Narrowing the gap; unlocking the potential…

**Impact Review of Pupil Premium Expenditure to 2022 – 23**

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| **Number of pupils and pupil premium grant (PPG) received: Academic Year 2022 / 23** | |
| Total number of pupils on roll | 273 |
| Total number of pupils Free School Meal (Census 27 pupils)  Total number of pupils Ever 6 | 39 (£1385)  11% of school cohort |
| Total Pupils eligible for Armed Services Ever 4 | 1 (£320 per pupil) |
| Virtual Headteacher (contribution for mental health) | £0 |
| Post Looked After | 6 in total  (£2410 per pupil) |
| **Pupil Premium Funding Allocation for this academic year** | £37,395 |
| **PLAC Premium Funding Allocation for this academic year** | £14,460 |
| **Recovery premium funding allocation this academic year** |  |
| **Total budget for this academic year** | **£52,175** |

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| **Our Intent for the strategy aims for disadvantaged pupils** | | |
| **Measure** | **Activity** | **Evaluation and Impact** |
| **Priority 1:**  To improve the quality of teaching through meta cognition strategies and effective feedback given to pupils in Writing and Maths for all pupils to ensure progress of pupils in line with other pupils nationally.  £25,000 | * SLT had 5 day training * Whole school INSET * Training in use of Thinking Frames * Set Rosenshine Principles in core subjects. * Focus on reviewing prior learning. * Looked at what quality questioning looks like * TAs full time in majority of classes | *See below for Maths Analysis*  **Writing Analysis:**  *See below for phonics*   * **EYFS: Writing** in line with national at 68%. Girls below. FSM pupils (3) and 33% * **Yr1:** All pupils 45% expected and 0% depth. FSM pupils (5) and 80% achieved expected. * **Yr2**: slight improvement on last year with 57% expected and 15% depth. FSM pupils (2), 0% expected; both low prior attainers and progress made in formative assessment scores. * **Yr3**: All pupils 45% expected and 10% depth. FSM pupils (8) 1 pupil expected. * **Yr 4**: 78% expected and 22% depth. FSM pupils (7) 43% expected and 0% depth. * **Yr 5**: 51% expected and 11% depth. FSM pupils (9) 35% expected and 11% depth. * **Yr 6**: In line with national with 74% expected and 23% depth. FSM (8) 63% expected and 25% depth.   *Need CPD and support for Year 1 teachers and moderate regularly.* |
| **Priority 2:**  To improve the quality of teaching in order to close the gap in attainment for Reading and Phonics for all pupils and progress in Reading in line with other pupils nationally  £15,500 | * Continued with RWI mentoring and CPD support. * Embedded RWI in Year 1 and EYFS. * Implemented RWI intervention in KS2. * Implemented STAR approach to develop vocab in EYFS | **Reading Analysis:**  *See below for phonics*   * **EYFS:** Comprehension well above national at 90% and word reading 74%. FSM pupils (3) and 33% achieved both. * **Yr1:** All pupils 70% expected and 14% depth. FSM pupils (5) and 80% achieved expected. * **Yr2**: slight dip on last year with 65% expected and 24% depth. FSM pupils (2), 0% expected; both low prior attainers. Scaled score of 89. * **Yr3**: All pupils 60% expected and 38% depth. FSM pupils (8) ¼ of these are below ARE; evidence of small steps of progress in PIVATs. 38% expected. * **Yr 4**: 73% expected and 31% depth. FSM pupils (7) 43% expected and 14% depth. * **Yr 5**: 68% expected and 24% depth. FSM pupils (9) 78% expected and 11% depth. * **Yr 6**: In line with national with 79% expected and 33% depth. FSM (8) 88% expected and 25% depth.   *In Yr2, need to look at transition from RWI and Yr2 reading. Some kept in RWI groups for too long. Also, look into the RWI comprehension work. EYFS need additional adult for more consistent targeted tuition. FSM no gaps in Yr1, Yr 5 and Yr 6.* |

