

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.

“Pupils in receipt of the PPG achieve exceptionally well from their starting points due to the comprehensive support from their induction and throughout their time at Zaytouna. The progress that disadvantaged pupils make has shown significant improvements and attainment gaps are narrowing rapidly.” **Challenge Partners Quality Assurance Review 2021**

	Intended outcome linked to challenges	Success criteria
1	Progress in reading and oracy	• All teachers will be graded as at least good. • All teachers will be effective in the delivery of evidence based oracy teaching strategies • All children who are new to English will make accelerated progress in the language proficiency scales. • All SHINE interventions demonstrate pupils make good progress in Reading skills. • RWI assessment data indicates accelerated progress in the teaching of phonics.
2	Improved attainment and progress for all pupils through a curriculum offer which ensures our most vulnerable children make accelerated progress from their starting points	• The number of disadvantaged pupils attaining the expected standard in R, W and M (combined) has increased from 48% to closer to their non-disadvantaged peers (71% last academic year) • Children’s cultural capital is enhanced through curriculum enrichment and immersive experiences which support and engage learning. • The gap is diminished for disadvantaged pupils within writing to <10%.
3	Promote and support emotional health and wellbeing	• Pupils are supported with their emotional health and well-being to access their learning on daily basis, and make progress across the curriculum. • Pupils are able to articulate positive emotional health and wellbeing.
4	To provide an enrichment curriculum that provides for the broader development of all children, enabling them to develop and discover their interests and talents.	• A broader range of high-quality enrichment opportunities are available for all children. • There will be an increase in attendance of enrichment opportunities. • Stakeholder voice will be consistently positive
5	Sustain good attendance and punctuality for all pupils, including the disadvantaged, ensuring children are in school on time to minimise disruption to learning.	• Disadvantaged pupils’ attendance will improve from 92.7% to closer to the national average and punctuality will improve also.

Externally provided programmes

Programme	Provider
SHINE Interventions – Maths and English	Rising Stars
Talk Boost – Key Stage 1	Ican.org
Derby Music Service – LKS2	Derby Music Service
Young Gentleman's Project	Standing Ovation
Read Write Inc	Oxford Owl/Ruth Miskin
Flash Academy EAL Platform	Flash Academy
Whole school Music Curriculum	Charanga
Times Table Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd
Drumba – Sports and Music Enrichment	Drumba
Mini Junior Dukes and Junior Dukes awards for Enrichment	Capable Kids

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £63,750

Actual Spend: £63,750

Activity	Evidence that supports this approach	Impact	Lessons Learned
Quality First Teaching with targeted TA Support	The EEF Toolkit highlights the pivotal role of quality first teaching within the classroom. It emphasizes high quality inclusive teaching to all children within the class. The DfE have also addressed the crucial role of QFT stating that 'Successful schools have a clear vision for what all their pupils will achieve through HQT, with an ethos that reinforced aspirations and attainment for all. A number of interventions that have been proven to accelerate progress can be accessed: • Inference support • Pre and post teaching • Precision teach	All teaching was at least effective by the end of Summer 2022. EYFS GLD = 72% PSC = 88% ARE RWM Combined KS1 = 59% GDS RWM Combined KS1 = 10% ARE RWM Combined KS2 = 58% GDS RWM Combined KS2 = 23% <u>RWI Interventions</u> Year 1 10/20 accessing RWI interventions were PP 7/10 passed PSC 2 of the 4 who didn't pass were NTE - Arriving in January Year 2 10/20 accessing interventions were PP. All PP children passed their PSC by End of year 2	

Activity	Evidence that supports this approach	Impact	Lessons Learned
Team teaching and observations	The best available evidence indicates that exemplary teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	This has happened with most core subjects. Positive impact has been seen in reading outcomes of children in receipt of PPG.	Continue to embed the model across school, making more effective use of Core Subject Leads' monitoring and excellence assurance.
Effective high quality teaching of phonics and early reading.	The EEF Toolkit states that "phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress." Educationalists such as Doug Lemov advocate reading as "the gateway to all other curriculum offers" Which means to read, signifying its importance.	• 88% of all pupils passed phonics check in 2022 • 80% of PP children passed phonics check in 2022 • 95% of all pupils passed phonics check by end of Year 2. • 96% of PP pupils passed phonics check by end of Year 2.	The use of an effective scheme such as Read Write Inc is providing our children with the best possible outcomes so that they can master the basics of reading and progress further successfully. Continue this provision.
EAL provision to support those pupils have English as an additional language, and are also pupil premium.	Support those pupils with English as an additional language alongside quality first teaching • EAL Intervention • EAL resources • EAL Training Research shows that targeting pupils with speech and language difficulties and low confidence on entry, or those with limited functional literacy	NTE children receive induction sessions to help them settle into school life. - Essential language. - Majority received Precision teaching of RWI phonics. <u>Talk Boost</u> Year 1 and Year 2. This was used effectively to support	

