

# Review of the previous academic year-2021-2022

## Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Our pupil premium strategy for 2020-21 revolved around the employment and deployment of high quality staff as well as providing a cycle of high quality staff training and a wide range of curricular enrichment activities in order to support disadvantaged children across the school, especially in light of the pandemic.

The lead practitioner for teaching and learning was non-class based and worked in Year 6, this alongside the implementation of additional staff in Year 2, enabled them to support smaller and more focussed teaching groups including children who are the most vulnerable children. The teaching and learning lead was also able to work with teachers and other staff around planning and quality first teaching to ensure that the very best provision to ensure maximum progress was made. This is evidenced in improved planning, book looks and via the school's internal tracking system.

### Writing

Key Stage 1 - the gap between those who are disadvantaged and those who are not is narrower than National. Key Stage 2 - the gap between those who are disadvantaged and those who are not is narrower than Birmingham and National.

### Maths

Key Stage 1 - The gap between those who are disadvantaged and those who are not is narrower than National. Key Stage 2- The gap between those who are disadvantaged and those who are not is almost as narrow as Birmingham.

A highly experienced consultant was secured to work alongside the school to develop and deliver a comprehensive CPD training package for the Reading and Phonics lead, EYFS and Key stage 1 teaching and support staff. This package was implemented to upskill all staff in the delivery of high quality phonics provision for all children, especially

those who are the most vulnerable. This increase in the number of highly trained staff alongside the increased skill levels, resulted in smaller more targeted groups receiving daily effective phonics provision more frequently resulting in increased progress levels, Modelled sessions, quality assurance carried out by the consultant and internal phonics data tracking has shown that the CPD has had a positive impact on phonics across EYFS / KS1. The provision continues to be developed further.

Phonics - The gap between those who are disadvantaged and those who are not is narrower than Birmingham and National.

Reading Key Stage 1- the gap between those who are disadvantaged and those who are not is almost in line with National. Key Stage 2 - the gap between those who are disadvantaged and those who are not is in line with National.

The impact of Covid 19 had a significant impact on our children's well-being. The implementation of Roots to Fruit sessions within the school has been an extremely positive step in helping them develop a positive outlook on their return to school. Roots to Fruits has been rolled out across several year groups including specific well-being groups for our disadvantaged children. Following participation in these groups, pupils have demonstrated a very positive attitude towards these sessions as well as school itself and they feel that it has had a positive effect on their well-being, social skills and engagement in the wider curriculum and outdoor learning. Children, including some of our most disadvantaged have experienced new opportunities including attending and showing plants at Gardener's World show.

With the Teaching and Learning lead of class, the school has been able to start a comprehensive programme of development for our middle leaders for our creative curriculum areas so that the children receive high quality provision throughout. A new and improved creative curriculum has been developed that provides a systematic and progressive approach to the development of skills in each curriculum area. Through a range of strategies including gaining pupil voice, book looks, observations and green time, we can see that children's skills and knowledge are developing so that they are able to build on previous knowledge and clearly articulate their learning to others.

The development of a comprehensive range of parent's information sessions, workshops and support groups has been positively received by parents and carers. Sessions have included developing parents' knowledge and understanding of their children's education in a range of areas including e.g. Early years, Reading, Writing, Phonics, Mathematics, and Safeguarding & Puberty. Parents and carers have said that the sessions have made them feel more confident in understanding what their children are learning about as well as helping them to understand how they can help their child's learning at home.

Attendance of all pupils, especially that of our most disadvantaged, has been more closely monitored with the implementation of Bromcom. Children's attendance and absence is tracked on a daily basis so that early intervention can be implemented at the earliest opportunities. The school has provided breakfast club places for some of our disadvantaged children so that they are in school more often. Parents have welcomed the opportunity and therefore there has been a positive impact on the pupils attendance resulted in an increase in accessing high quality learning opportunities on a more consistent basis. The pastoral team has increased provision for a greater number of our disadvantaged families in order to improve attendance of their children. Provision has included home visits, Early Help, nurse appointments.

The whole school has worked together to build our vision and values as a community. These underpin our whole behaviour system and aim to develop confident young people who are an asset to their school and wider community. Our disadvantaged children play an integral role in key responsibilities in school including as school councillors and safeguarding squad members. These platforms offer an important opportunity for their voices to be heard and valued. The children have embraced the new behaviour system, can clearly articulate the school values and work hard to achieve a Barford token which they see value in.

### Phonics

	Key Stage 1		
Year 1 children % working at expected	Disadvantaged	Non Disadvantaged	Gap
School	59.1	57.9	1.2
Birmingham	69.3	78.8	-9.5
National	62	80	-18
The gap between those who are disadvantaged and those who are not is <u>narrower</u> than Birmingham and National.			

### Reading at expected standard

	Key Stage 1			Key Stage 2		
	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap
School	53.1	75	-21.9	54	71	-18
Birmingham	57.7	69.8	-12.1	67	78	-10.9
National	51	72	-21	62	80	-18
The gap between those who are disadvantaged and those who are not is <u>almost in line</u> with National.			The gap between those who are disadvantaged and those who are not is <u>in line</u> with National.			

### Writing at expected standard

	Key Stage 1			Key Stage 2		
	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap
School	47	68	-21	60.7	67.9	-7.2
Birmingham	49	61	-12.9	59.4	72.8	-13.4
National	41	63	-22	55	75	-20
The gap between those who are disadvantaged and those who are not is <u>narrower</u> than National.			The gap between those who are disadvantaged and those who are not is <u>narrower</u> than Birmingham and National.			

### Maths at expected standard

	Key Stage 1			Key Stage 2		
	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap
School	65.6	82.1	-16.1	57.1	71.4	-14.3
Birmingham	57.8	70.3	-12.5	62.3	76.3	-14
National	52	73	-22	56	78	22
The gap between those who are disadvantaged and those who are not is <u>narrower</u> than National.			The gap between those who are disadvantaged and those who are not is almost as <u>narrow</u> as Birmingham.			

### Grammar, Spelling & Punctuation at expected standard

	Key Stage 1			Key Stage 2		
	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap
School	Not statutory			60.7	85.7	-25
Birmingham				66.9	79.3	-12.4
National				Not yet released		

### Combined at expected standard

	Key Stage 1			Key Stage 2		
	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap
School	43.8	64.3	-20.5	35.7	60.7	-25
Birmingham	43.7	57.3	-13.6	48.8	63.8	-15
National	Not yet released			43	65	-22

KS1 (Year 2) Expected (All = 60 pupils)	National EXP+	2022 TA All	2022 GD All
Reading	67%	63.3%	1.7%
Writing	58%	56.7%	0%
Maths	68%	73.3%	1.7%

KS2 (Year 6) Expected (56 pupils)	National EXP+	National GD	Barford 2022 EXP+	2022 GD
Reading	74%	28%	62.5%	26.8%
Writing	69%	13%	62.5% (64.3%)	1.8% (3.6%)
Maths	71%	22%	64.3%	16.1% (17.9% with compensation)
GPS	72%	X	73.2%	32.1% (33.9% with compensation)
Combined (RWM)	59%	7%	48.2%	1.8%

### Phonics Screening Check

Phonics	No of Pupils	2022 Phonics Screening Check	National 2022
Yr 1 Expected	60	58%	75%
Yr 2 Retakes	19 retakes	75%	87%

### Early Years Foundation Stage Profile

EYFS	No of Pupils	2022 TA	National 2022
Met ELG	58	45%	65.2%