

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2021-22

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 the 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.

The 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.

The unpublished data suggests that the progress and attainment of the school's disadvantaged pupils in 2021/22 was above national expectations.

Our observations and assessments demonstrated that the engagement of disadvantaged pupils with the whole curriculum improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Barriers to remote learning were addressed through support for parents including tutorials on how to access online learning, providing netbooks to families who requested them, and providing paper copies of learning for those who requested them. Prior to September 2022, we were not on course to achieve the wider school strategies relating to development of a new curriculum to reflect a new broad and balanced offer. However, during the Autumn term 2022, staff have received subject leadership training and support which ensures disadvantaged pupils are accessing a curriculum focused on addressing gaps and ensuring progression of skills and knowledge.