

## Part B: Review of the previous academic year

### 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.

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.

At KS2, data from tests and assessments suggest that pupil premium children at Deansfield make good progress from their starting points. Only one child did not make the expected progress in reading and as a percentage pupil premium children achieved above national. So, although there is an ongoing effect of covid on levels of attainment, now that children are back in school they are making good progress. At Key Stage 1 the numbers of pupil premium children was so low in Y2 last year, that meaningful comparisons are not really feasible. We continue to forensically analyse data and track the progress and attainment of the children and ensure that targeted interventions, both group and individual are tailored to meet the needs of the children.

There continues to be an attainment gap between our disadvantaged pupils and non-disadvantaged pupils. This is reflective of national figures and demonstrates the additional impact of COVID-19. The National tutoring funding is used to support the children who have been most affected to accelerate their progress and has been targeted to our pupil premium children.

In 2021/22, absence among disadvantaged children was slightly higher than their non-disadvantaged peers. Absence for the whole school was 6%. Persistent absent for the whole school was 10% and for a small number of disadvantaged children was higher. We recognise that children with gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Concerns regarding wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute and we are supporting children through our learning mentor, school counsellor and also through our PSHE curriculum.

In Early years we are still seeing the impact of the pandemic on children's oral language skills and vocabulary gaps and this continues to be a focus. We are adopting the NELI language scheme to support this.

We are on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made some changes to how we intend to use some of our budget this academic year, as set out in the plan for 2022-2023.

## 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.
- Spending on Mental Health and Well being- additional school counsellor hours and funding for parent workshops run by CAMHS
- 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 the impact of the previous year's strategy and amended it accordingly.

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.