

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils



This review is based upon the **Intended Outcomes** and **Success Criteria** outlined in the 2021-2022 PPG Strategy for Beechcroft Infants School.

There were five areas identified for change and improvement within the 3 years period.

This review takes into consideration quantitative data, such as the academic outcomes, attendance figures and qualitative data for areas such as mental health and behaviour. The comments and data include a comparison between the disadvantaged pupils (PPG) and their peers who are not identified as disadvantaged (Non-PPG/Not-PPG). This data set relates to the academic year 2021 to 2022.

It is important to note that for the academic year of 2021-22, the DfE strongly discourage comparing school's 2022 performance data with data from previous years. Their rationale is based on the impact of COVID-19 made it difficult to interpret why the results are as they are. They also advise that we should compare our school's disadvantaged pupils' performance data to local and national averages, with caution.

### Improved oral language skills and vocabulary among disadvantaged pupils.

*Assessments, observations, and discussion with pupils indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks (scrutiny) and ongoing informative assessment.*

Whole school approach to raising the profile of the vocabulary across subjects in the year 2021-22 was introduced and monitored through the planning and use of virtual working walls. In order to maximise the impact of this it has been agreed to reduce the key vocabulary. This has been agreed between staff and subject leaders. This method of layering learning and repetition has been praised by the School Improvement Partner, LA School Improvement Officer and teachers have been pleased with the outcomes as children have begun to show they are more able to recall facts and use vocabulary in context.

Talk Boost programme was carried out with Year 1 and Year 2 children to the following impact: All PPG children in the group made accelerated progress within the programme and almost all the children left the programme being at a level which no longer needs the intervention (see data below).

### Improved Phonic attainment among disadvantaged pupils. Improved pass rates in the Phonic Screening Check

*Phonic Screening Check outcomes in 2021/2022 will show that more of disadvantaged pupils met the expected standard, compared with the 2019 results (40%). This percentage will rapidly increase. The data for 2024/25 will evidence a narrowing or closing of the disadvantaged and non-disadvantage gap to less than 5%.*

#### Year 1 Phonic Screening Check results

Group	N	34.8%	8.0%	0.0%	6.8%	13.6%	68.2%	34.8	0.0%	1.1%	2.3%	14.8%	81.8%
Beechcroft Infant School	88	3.4%	8.0%	0.0%	6.8%	13.6%	68.2%	34.8	0.0%	1.1%	2.3%	14.8%	81.8%
Disadvantaged	24	8.3%	12.5%	0.0%	12.5%	16.7%	50.0%	33.0	0.0%	0.0%	8.3%	25.0%	66.7%
Non Disadvantaged	64	1.6%	6.3%	0.0%	4.7%	12.5%	75.0%	35.5	0.0%	1.6%	0.0%	10.9%	87.5%

Cohort, disadvantaged and not-disadvantaged groups all achieved better than the LA groups

School Related Phonics Progress data

Year 2 December	% on track for end of year targets	Year 2 End of year	% on track for end of year targets
<b>Cohort = 84</b>	43 51%	<b>Cohort =84</b>	68 (81%)
<b>Disadvantaged Pupils = 28</b>	7 25%	<b>Disadvantaged Pupils = 30</b>	22 (73%)

Progress rate for cohort was 30%

Progress rate for PPG was 48%

Year 1 December	% on track for end of year targets	Year 1 End of year	% on track for end of year targets
<b>Cohort = 87</b>	47 54%	<b>Cohort = 88</b>	71 81%
<b>Disadvantaged Pupils = 26</b>	9 39%	<b>Disadvantaged Pupils = 24</b>	18 75%

Progress rate for cohort was 27% Progress rate for PPG was 36%

Foundation Stage December	% on track for end of year targets	Foundation Stage End of year	% on track for end of year targets
<b>Cohort = 76</b>	30 39%	<b>Cohort = 78</b>	61 78%
<b>Disadvantaged Pupils = 16</b>	4 25%	<b>Disadvantaged Pupils = 20</b>	13 65%

Progress rate for cohort was 39% Progress rate for PPG was 40%

Overall year groups the progress data for phonics is very pleasing.

There is evidence that the intervention and the First Quality Teaching adaptations have made an impact on the outcomes for all pupils.

### Improved reading, writing and maths attainment among disadvantaged pupils.

*KS1 reading, writing and maths outcomes continue to improve and by 2024/25 evidence that more than 75% of disadvantaged pupils met the expected standard.*

### Year 2

The KS1 Gap Analysis shows that in Reading, Writing, Maths, Science, RWM and RWMS The disadvantaged pupils of Beechcroft achieved better than LA and National disadvantaged pupils. Please see the additional document for more detail

Subject	Disadvantaged (Count 29)	School Not Disadvantaged (Count 55)	Gap
Reading>= EXS	62.1%	67.3%	5.2%
Writing>= EXS	51.7%	67.3%	15.5%
Maths>= EXS	58.6%	67.3%	8.7%
Science>= EXS	75.9%	87.3%	11.4%

### Year 1

In school data

Subject	PPG at ARE (Count 24)	Not PPG at ARE (Count 64)	Gap
Spoken Word	75%	70%	5%
Reading	75%	77%	2%
Writing	87%	87%	--%
Maths	62%	56%	6%

Numicon intervention was successful in raising the attainment of the PPG children included in the intervention. The support then moved to the classroom in order to enable children to use the strategies in the whole class teaching environment. The PPG children in the group were also SEN so they were still working well below ARE at the end of the year, despite making the progress.

### Foundations Stage

Results from the Gap Analysis shows that the School Disadvantaged pupils achieved better than the LA disadvantaged pupils in all, bar one, area (this being PSHE). School Not disadvantaged pupils achieved better outcomes than the school disadvantaged pupils. (See the Gap Analysis document for more details)

**To achieve and sustain improved wellbeing for all pupils at our school, particularly our disadvantaged pupils. Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.**

*Improved and sustained high levels of wellbeing by 2024/2025 demonstrated by:*

- *Qualitative data from pupil voice, pupil, staff and parent survey and teacher observation.*
- *Significant reduction in low level behavioural incidents and disruption in class.*

Zones of Regulation introduced to the Year 2 children including PPG. There was an improvement in knowledge and understanding of emotions and triggers. There were examples of the ‘zones’ language and approach effectively diffused situations and enabled restorative conversations. This was not a whole school approach in the academic year 2021-22.

**To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**

*Improved and sustained high attendance by 2024/25 demonstrated by:*

- *the overall attendance rate for all pupils being 95% or better and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.*
- *the percentage of persistent absence will be below 5%, across the school and the figure among disadvantaged pupils will be in line with their peers.*

Evidence for attendance shows that in the year 2021-2022 28% of the Not- PPG group were persistently absent (below 90% attendance) compared with 51% of the PPG group. It is not possible to accurately make comparisons with the academic year 2020-21 due to the implications of the pandemic but this is still a significant gap and a key area of improvement.

## 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.*

<b>Programme</b>	<b>Provider</b>
Numicon	Oxford university Press
Talk Boost	Speech and Language UK – I Can

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## 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:
- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

- In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.
- We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.
- We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.
- We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.
- We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