Activity	Evidence that supports this approach	Impact	Lessons Learned
	can boost attainment by 8+ months (EEF)	language development and confidence. It is now going to be used in EYFS to support language development.	
Embed bespoke system for the teaching of writing which is tailored to the needs of our children – especially the most vulnerable.	The Writing Revolution transforms instruction across the curriculum through a proven, coherent method that enables all students, and especially those from low-income families, to develop the literacy and critical thinking skills they need to engage productively in society.	Writing outcomes have improved across school. At the end of KS2, writing outcomes were 75% EXS+ and 33% GDS. National outcomes were 69% Our progress measure for writing was +2.6	Although writing is now no longer a main priority on the SDP, consider how staff CPD and training can be revisited throughout the year to ensure sustainable practices are evident across school. Implement RWI Spelling to support this specific need, as identified by the data.
Make effective use of the Showbie platform to support the link between school and home learning and to extend digital fluency.	The evidence suggests that technology should be used to supplement rather than replace more traditional teaching approaches. Showbie does exactly this, creating an effective workflow between home and school, providing children with the opportunities to extend and develop their knowledge, skills and understanding.	All KS2 pupils were using Showbie for lessons by the end of the Summer Term. A positive impact was seen on children's engagement and motivation for learning.	Consider how children in KS1 access the same range of technical expertise.
Increase leadership capacity to strengthen QFT	Successful school leaders improve teaching and learning and thus pupil outcomes indirectly and most powerfully through their influence on staff motivation, commitment, teaching practices and through developing teachers' capacities for leadership.	Representation from Strategic Leadership of PPG Team was evident at all Pupil Progress Meeting, at Trust Networks, School Progress Meetings and External Peer to Peer Reviews. The impact of this is strong collective	Continue to embed and develop the distributed leadership model to include SENDCO and AHTS.

Activity	Evidence that supports this approach	Impact	Lessons Learned
	(The Impact of School Leadership on Pupil Outcomes, Day et al., 2009)	accountability for the attainment and progress of children in receipt of the PPG.	

Targeted academic support

(for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39,083

Actual Spend: £39,083

Activity	Evidence that supports this approach	Impact	Lesson Learned
Pre-teach interventions	Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundley, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006). Pre-teaching minimises experiences of 'failure' in the lesson, whereas re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006).	Of the children targeted for pre-teach, a positive impact was seen in their immediate performance in a lesson and in subsequent learning of key concepts or themes. There was particularly strong impact seen on maths outcomes.	Continue with this intervention.
Shine reading and maths interventions	The EEF says that "small group tuition is most likely to be effective if it is targeted at pupils' specific needs." They can have a moderate impact of 4+ months. A Shine learning sequence is a unit of intervention content. The learning sequences are arranged in a specific order and contain instructions tailored to teachers and teaching assistants.	QLA of standardised tests drove the selection of children for Shine interventions in Reading and Maths. A positive impact was seen in over 90% of children's data.	Continue with Shine in reading and maths. Look to develop this to include GAPS. Training of all T&L support staff will ensure a more comprehensive entitlement for all children.
Talk Boost	Talk Boost are targeted interventions for children with delayed language helping to boost their language skills to narrow the gap between them and their peers. They can help children improve their speaking and understanding, with almost two thirds catching up with their peers after just eight to ten weeks.	Year 1 and Year 2. This was used effectively to support language development and confidence. It is now going to be used in EYFS to support language development.	Continue with this intervention under leadership of new SENDCO
School based tutoring	According to the EEF, on average, one to one tuition is very effective at improving pupil outcomes. Tuition is more likely to make an impact	Year 4 15/16 children who had support from in-school tutor made	

	if it is additional to and explicitly linked with normal lessons.	progress from their starting points in Reading and Maths (using SHINE interventions) Year 5 9/11 children who had support from in-school tutor made progress from their starting points for Reading. 8/11 children who had support from in-school tutor made progress from their starting points for Reading.	
--	--	--	--