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| **Targeted Academic Support for the Current Academic Year** | | |
| **Measure** | **Activity** | **Evaluation and Impact** |
| **Priority 1:**  In school gap in Maths attainment for Juniors is narrowed and closed when compared to national figures.  £10,000 | * Infant TAs trained in delivery of Number Stacks for Infant pupils. * Outside tutor employed to deliver Number Stacks to Yr2, Yr 3 and Yr 4 pupils * Additional teacher employed to enable streaming in Maths in upper juniors. | **Maths Analysis:**  *See below for phonics*   * **EYFS: Number and Number patterns** above national at 87%. FSM pupils (3) and 33% achieved both. * **Yr1:** All pupils 55% expected and 14% depth. FSM pupils (5) and 60% achieved expected. * **Yr2**: 74% expected and 30% depth above national. FSM pupils (2), 0% expected; both low prior attainers. * **Yr3**: All pupils 75% expected and 20% depth. FSM pupils (8) 3 of these are below ARE; evidence of small steps of progress in PIVATs. 38% expected.50% expected and 1 pupil (12%) depth * **Yr 4**: 71% expected and 29% depth. FSM pupils (7) 43% expected and 14% depth. * **Yr 5**: 32% expected and 11% depth. FSM pupils (9) 22% expected and 0% depth. * **Yr 6**: Below national 64% expected and 10% depth. FSM (8) 25% expected and 0% depth.   *See Number stacks evaluations as showing high impact of progress The streaming came after spring half term and not enough time given to it. Book monitoring showing pace an issue, meaning curriculum “rushed” at the end of Spring. Need to consider a better scheme.* |
| **Priority 2:**  Pupils achieving phonics pass rate at least over 85% and average score 34 or more and progress of PP pupils in line with other pupils within phonics.  £5,000 | * 1 to 1 intervention for lower 20% of pupils for phonics. | * Word reading in EYFS in line with national at 74%. * 3 pupils FSM in EYFS. 33% ARE in Word reading. Other 2 pupils low prior attainment but phonics tracking shows good progress. * 5 pupils FSM in Year 1 and 100% achieved pass in phonics check. * Phonics overall pass rate in line with national at 75% but lower than previous year which reached 90%.   *Group and 1 to 1 intervention for Phonics in EYFS and Yr 1 is highly effective. Due to staff absence, SEND needs in Reception and reduced contracts, it led to major disruption in the year for this to take place. From February, an inexperienced TA took on responsibility for this intervention.* |

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| **Wider Strategies for the Current Academic Year** | | |
| **Measure** | **Activity** | **Evaluation and Impact** |
| **Priority 1:**  To support pupils with their social and emotional needs.  £4000 | * ELSA group sessions in KS1 and KS2. * Used Health Box workshops for 1 to 1 counselling. * Teacher led nurture groups * Bought into mindfulness program to be delivered in class. * INSET training led by Braveheart on attachment. | * 7 pupils received 1 to 1 tuition over the year. * ELSA sessions took place along with SHINE clubs which involved families and talking therapy for 5 pupils with mental health champion. * Groups up to 8 children took part in gardening club. * All classes now have access to mindfulness activities. The use of this needs to be embedded next year. |
| **Priority 2:**  To give total access to the curriculum and ensure fully inclusive which positively impacts on pupils’ self-esteem.  £2675 | * Identified enrichment opportunities in the form of school clubs. * Funded Residentials for pupils in Yr4, Yr 5 and Yr 6. * Bought uniform and PE kit for some pupils. * Offered music lessons via Music for Life * Strings in Year 5 * Funded trips for disadvantaged pupils. | * No disadvantaged pupil missed a residential or school trip. * Disadvantaged pupils had access to 5 weekly sports clubs throughout the whole academic year. * Where needed, all disadvantaged pupils were supported with uniform, food banks, Christmas gifts and food vouchers over the holiday periods. |