

Part B: 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 2020 to 2021 academic year.

There is growing evidence around the impact of school closures due to Covid-19 on the learning outcomes of pupils. Within the UK learners have made less academic progress compared with previous year groups and there is a large attainment gap for disadvantaged learners, which seems to have grown (Education Endowment Foundation).

The impact of Covid-19 at our school has disrupted the teaching of all areas and had an adverse impact on most learner's development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, even when learners were not in school, via our remote learning strategy and our extended pastoral provision.

Our assessments and observations suggested that for many learners, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required ensuring all pupil premium learners were supported to:

1. Re-established positive relationships with adults
2. Manage feelings and their behaviour, whilst re-establishing routines and structures
3. Re-visit learning and then build upon their knowledge, skills and understanding

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

Given the disruptions caused by Covid-19 we have assessed qualitative data from our key assessment tool, Evidence for Learning. Evidence for Learning is used to upload learner evidence. 5 pupil premium learners and 5 none pupil premium learners were selected randomly from each of our three pathways and the findings are indicated below:

Engagement for life:

Comparing the sample it can be seen that 80% of learners on pupil premium met their cognition target and 80% met their social interaction target. In comparison, 70% of learners not receiving pupil premium met their target in Cognition and 60% of learners met their target in social interaction. Of the sample, the learners who receive pupil premium 60% were also children in care or have a social worker therefore were offered a placement at school during the lock down period. Evidence for Learning shows that the average number of learning snapshots taken for learners in the pupil premium sample is 27 submissions compared to 14 for the sample group not in receipt of pupil premium. This would appear to indicate that learners that were able to access additional support during the lock down period saw a positive impact on their learning outcomes.

Foundations for life:

During the lock down period, places were offered to all learners who were children in care or had a social worker. The majority of pupils attending during this period were pupil premium.

As part of pupil premium interventions for learners on the Foundations for Life Pathway, pupil premium learners were withdrawn for 1:1 discrete sessions in the core strands of Communication and Interaction and Problem Solving and Thinking Skills.

The sample showed that 80% of pupil premium and none pupil premium learners met their Communication and Interaction targets and pupil premium learners performed favourably in the area of Problem Solving and Thinking Skills.

In addition, Evidence for Learning was used to capture, analyse and compare gaps in progress or identifiable trends. This evidence showed that the average number of learning snapshots taken for learners in the pupil premium sample was 30 submissions compared to 28 for the sample group not in receipt of pupil premium highlighting a marginal difference.

Learning for life:

In the comparison of the random sample from across the Learning for Life pathway It appeared that when looking at responses to home learning, which was regularly used when imposed isolation or lockdowns were in effect, there was a higher level of engagement from non-pupil premium learners, which led to a reduction in interruptions to their learning in comparison to pupil premium pupils. For example, when comparing the total number of evidence pieces that identify when a pupil has made progress in Literacy and Numeracy, non-pupil premium learners accumulated 34, whilst pupil premium learners collected 24. This would indicate that progress of pupil premium learners across the academic year was more disrupted. This contrast could be attributed to lower levels of support in the home, which was pertinent in year when pupils spend more time away from school, providing a reduction in their progress.

This trend appears to have continued and to a greater extent within PSHE and physical development subjects where non-pupil premium learners have greater evidence in comparison to their pupil premium counterparts. This would again provide evidence to suggest that the support provided to non-pupil premium learners allowed them to display greater progress and improved learning outcomes in subjects that have high links to skills exercised in the home.