Wider strategies

(for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £51, 300

Actual Spend: £51,300

Activity	Evidence that supports this approach	Impact	Lessons Learned
Use of Attendance Officer to support in diminishing the difference between attendances of disadvantaged children compared with their peers.	Our main mission as carers of PP and non PP children, is to ensure that the children come to school every day to enable them to access the all support provided. The EEF explores a tiered approach to spending and identifies those 'Wider Strategies' which includes attendance.	Attendance of all for academic year 21/22 = 94.12% Attendance of children in receipt of the PPG for academic year 21/22 = 94.39%	Given the increased focus on attendance by DfE and local MAT, continue with Attendance Officer support for another 12 months but begin to build capacity within existing school team.
Provide free bus service to those in receipt of the PPG	Getting children to school can be the first barrier for those families who do not live within walking distance of school.	38 children regularly used the school bus service.	Continue to use this service.
PASS Questionnaire	PASS Questionnaire will provide a baseline of pupils views and opinions on reading, From data it will provide us with targeted interventions which are strategy driven. Questionnaire focusses on 9 key areas and provides interventions to support that child according to their results. This is not solely focussed on attainment, it helps develop a child's mind, body and soul which is a pivotal part of our school ethos.	Little to no impact seen as this was not implemented consistently.	Needs to fall under the remit of the SENDCOs leadership and be timetabled by the Inclusion and Wellbeing Team

Music Provision through Derby Music Service	Research shows that achievement in music can raise self-esteem and have a positive impact on academic achievement	Positive impact seen on children's engagement and motivation in music. Positive impact also seen on behaviour.	Consider this provision in the wider context of the whole music curriculum. How can this good practice be shared to year groups that do not access the Music Hub?																
Breakfast Club Extra-curricular Clubs	PP children gain the same experiences and support outside of the classroom as non- PP children. Breakfast club is very important to ensuring a child's basic needs are met in readiness for learning to take place.	<table border="1"> <thead> <tr> <th></th><th>Autumn 2021</th><th>Spring 2022</th><th>Summer 2022</th></tr> </thead> <tbody> <tr> <td>Number of Clubs on offer</td><td>26</td><td>36</td><td>41</td></tr> <tr> <td>PP</td><td>68</td><td>100</td><td>104</td></tr> <tr> <td>SEND</td><td>24</td><td>24</td><td>47</td></tr> </tbody> </table>		Autumn 2021	Spring 2022	Summer 2022	Number of Clubs on offer	26	36	41	PP	68	100	104	SEND	24	24	47	Continue to develop the breadth and reach of enrichment at all levels. Continue to offer a broad range of enrichments.
	Autumn 2021	Spring 2022	Summer 2022																
Number of Clubs on offer	26	36	41																
PP	68	100	104																
SEND	24	24	47																
Subsidised trips and visits	When trips, visits and experiences explicitly addressed curriculum content, they impacted significantly on progression and attainment. (Dr Jane Dudman, Carrie Hedges & Dr Chris Loynes, 2018)	All year groups attended at least one external visit and received a visitor to school. The academic impact of these was evident in outcomes in writing and Enterprise.	Continue to offer subsidy for those in receipt of PPG.																
Enrichment	Participation in enrichment approaches can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (EEF, 2021)	"Pupils were highly enthusiastic about enrichment activities such as Drumba2, mehndi, patterns, and various sports. They liked the fact that they could choose their own things to learn about." Challenge Partners Review 2021																	

Young Gentleman's Project	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	Little to no impact as the delivered programme was considerably different to the advertised on.	Do not use this intervention again. Look to develop in house self-esteem programmes based on recent research.
Inclusion Team Family Link	Research shows that the role of a dedicated family contact empower parents/carers to take an active role in their child's social, emotional and educational development. The role also supports parents regarding a range of issues that could impact on their ability to parent effectively as well as to encourage good relations and effective dialogue between parents and teachers about a child's progress.	Positive impact was seen in the engagement of "harder to reach" families as a result of this provision, which impacted on all Key Objectives.	Streamline the approach and make more efficient use of systems and processes to ensure maximum impact,

Summary of Spending

Total budgeted cost:	£154, 133.00
Total allocation:	£153, 608.00
Additional commitment:	£525.00
Actual spend:	£154,133.00