

# Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

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

### **Quality First Teaching**

Professional development of all staff in the teaching of reading by English Lead  
Reading continues to be a strength across the school. Staff training has been facilitated by the reading lead in the Little Wandle scheme in the Spring and Summer terms enabling the scheme to be fully implemented in September. Organisation of reading groups in Key Stage 1 is now where it needed to be and the children are making visible progress already. At least one member of staff in all year groups from year 2 upwards has now been trained in the delivery of Destination Reader approach. This enables a consistent approach to the teaching of reading across the school, focussing on quality discussions of text and sustained periods of reading.

Professional development of all staff in the adoption of the new Highbury approach to writing. The specific teaching of handwriting and spellings take place as part of the journey.

Writing continues to be a priority across the school. End of key stage moderators were able to see the learning journey of the children's writing in their books. This has also been seen in internal moderation of other year group's books. This process will continue this term and throughout this academic year to ensure the Highbury approach to teaching writing is embedded and children make good progress across the school. A progression in handwriting has been agreed this term for Early Years and Key Stage 1.

Develop mathematical fluency throughout the school using the Numbersense approach and

Further embed the Teaching for mastery approach through the professional development of staff by Maths lead.

The use of the Numbersense approach has supported maths fluency across year 3 and as an intervention in the higher year groups. Changes of staff in key stage 1 last academic year were a barrier to this, however this academic year, Early years and Key Stage 1 are part of the Mastering Number programme from NCETM to provide a consistent approach to the teaching of number. Teaching for mastery approach to teaching maths is evident across the school and targeted professional development will take place throughout this academic year to further embed this.

Purchase of a Dfe validated Systematic Synthetic Phonics programme to secure a high-quality consistent approach to the teaching of phonics.

The Little Wandle scheme training and implementation began part way through the Spring term. The implementation plan allowed for a gradual adoption throughout the last academic year and full implementation this term. Monitoring of teaching will take place this term. The programme involves half termly assessments in order to track the progress of children. This will take place the week before October half term.

Develop and embed the teaching of social and emotional skills through a whole school Forest School approach

Forest School continues to be delivered. This continues to be enjoyed by children across the school. Identified children who have social and emotional needs continue to be successful during these lessons.

### **Interventions**

Improve the effective provision for SEND pupils through targeted interventions.

Through the introduction and development of pupil passports, SEND pupils have focussed small step targets which are highly personalised for them. Class teachers prioritise and record required interventions and all adults across year groups contribute to the delivery of these interventions. Interventions are timetabled. At times, pressures of staffing have made this challenging. Staff deployment this year has included additional adults across year groups to ensure interventions are always able to take place.

Staff training to adopt Talk Boost Intervention programme to improve narrative and vocabulary skills

2 Early years staff completed training in Talk Boost and led interventions to improve spoken language, attention and listening skills and social skills.

Engage with the National Tutoring Programme to provide tuition programmes for those most impacted by school closure.

Number of pupils to benefit from School led tutoring grant – 77

Number of funded pupil hours - 1455

(Table of impact)

Provide release time for teachers to undertake 1:1 writing conferencing.

Visible progress is evident in children's books when writing conferencing has taken place. Staffing has been a barrier to this however conferencing will continue to take place this coming academic year.

Professional development of staff to deliver additional phonics intervention groups.

This has taken place as part of the implementation of Little Wandle programme and continues to take place in the form of 'catch up' intervention for Key Stage 2 staff.

### **Wider Strategies**

Embed a Nurturing whole school approach to support student wellbeing. Identified disadvantaged pupils given 1:1 support for managing emotional challenges by pastoral staff.

Pastoral lead supports 1:1 children. Small groups of children were able to benefit from 'The Nest' nurture group during Spring and Summer terms. Staffing of the nurture group proved to be challenging however children who attended have all been supported and transitioned back into their own classroom environment for this academic year.

Attendance support officer employed to implement and further develop procedures to improve attendance

National Primary- 93.6%

Trust Primary- 93.9%

Highbury Primary– 94%

Subscribe to Portsmouth school's library service to promote a love of reading across the school

Huge increase in the range of quality books available to children. Specific non-fiction books ordered to support each topic, therefore exposing children to a wider range of information, subject specific vocabulary and at a variety of levels. Also an increase in the range of fiction books. Children have access to up to date books, a wider range of genres and more choice. The wider and more up to date selection of books available has increased engagement in reading, shown through accelerated reader targets and participation in school's reading challenge.

