

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.

End of Key Stage 1	National End of 2023	OIS	Comments
% Achieving at least Expected Standard in Reading	68%	73% (+5%)	<ul style="list-style-type: none"> • OIS pupils performed above national. • Disadvantaged pupils performed higher than national at expected standard. • 0 disadvantaged pupils achieved GDS.
<i>% PP Achieving at least Expected Standard in Reading</i>	54%	58.3% (+4.3%)	
% Working at Greater Depth in Reading	19%	27% (+8%)	
<i>% PP Working at Greater Depth in Reading</i>		0%	
% Achieving at least Expected Standard in Writing	60%	70% (+10%)	<ul style="list-style-type: none"> • OIS pupils performed above national. • Disadvantaged pupils were slightly below national. • More work is needed to improve GDS in writing for disadvantaged pupils.
<i>% PP Achieving at least Expected Standard in Writing</i>	44%	41.7% (-2.3%)	
% Working at Greater Depth in Writing	8%	13% (+5%)	
<i>% PP Working at Greater Depth in Writing</i>		0%	
% Achieving at least Expected Standard in Maths	70%	85% (+15%)	<ul style="list-style-type: none"> • OIS pupils performed above national. • Disadvantaged pupils performed just above national for EXS. • 0 disadvantaged pupils achieved GDS.
<i>% PP Achieving at least Expected Standard in Maths</i>	56%	58.3% (+2.3%)	
% Working at Greater Depth in Maths	16%	25% (+9%)	
<i>% PP Working at Greater Depth in Maths</i>		0%	

In 2022-23

- ***Whole school CPD and coaching programme to ensure improvement in classroom practice (pedagogy). Teachers deliver responsive quality first teaching.***
 - Core 10 CPD staff meetings were revisited and reviewed throughout the academic year. Staff attending these have now embedded initiatives into whole class teaching.
 - Teaching staff now have an improved awareness of how children learn and this has impacted on classroom practice to ensure the inclusion of teaching techniques and planned activities to enable learning to stick long term.
 - Continuation of our instructional coaching programme has been successful. All staff in school are now coached.

- ***For teaching staff to identify gaps in learning and respond appropriately (responsive teaching)***
 - Planning changes to ensure planning is responsive to needs for classes of children.
 - CPD reading material shared with staff for completion.

- ***For teachers to have expert knowledge of the subjects they are teaching.***
 - Update to curriculum mapping completed.
 - Individual meetings held with Curriculum leads and Deputy Headteacher to ensure knowledge and skills are mapped for all subjects.
 - Knowledge organisers are completed and updated for all subject areas excluding English.
 - Core knowledge agreed on planning documents.

- ***For teachers to use dialogic reading during book talk sessions daily.***
 - Daily book talk sessions taking place in all classrooms.
 - Teachers have received training on how to deliver book talk to ensure high quality interactions between staff and children when reading.
 - Reading spine has completed and high-quality texts have been purchased.

- ***Teacher's use assessment to check pupils understanding in order to inform teaching, embed and use knowledge fluently and develop their understanding.***
 - STAR assessments and no more marking both completed.
 - Pupil progress meetings completed to allow discussions around how children are performing.
 - DC Pro data analysis regularly during the year
 - Foundation subject assessments have been embedded across all year groups.

- ***Teachers to be trained in pre-teaching strategies and approaches to enable Pupil Premium children to fully access whole class learning.***
 - Teacher employed to deliver language intervention sessions which focus on pre-teaching vocabulary to allow children to engage in whole class lessons.

- ***Additional Teacher and Teaching Assistants to deliver interventions related to needs within each year group.***
 - Tutoring programme did focus on reading and writing support, with an additional teacher employed to carry these sessions out.
 - Interventions were carried out across year groups ensuring targeted support for children where gaps had been identified.
- ***Comets – Additional Provision for children with complex needs and 1:1 targeted support to deliver box work tasks for specific children.***
 - Comets ran throughout the year each afternoon. It was successful in providing targeted support for children with complex needs.
 - Training was received around box work and further training was received about TEACH box approach.
- ***External therapy provision.***
 - Trained music therapist employed throughout the year one day per week.
 - Sessions received by children in receipt of Pupil Premium and some with SEMH needs.
- ***Enhancement of teaching in phonics and reading.***
 - Phonics and reading interventions were delivered across the year.
 - A synthetic systematic approach to phonics teaching was embedded across the school.
 - Regular Phonics Screening Checks were carried out throughout the year.
 - High quality books and front facing book stands were purchased for every classroom.
- ***Sunbeams and Little Treasures.***
 - Sunbeams ran as much as possible during the year around staff absence.
 - Children were able to spend time with trained staff to emotionally regulate and prepare to learn.
 - Little Treasures was unable to run because of staff difficulties.
- ***To provide the pastoral lead role within school.***
 - Our pastoral lead worked across the school.
 - Drawing and talking sessions were held with a number of children in need of a safe space.
- ***To embed the role of Emotional Literacy Support Assistants in school.***
 - Two members of staff have been trained as ELSAs. Pastoral Lead and another member of staff delivered sessions across the year.
- ***Subsidising the cost of school trips to widen the experiences and aspirations of children.***
 - Children and families in receipt of pupil premium have trips paid for from the pupil premium fund. This allows children to partake in experiences they may not have access to ordinarily.
- ***Funding for one after school club each term.***

- All pupil premium children attending after school clubs had costs covered by pupil premium fund.
 - Unfortunately, the take up of pupil premium families accessing after school clubs has been low. Pupil Premium lead will address this and liaise with families to try to improve attendance.
- ***Clothing provided for families including uniform, PE kits, coats, shoes, book bags and books.***
 - All pupil premium families were provided with items of clothing to provide uniform.
 - School has established a coat exchange for families to access coats donated along with shoes.
 - School have also developed a 'preloved' uniform online shop to help with the cost of uniform.
 - ***Regular meetings regarding attendance Panel meetings, Fines and Court orders. Employment of family support worker to support individual families to improve attendance***
 - HT and Family support worker met regularly and worked closely with families where school attendance is low.
 - Due to working closely with families there was not the need for panel meetings, fines and court orders.
 - More rigorous approach to logging attendance concerns by admin team.
 - ***Parental engagement with coffee afternoons, reading cafes, open sessions etc.***
 - Coffee afternoons and informal meetings continued throughout the year. Attendance at these meetings has been good.
 - Due to good attendance to these events, further events to be hosted in the next academic year.
 - ***To embed a culture of safeguarding throughout school and promote programmes of support.***
 - A quality culture of safeguarding is embedded within the school. Use of online recording system (CPOMs) is excellent.
 - All staff receive yearly training for safeguarding.

Early Years	National End of 2023	OIS
EYFS % GLD	65.6%	58%
Key Stage 1	National End of 2023	
Yr 1 % Phonics Screening Check Pass	79%	82%
Yr 2 % Phonics Screening Check Pass (Year 1 and Year 2 Resit)	89%	93%

