

## Part B: Review of the previous academic year (2021/22)

### Outcomes for disadvantaged pupils

Impact of providing 3<sup>rd</sup> teacher for setting in maths in Y6: Mock SATS in Sept 21 – 88% not on track – end KS2 SATS = 60% on track.

SM (School-led Tutor) (Aut & Spr term) Y6 EAL pupil with little to no English on entry leaves reading fluently. Multiple training sessions for Five Minute Maths and Phonics Box Interventions delivered to teachers and LSAs, plus ongoing support to deliver interventions

JJS Tuition: Impact: 12 pupils make average reading scaled score progress of 5.6 (expected = 0)

Lexia: Impact: Teachers provided with individual ‘closing the reading gaps’ analysis. Across years 1 – 4 (focus for Lexia interventions in 2021/22, on average pupils who did Lexia made +4.6 ss in term after Lexia finished (expected = 0)

Third Space Learning Tuition: Impact: 62 pupils receive 15 hours individualised maths tuition. Average progress is +4.6 in scaled score tests (expected = 0). Average SS increase in Y4,5,6 (tuition focus year groups was +3 for all children)

Learning mentor/Play Therapy Impact: see attached report

Attendance: impact: Autumn term PP attendance was 90.6%, rose to 91.5% in Summer term. Currently (Autumn 2022/23 PP attendance is 92.9%). Attendance is a priority in 2022/23 – changes to school support and challenge to parents, changes to rewards for pupils.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Online maths tuition (1-1)	Third Space Learning (NTP partner)
Reading intervention (1-6)	JJS Tuition