to deal with children with anxiety 	<ul style="list-style-type: none"> • See SDQ report for progress against scores • Unfortunately, individualised plans were used by parents- next year at initial intake assessment it will be made clear of expectations of engagement (collaborative efforts) • Increased contact with parents has been helpful in terms of collecting information but has increased parental demand- next year it will be made clear to parents that the sessions run for a set amount of time and set realistic expectations of what can be achieved • Some success cases to celebrate- hover support with one child who has issues in her home life but has not regressed • Child with anxiety went on the residential and it was a positive experience • Being able to uncover home information / raise safeguarding concerns through the sessions • Children state that the sessions have been positive • One particularly vulnerable child is now recognising when relationships are unhealthy- this is key to her transition to secondary and keeping herself safe