

## Part B: Review of outcomes in the previous academic year (2021/22)

Intended outcome	Success Criteria	Impact																
Ensure outcomes of pupils in receipt of pupil premium are at least in line with those of non pupil premium pupils across the curriculum. Ensure all pupils in receipt of pupil premium, including those with SEND, make at least expected progress from their starting points.	Increase the progress for identified groups of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. Gaps will close in progress and attainment made between PP and NPP and PP children will achieve in line with their peers and make at least expected progress.	<p>End of KS2 Progress Measures</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>3.6</td> <td>-1.2</td> <td>2.5</td> </tr> <tr> <td>PP</td> <td>3.8</td> <td>-1.1</td> <td>2.8</td> </tr> <tr> <td>Diff</td> <td>+0.2</td> <td>+0.1</td> <td>+0.3</td> </tr> </tbody> </table>		Reading	Writing	Maths	ALL	3.6	-1.2	2.5	PP	3.8	-1.1	2.8	Diff	+0.2	+0.1	+0.3
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To meet the well-being needs of all pupils in receipt of pupil premium funding. Ensure the attendance officer, family support worker and DSLs in school will provide support for families identified by the school as vulnerable.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress. Parents indicate that there are strong links between home and school and support is received for a wide range of needs.	<p>Malachi Support</p> <p>Questionnaires and feedback from children, staff and parents showed that:</p> <ul style="list-style-type: none"> <li>• Children able to manage feelings/reduction in time teachers spent emotionally supporting children</li> <li>• Greater resilience observed by staff</li> <li>• More time spent on supporting children's learning</li> </ul>																
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of their peers.	Attendance Officer will promptly call families who have an absent child without a reason. Birmingham Fast track guide/instructions for attendance is adhered	<p>2021-22</p> <p>Attendance for all – 94.6%</p> <p>PP attendance - 93.3%</p> <p>Persistence absence for all – 14%</p>																

	<p>to. Letters sent out to parents on a half termly basis to tackle attendance/punctuality issues. Extremely poor attendance (below 90%) will be challenged and reviewed closely and an attendance review meeting will be held if necessary. Attendance figures reported in weekly newsletter/Class Dojo. Attendance and punctuality improve</p>	<p>Persistence absence PP – 6.1%</p>												
<p>For pupil premium children to have access to a wide range of enrichment opportunities and experiences in and out of school</p>	<p>A wide range of extra-curricular activities will be offered to tap into our children’s passions and talents. Specific children will be targeted and parents will support child/ren to attend additional activities.</p>	<p>All PP children in KS2 accessed at least 1 extra curricular club in 2021-22.</p> <p>A range of extra-curricular clubs were provided for all children including a cookery club, art club, choir club and various sporting clubs.</p> <p>A number of vulnerable families were identified and children were targeted to attend these clubs. Impact was reduction in lateness as some clubs were before school and increase in emotional resilience and well-being.</p>												
<p>To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.</p>	<p>SEND needs will be clearly outlined and reflected in their IEPs or intervention plans. PP children will make expected progress in R,W,M and barriers identified and ad-</p>	<p>Pupil Progress data in KS2 for SEND and PP children:</p> <table border="1" data-bbox="895 1798 1393 2076"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>+3.6</td> <td>-1.2</td> <td>+2.5</td> </tr> <tr> <td>SEND</td> <td>+6.9</td> <td>-1.4</td> <td>+7.9</td> </tr> </tbody> </table>		Reading	Writing	Maths	ALL	+3.6	-1.2	+2.5	SEND	+6.9	-1.4	+7.9
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	dressed so that children make progress across a broad and balanced curriculum.	PP	+3.8	-1.1	+2.8