# Part B: Review of outcomes in the previous academic year

1. Pupil Premium strategy outcomes
2. Pupil Premium strategy outcomes (oracy, STEM, collaboration)
3. Pupil Premium strategy outcomes (wellbeing)

## Pupil premium strategy outcomes (data)

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

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.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school’s 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

**For our children who left**

**Y6 in 2021/22:**

**The school’s gap between disadvantaged and all other pupils in RWM expected and exceeding was narrower than regional and national expectations, this was particularly so for the expected achievement.**

**Reading, Writing Maths Expected**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2022 version 2** | | **School Cohort 1** | | | **School % 2** | | | **LA % 2** | | | **National % 2** | | |
|  |  | **2018** | **2019** | **2022** | **2018** | **2019** | **2022** | **2018** | **2019** | **2022** | **2018** | **2019** | **2022** |
| **All Pupils** | | 61 | 59 | 60 | 61 | 59 | 70 | 61 | 62 | 55 | 64 | 65 | 59 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Disadvant'd Pupil Premium** | Eligible for Pupil Premium | 24 | 25 | 25 | 63 | 44 | 68 | 50 | 51 | 44 | 50 | 51 | 43 |
| All Other pupils3 | 37 | 34 | 35 | 59 | 71 | 71 | 68 | 70 | 61 | 70 | 71 | 66 |
| **Gap (Eligible vs. All Other pupils)** | **13** | **9** | **10** | **3** | **27** | **3** | **18** | **18** | **17** | **20** | **20** | **23** |

**Reading, Writing, Maths Exceeding**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Disadvant'd Pupil Premium** | Eligible for Pupil Premium | 24 | 25 | 25 | 8 | 12 | 8 | 4 | 5 | 3 | 4 | 5 | 3 |
| All Other pupils3 | 37 | 34 | 35 | 11 | 12 | 11 | 11 | 12 | 7 | 12 | 13 | 9 |
| **Gap (Eligible vs. All Other pupils)** | **13** | **9** | **10** | **2** | **0** | **3** | **7** | **7** | **3** | **8** | **8** | **6** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**The school’s gap between disadvantaged and all other pupils in Reading expected, exceeding and the average point score was narrower than regional and national expectations, this was particularly so for the exceeding achievement.**

**Reading Expected**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Disadvant'd Pupil Premium** | Eligible for Pupil Premium | 24 | 25 | 25 | 71 | 56 | 84 | 64 | 62 | 65 | 64 | 62 | 62 |
| All Other pupils3 | 37 | 34 | 35 | 62 | 76 | 74 | 78 | 77 | 76 | 80 | 78 | 80 |
| **Gap (Eligible vs. All Other pupils)** | **13** | **9** | **10** | **9** | **20** | **10** | **14** | **15** | **11** | **16** | **16** | **18** |

**Reading Exceeding**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Disadvant'd Pupil Premium** | Eligible for Pupil Premium | 24 | 25 | 25 | 13 | 24 | 16 | 15 | 17 | 19 | 18 | 17 | 17 |
| All Other pupils3 | 37 | 34 | 35 | 11 | 26 | 17 | 27 | 26 | 28 | 32 | 31 | 33 |
| **Gap (Eligible vs. All Other pupils)** | **13** | **9** | **10** | **2** | **2** | **1** | **12** | **10** | **9** | **15** | **14** | **16** |

(In 2018 when this cohort was in Y2 the gap was 2 for the school The gap increased by 1 nationally to 16)

**Reading Average Scale Score**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Disadvant'd Pupil Premium** | Eligible for Pupil Premium | 24 | 25 | 25 | 100 | 102 | 104 | 102 | 102 | 103 | 103 | 102 | 102 |
| All Other pupils3 | 37 | 34 | 35 | 102 | 104 | 104 | 105 | 105 | 105 | 106 | 105 | 106 |
| **Gap (Eligible vs. All Other pupils)** | **13** | **9** | **10** | **1** | **2** | **0** | **3** | **3** | **2** | **4** | **3** | **4** |

**The school’s gap between disadvantaged and all other pupils expected was narrower than regional and national expectations. The gap between school and national for Maths Average score was the same.**

**Maths Expected**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Disadvant'd Pupil Premium** | Eligible for Pupil Premium | 24 | 25 | 25 | 75 | 68 | 76 | 62 | 69 | 57 | 64 | 67 | 56 |
| All Other pupils3 | 37 | 34 | 35 | 76 | 85 | 91 | 81 | 84 | 74 | 81 | 84 | 78 |
| **Gap (Eligible vs. All Other pupils)** | **13** | **9** | **10** | **1** | **17** | **15** | **19** | **16** | **17** | **17** | **17** | **22** |

**Maths Average Score**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Disadvant'd Pupil Premium** | Eligible for Pupil Premium | 24 | 25 | 25 | 104 | 103 | 104 | 102 | 102 | 101 | 102 | 103 | 101 |
| All Other pupils3 | 37 | 34 | 35 | 103 | 106 | 108 | 105 | 106 | 104 | 105 | 106 | 105 |
| **Gap (Eligible vs. All Other pupils)** | **13** | **9** | **10** | **0** | **3** | **4** | **4** | **4** | **3** | **4** | **3** | **4** |

