

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Reduced class sizes in Year 3

The reduction in class sizes has enabled class teachers to better identify children with additional needs. Since the start of the year, 5 additional children have been placed on the SEND register for a range of needs. The teachers were able to follow the graduated response of assess, plan, do review using newly purchased assessment tools to inform the decision to place them on the SEND register.

Standardised diagnostic assessments

LASS and RAPID screeners and assessment tools have provided external agencies such as Educational Psychologist, CYPS, and the Language and Learning Team vital information. This information has determined which further assessments are required and therefore increases the impact of their support as less time is needed to carry out the same or similar assessments. The assessments are used to inform families of the ability of the child and are becoming well used to inform Range 3 support plans.

The assessment information is used to inform planning and intervention particularly of those children who are at Range 3 and receiving a bespoke curriculum. It has allowed direct teaching of specific areas of difficulty (below average) such as authority memory. It has also provided valuable information in supporting groups of children that may have difficulty with Maths and reasoning skills.

Further training and implementation of such assessment remains ongoing and can be used to provide evidence for access arrangements for Year 6 SATS.

Purchase further phonics resources

Target children were identified through a baseline assessment at the beginning of the year. Children with phonics gaps were identified and grouped according to ability. Children in Year 3 and 4 received daily phonics through an approved synthetic systematic phonics programme – RWI phonics. The children in Year 5 and 6 received daily Fresh Start intervention. The staff are well trained in using this programme and met regularly with the registered RWI trainer throughout the year for coaching and

mentoring. The children were assessed half termly and progress is evident across the year.

Year 3 Progress

Term Set	Total No. of Children	Group A	Group B	Group C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp
Baseline	8						2	6						
Autumn half term	10							2	8					
End of Autumn term	9								2	4	3			
Spring half term	11								4	1		6		
End of Spring term	10									4		4	2	
Summer half term	10									4		4	2	
End of Summer term	10									4		4	2	

Year 4

Term Set	Total No. of Children	Group A	Group B	Group C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp
Baseline	5								5					
Autumn half term	4									4				
End of Autumn term	4									1	3			
Spring half term	4									1		3		
End of Spring term	4								1			3		
Summer half term	4									1		2	1	
End of Summer term	4									1		2	1	

In Year 5 and 6 progress is also clear. Children progressing from module 1 to module 16.

Enhance high quality teaching in all subject areas, particularly reading, writing, maths

All teachers have had the opportunity to further develop their skills in teaching English and Maths through CPD. Impact is evident in children's books and progress tracking in online programmes and assessments. Lesson observations demonstrate strong teaching, particularly in English. Further CPD is required in Maths, to allow teachers to keep abreast of mastery approaches and problem-solving in particular.

Lessons are enhanced, where possible, through external visits (to museums, for example) or by welcoming visitors into school.

Teacher CPD

All teachers have had the opportunity to further develop their skills in teaching English and Maths through CPD, as described above. In-house CPD has also taken place, with both English and Maths subject leaders monitoring and supporting all teachers. Most foundation subject leaders have been able to attend additional training/network meetings to ensure they are up-to-date in recent developments in their subject areas. Work seen in many foundation exercise books is pleasing.

School led tutoring

Current teachers from within school lead the tuition, which meant that staff knew the children well and vice versa. Interventions could be robustly tailored to the children's needs and misconceptions were able to be addressed quickly. Our main tutor found that tutoring was most effective when delivered in blocks of several sessions per week, as opposed to one weekly session. Children often were able to receive same day interventions based on any concepts they had not grasped in a morning Maths lesson, for example, thus ensuring their chances of 'keeping up' rather than 'catching up' were maximised.

SENCO-led English and Maths intervention

The children in this group were able to make progress at their own level, whilst receiving expert support from the SENDCo with regard to their SEN and/or EHCP.

The children were able to access a bespoke, adapted curriculum which met their special educational needs and prepared them for transition into Key Stage 3. This curriculum supported and learning needs and also addressed social, emotional and mental health needs that were causing a barrier to their learning.

This high level of support and intervention supported Education, Health and Care Needs Plan applications which proved successful. Those children that were in receipt of plans were then able to access the most suitable Key Stage 3 provision.

The children were able to access all opportunities within the year group as the intervention allowed for any additional preparation or adjustments that were required.

CPD for teaching assistants

Teaching assistant have access the following CPD session which has been delivered by SENDCo or external agencies.

