

## 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 2021 to 2022 academic year.

*Due to COVID-19, performance measures have not been published for 2019/2020 or 2020 to 2021.*

End of Key Stage 1	National End of 2019	OIS	Comments
<b>% Achieving at least Expected Standard in Reading</b>	75%	73.1% (+4.4%)	<ul style="list-style-type: none"> <li>OIS pupils performed broadly in line with national.</li> <li>Disadvantaged pupils performed lower than national.</li> <li>Disadvantaged pupils achieving GDS was just below national and this was a good improvement.</li> </ul>
<i>% PP Achieving at least Expected Standard in Reading</i>		46.7% (-3.3%)	
<b>% Working at Greater Depth in Reading</b>	25%	28.6% (-1%)	
<i>% PP Working at Greater Depth in Reading</i>		20% (+3.3%)	
<b>% Achieving at least Expected Standard in Writing</b>	69%	56.3% (+1.6%)	<ul style="list-style-type: none"> <li>OIS pupils performed just below national.</li> <li>Disadvantaged pupils were significantly below national.</li> <li>More work is needed to improve EXS and GDS in writing for disadvantaged pupils.</li> </ul>
<i>% PP Achieving at least Expected Standard in Writing</i>		46.7% (-7.1%)	
<b>% Working at Greater Depth in Writing</b>	15%	11.8% (-2.7%)	
<i>% PP Working at Greater Depth in Writing</i>		6.7% (-1%)	
<b>% Achieving at least Expected Standard in Maths</b>	76%	82.2% (+6.8%)	<ul style="list-style-type: none"> <li>OIS pupils performed above national.</li> <li>Disadvantaged pupils performed just below national for EXS and GDS.</li> <li>Overall rise in achievement was very good.</li> </ul>
<i>% PP Achieving at least Expected Standard in Maths</i>		71.4% (+7.1%)	
<b>% Working at Greater Depth in Maths</b>	22%	29.7% (+11.9%)	
<i>% PP Working at Greater Depth in Maths</i>		21.4% (+7.1%)	

**In 2020-21**

- ***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 held throughout the academic year. Staff attending these have then implemented 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.
  - Beginning of our instructional coaching programme has been successful. Coaching began with a small number of teaching staff who benefited from specific targeted support to ensure quality first teaching.
  
- ***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 being completed for all subject areas excluding English and Maths.
  - 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 development and purchase of high-quality texts.
  
- ***Teacher's use assessment to check pupils understanding in order to inform teaching, embed and use knowledge fluently and develop their understanding.***
  - NFER 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
  
- ***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 will be sought for the following year.
- ***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.
- ***Sunbeams.***
  - 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.
- ***To develop the pastoral lead role within school.***
  - Our recently appointed pastoral lead worked across the school.
  - Drawing and talking sessions were held with a number of children in need of a safe space.
  - Two members of staff have been trained as ELSAs, they will be delivering emotional support in the next academic year.
- ***Restorative practice training available for all staff members.***
  - Training took place in November 2021; all staff are now able to use the restorative approach with children and this has seen an improvement in repeat behaviours across school.
- ***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.
  - Due to limited number of trips happening in the academic year families were able to access all trips paid for.
- ***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 cost exchange for families to access coats donated along with shoes.
- ***Improving attendance of pupil premium children in school.***
  - HT and DHT 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.
- ***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.
- ***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 2019	OIS
EYFS % GLD	71.5%	74%
Key Stage 1	National End of 2019	
Yr 1 % Phonics Screening Check Pass	82%	66%
Yr 2 % Phonics Screening Check Pass (Year 1 and Year 2 Resit)	91%	80%