**The school’s gap between disadvantaged and all other pupils In Writing expected and exceeding was narrower than regional and national expectations.**

**Writing Expected**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Disadvant'd Pupil Premium** | Eligible for Pupil Premium | 24 | 25 | 25 | 88 | 84 | 76 | 68 | 69 | 58 | 67 | 68 | 55 |
| All Other pupils3 | 37 | 34 | 35 | 81 | 88 | 83 | 83 | 82 | 73 | 83 | 83 | 75 |
| **Gap (Eligible vs. All Other pupils)** | **13** | **9** | **10** | **6** | **4** | **7** | **15** | **13** | **15** | **16** | **15** | **20** |

**Writing Exceeding**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Disadvant'd Pupil Premium** | Eligible for Pupil Premium | 24 | 25 | 25 | 25 | 20 | 36 | 11 | 12 | 7 | 11 | 11 | 6 |
| All Other pupils3 | 37 | 34 | 35 | 27 | 35 | 34 | 20 | 22 | 12 | 23 | 24 | 16 |
| **Gap (Eligible vs. All Other pupils)** | **13** | **9** | **10** | **2** | **15** | **2** | **9** | **10** | **6** | **12** | **13** | **10** |

**As our Pupil Premium strategy states we will continue to work on:**

**Maths Higher Standard**

**ths Higher Standard**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Disadvant'd Pupil Premium** | Eligible for Pupil Premium | 24 | 25 | 25 | 25 | 20 | 28 | 13 | 14 | 13 | 14 | 16 | 12 |
| All Other pupils3 | 37 | 34 | 35 | 22 | 21 | 51 | 25 | 31 | 23 | 28 | 32 | 27 |
| **Gap (Eligible vs. All Other pupils)** | **13** | **9** | **10** | **3** | **1** | **23** | **12** | **17** | **10** | **14** | **16** | **15** |

(We identified the children as being over confident and have changed the structure of the Y6 groups in 2022/23).

**Key Stage 1 statements**

For children who were at the end of KS1 during 2021/22:

**The school’s gap between disadvantaged and all other pupils in Reading and Writing expected achievements was narrower than regional and national expectations.**

**Reading expected**

**Reading expected**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Disadvant'd Pupil Premium** | Eligible for Pupil Premium | 24 | 17 | 14 | 67 | 82 | 64 | 62 | 62 | 51 | 62 | 62 | 51 |
| All Other pupils3 | 31 | 44 | 45 | 77 | 75 | 78 | 75 | 75 | 66 | 79 | 78 | 72 |
| **Gap (Eligible v. not Eligible)** | **7** | **27** | **31** | **11** | **7** | **13** | **13** | **13** | **15** | **17** | **16** | **21** |

**Writing expected**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Disadvant'd Pupil Premium** | Eligible for Pupil Premium | 24 | 17 | 14 | 63 | 71 | 64 | 55 | 55 | 39 | 55 | 55 | 41 |
| All Other pupils3 | 31 | 44 | 45 | 77 | 70 | 78 | 71 | 70 | 57 | 74 | 73 | 63 |
| **Gap (Eligible v. not Eligible)** | **7** | **27** | **31** | **15** | **0** | **13** | **16** | **14** | **18** | **19** | **18** | **22** |

**Maths expected**

**Maths expected**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Disadvant'd Pupil Premium** | Eligible for Pupil Premium | 24 | 17 | 14 | 67 | 82 | 57 | 63 | 65 | 51 | 63 | 62 | 52 |
| All Other pupils3 | 31 | 44 | 45 | 81 | 77 | 82 | 77 | 77 | 68 | 80 | 79 | 73 |
| **Gap (Eligible v. not Eligible)** | **7** | **27** | **31** | **14** | **5** | **25** | **14** | **12** | **17** | **17** | **17** | **21** |

**The school’s gap between disadvantaged and all other pupils in Reading and Writing excceding achievements was wider than regional and national expectations.**

**Maths exceeding**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Sch | Reg | Nat |
| **Disadvant'd Pupil Premium** | Eligible for Pupil Premium | 0 | 7 | 7 |
| All Other pupils3 | 11 | 14 | 18 |
| **Gap (Eligible v. not Eligible)** | **11** | **7** | **11** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Sch | Reg | Nat |
| **Disadvant'd Pupil Premium** | Eligible for Pupil Premium | 0 | 8 | 8 |
| All Other pupils3 | 16 | 16 | 21 |
| **Gap (Eligible v. not Eligible)** | **16** | **8** | **13** |

**Reading exceeding**

**Additional information**

During the COVID pandemic only two classes and one year group was closed. This was in the November, December and July. Year 1 to Year 6 had to close for a week in late June due to cases arising following a party several children attended after school. This means children at Ryders Green received a consistent education when we were in school and when we weren’t live class teaching was available online. As a result, our outcomes for end of EYS, KS1 and KS2 more or less continued on our upwards trajectory

Please see our website for further information..