- Gold Standard in Teaching Assistant: Encouraging Independent learners through scaffolding
- Teaching Assistant Toolkit: providing essential everyday resources and manipulates to support multi-sensory learning
- ACES and Trauma: Educational Psychologist Led training on supporting children with ACES and Trauma
- Access to MATHS Reasoning skills CPD delivered by Victoria Barnes
- Regular meetings to update on the following:
 - How to use LASSS and RAPID
 - How to use assessment data to record and track intervention

Online reading and maths programmes

The children use two different online reading programmes in school. The whole school has access to Accelerated Reader. This programme provides accurate assessment data with regards to a child's reading age. The children are assessed on a half termly basis. This information is used well to ensure that the children follow a robust and sequential reading programme which is designed to meet the children's needs. Teacher can use the assessment data to highlight gaps and modify teaching to address these gaps. Evidence of progress across the year is evident.

The other online reading programme Reading Plus, is utilised in school exclusively in Year 6. Reading Plus is an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation. The Reading Plus adaptive assessment, InSight, provides a fast and effective way to determine the children's strengths and ensure they are on a personalised learning path to success. As children work to develop the skills and stamina required for extended reading with good comprehension, they are presented with scaffolding to build independent reading skills. The children should use the programme 3x 20 minutes weekly at a minimum. This needs to be consistent to ensure continued progress. Children reaching expected standard in Reading has increased by +1.6% since 2019.

Expected Standard and Above

	School	National	Local
Reading	75%	74%	75.8%

Greater Depth

	School	Local
Reading	28%	26.4%

Monitoring and rewarding attendance

The purchase of A Star Attendance has allowed a much more robust process of monitoring attendance. No child is missed and all procedures link to LA guidance. As always, rewarding children has many positives and lots of children have benefitted from treats such as cooking at the end of the week, Lego time, etc.

Enhancing home-school links through Early Help SLA

This service has proved invaluable. The link that our Early Help worker made with identified families, including building strong relationships with pupils and parents, increased attendance and wellbeing. Children being here at school, and happy, ultimately affects their academic performance. The benefits of this service two days a week led us to extend this to full time, through the appointment of a Pastoral Support Officer (from September 2022).

External services

Assessments by our Educational Psychologist have informed the Education Health and Care Plan process and have enabled 100% success at gaining Education, Health and Care Plan assessments for high needs students. The Educational Psychologist provided a range of training and support within the Service Level Agreement and had advised SENDCo on best practice with some challenging students.

Funding has provided vital, robust and thorough assessments by private Occupational Therapists who have undertaken sensory and movement assessments. This in turn, has helped secure additional EHCP funding to implement the bespoke programmes.

Ongoing links with external agencies include the Language and Learning Partnership and Vulnerable Pupil Panel have provided necessary support for specific children, as well as strategies for teachers.

Enrichment through planned activities outside of school

‘Opportunity’ is one of our core values and, as many of our disadvantaged children do not get to experience rich opportunities and experiences outside of school, our funding

enables us to provide these activities for all children. Children have enjoyed a range of visits outside of school, including a residential for our Year 6 children, which have supported children to build character, resilience, teamwork and confidence – all of which have a positive impact back in the classroom.

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
Times Table Rock Stars	Maths Circle
Sumdog	Sumdog
Accelerated Reader	Renaissance
Reading Plus	Reading Plus
Purple Mash	2 Simple

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Due to the higher than average percentage of children in Year 6 who are classed as 'obese' (Year 6 Height and Weight Measurements), activities will focus on physical activity. Disadvantaged pupils will be encouraged and supported to participate.
- access to an Educational Mental Health Practitioner trainee, one day a week, via an application to CAMHS and Sunderland City Council. School will make referrals to our assigned EMHP/CAMHS and our trainee will lead mental health sessions with individual children in school and/or at CAMHS base.
- daily nurture support provided by school's HLTA to our Range 3 SEND pupils. Our HLTA will lead small group sessions, focusing on wellbeing, behaviour and resilience, as well as basic skills in reading, writing and maths. HLTA will liaise with parents, as well as the child's class teacher, to provide bespoke support dependent on need.
- following the principles set out in [DfE – Improving School Attendance](#), all staff are responsible for improving attendance and a whole-school approach is evident. Teachers' Appraisal targets in 2021-2022 included improving attendance for their persistently absent pupils – this focus is now integrated into our everyday practice.