## Pupil premium strategy outcomes (oracy, STEM and collaboration)

**Notes from our SSAT Assessment for Learning Behaviours for SSAT Exemplary Framework for Education:**

Collaboration and continuous learning and development underpins the culture at Ryders Green Primary. Every member of staff strives to be the best they can be for the benefit of the team as whole and for the learners across the whole school. As the headteacher commented, ‘We call it our Jumanji principles. No-one wants to be the weakest link. Everyone supports and helps each other to make sure no-one is left behind.’ Everyone is equal, there is no competition to ‘be the best’ at the cost of everyone else because that would ultimately be to the detriment of the children’s learning. During the visit, this was evidenced in a range of ways:

* All teachers are learners. They seek and maximise CPD opportunities continually improve their practise.
* Teaching teams (teachers and Tas) attend all staff meeting and INSET training. The engagement of the staff in the SSAT EFA programme demonstrates how all staff take responsibility for setting high expectations for themselves and identifying areas of practise they want to develop.
* Teachers model the process of learning in a variety of ways, including through interactions with the children: ‘I am really fascinated by this….’ , ‘I’ve done some research on this…’, ‘I can see… what do you think?’
* Teachers present themselves as learners to the children. In one class, the teacher was modelling questioning using sentence stems and in another, the TA and teacher were modelling how to undertake a task, modelling taking turns and offering praise to each other.

There are a range of systems and approaches that are used at Ryders Green to encourage pupils to be active in their learning:

Oracy

* + From the earliest stages of children’s education in Nursery through to Year 6, developing children’s oracy skills is given high priority. The school places emphasis on developing children’s ability to communicate effectively and purposefully to deepen learning and provide them with the social and employability skills that will be necessary for their futures.
  + Since the oracy approach has been introduced in 2020/21 following a pilot year in the subject lead’s class, oracy structures and approaches have become embedded across the whole school.
  + Discussion guidelines, created by each class, are on display and used to ensure children are developing the necessary skills and understand the conventions of successful and meaningful communication.
  + Throughout the visit, children were confident speakers and collaborated purposefully and meaningfully in discussions with each other.
  + Pupils demonstrate an ability to be curious, asking questions to adults and of each other.
  + The use of techniques, such as ‘talking chips’ enabled the skill of effective discussion to be taught, embedded and practiced across the school. Younger children use the chips to decide when to speak and what to say, understanding the need to make what they say count whereas older pupils then use the counters in a more sophisticated way, using visual clues and listening for a break in conversation to know when to take their turn.
  + Children in Year 2 were able to discuss the key points in a story for a sustained period of time, showing active listening and good understanding of what had been said before to allow them to continue the discussion.
  + Through pupil voice discussions, a Year 6 child told me that ‘oracy helps me to share ideas, help me understand why someone thinks something.’ ‘Oracy helps me to say what I think and disagree in the right way’.

KAGAN/PIES – developing a collaborative approach

* + The school have used the KAGAN structures, along with the PIES approach, to embed collaborative working across the whole school. Working collaboratively using the KAGAN structures enables all pupils to support one another, develop ideas and consider viewpoints and deepen their own as well as others’ learning. This approach helps create the collective responsibility culture among the pupils – everyone is equal, everyone achieves.
  + The impact of these approaches were observed in action across the school and in particular –
    - The year 4 teacher shared a recording of two children solving maths equations. One child was effectively coaching the other to solve the problem – the coach using their understanding to support their partner achieve the correct answer, both deepening and applying their understanding.
    - Children in Year 5 were able to discuss their prior learning on fractions to establish how they might be able to subtract fractions Through discussion together, using the discussion conventions, they were able to agree on the right method.
  + Through the collaborative approaches to learning used by the school, children are very supportive and empathetic to each other during learning tasks.
    - In Year 6, a child noticed her partner was distracted so gently reminded them to join in the paired task. In another lesson, a child independently chose to support another person on their table who was finding the task challenging.
    - During a whole class discussion, one child who was asked to share their idea was finding it tricky to answer, multiple children were seen mouthing encouragement/answers to support the child’s thinking.
    - During KAGAN paired discussions in KS2, children were often observed taking the initiative to find alternatives when their own partner was not in school that day.

STEM/research projects/theme events

* STEM opportunities provides wider experiences that run as a thread across the whole curriculum (eg history, art, geography).
* The headteacher commented that staff have said in pupil progress meetings that STEM has had a significant impact on the progress of their learners.
* STEM opportunities allow pupils to widen horizons, build cultural capital and develop aspirations. The displays in classrooms and around the school demonstrate that STEM experiences allow children to make connections and links across areas of learning.
* Half termly projects have a STEM focus which enable children to explore new learning and make connections, develop curiosity, work collaboratively with parents and siblings. Children are able to pursue their own lines of enquiry through the projects and theme events. The SLT commented that there is high levels of engagement from children and families.

## Pupil premium strategy outcomes (wellbeing)

<http://www.rydersgreenprimary.co.uk/music-provision/>

<http://www.rydersgreenprimary.co.uk/vision-and-ethos/pupil-premium/>