Narrowing the gap; unlocking the potential…

**Impact Review of Pupil Premium Expenditure to 2023 – 24**

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| **Number of pupils and pupil premium grant (PPG) received: Academic Year 2023 / 24** |
| Total number of pupils on roll | 280 |
| Total number of pupils Free School Meal (Census 27 pupils) | 41 (£1385) |
| National Tutoring Programme (£67.50 per eligible pupil) | £2767.50 |
| Total Pupils eligible for Armed Services Ever 4 | 2 (£320 per pupil) |
| Virtual Headteacher (contribution for mental health) | £0 |
| Post Looked After  | 5 in total  |
| Recovery Premium  | £5112 |
| School Led Tutoring | £3046 |
| Total budget for this academic year | £83,328 |
| Publish Date | September 2023 |
| Review Dates | Jan 24 / April 24 |

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|  **Quality of Teaching Support for the Academic Year 2023 - 24** |
| **Measure** | **Activity** | **Evaluation and Impact** |
| **Priority 1:**To continue to deliver a mastery curriculum for the teaching of mathematics and English through excellent formative assessment procedures, meta-cognition opportunities and the Rosenshine Principles £44,000 | * SLT had 5 day training
* Training in what quality modelling looks like.
* Whole school INSET
* Training in use of Thinking Frames for Science, History and Geography.
* Established pedagogical approach – 4 cornerstones in learning.
* Focus on reviewing prior learning at the start of each unit / theme through “quick quizzes”.
* Looked at what quality questioning looks like
* TAs full time in majority of classes
* Morning release for PP lead to monitor standards and attendance.
 | * All teaching judged at least good for Reading, Writing and Maths.
* Deep dives in wider curriculum subjects showing all subject at least good.
* Clear pedagogical approach beginning to embed for each subject in all classes.
* 97% of pupils asked said they learned a lot in lessons with 67% strongly agreeing.
* 98% of children said that teaching is good in the school with 73% strongly agreeing.
* 91% of pupils said that got effective feedback on how to improve and 57% strongly agreed.
* 94.9% of parents agreed that their child was taught well and 62.7% strongly agreed.
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| **Priority 2:**To implement a curriculum for children who are SEND that supports and evidences their progress at their cognitive level. £8000 | * Assessments against new PIVATs matched to new curriculum will determine personalised next steps.
* Implemented Zones of Regulation
* Diagnostic assessments for reading introduced.
* Launched High Quality Teaching evidence base for each class to focus on reasonable adjustments.
* Signed into PINS project to support pupils who are typically neurodiverse.
 | * All classes have Zones of Regulation displays in classrooms and have had training.
* All pupils working well below the age-related curriculum are assessed against PIVATs and with personal targets.
* High Quality and Adaptive teaching sheets completed by each class.
* Each class needs are identified by SLT and SEN lead and provision mapped termly.
* Support groups and interventions are evaluated by TAs via the Pupil Passports.
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| **Priority 3:**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  £4000 | * 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.
* Bought Books for bags for EYFS and Year 1 to closely match their phonics.
* Implemented transitional RWI booklets in Year 2 for comprehension, grammar and spelling.
 | **Phonics:*** 97% of pupils achieved the pass mark.
* Average mark well above national at 36.1. Girls were 100% and boys well above national at 94%.

**Reading Analysis:*** **EYFS:** Comprehension well above national at 92% and word reading 79%. FSM pupils (4) and 75% achieved both and 100% comprehension.
* **Yr1:** All pupils 70% expected and 13% depth. FSM pupils (3) and 66% achieved expected ( 1 SEND).
* **Yr2**: slight dip on last year with 73% expected and 17% depth. FSM pupils (5), 80% expected.
* **Yr3**: All pupils 67% expected and 21% depth. FSM pupils (2) both working towards.
* **Yr 4**: 74% expected and 43% depth. FSM pupils (10) 40% expected.
* **Yr 5**: 85% expected and 46% depth. FSM pupils (6) 66% expected and 17% depth.
* **Yr 6**: Slightly below national at 65% expected and 18% depth. However, LA prior (15) 46% achieved expected.
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| **Priority 4:**To implement and deliver a maths scheme that is aligned to the White Rose medium term planning and has a whole class mastery approach that works for every child.  | * Purchased new maths scheme in KS2 – Power Maths
* Staff training on new implementation of new scheme.
* Staff trained in the new pedagogical approach.
* Enhanced learning walls related to the scheme.
* Celebrated mistakes wall.
* Begun to implement in KS1.
 | * **EYFS: Number and Number patterns** above national at 87% (2 years running). FSM pupils (4) and 75% achieved both.
* **Yr1:** All pupils 67% expected and 20% depth. FSM pupils (3) but 0% didn’t achieve expected.
* **Yr2**: 77% expected and 23% depth above national. FSM pupils (5), 80% expected; 20% depth.
* **Yr3**: All pupils 78% expected and 42% depth. FSM pupils (2) both low prior attainers and working towards.
* **Yr 4**: 66% expected and 34% depth. FSM pupils (10) 50% expected and 20% depth.
* **Yr 5**: 74% expected and 41% depth. FSM pupils (6) 67% expected and 0% depth.
* **Yr 6**: Below national 56% expected and 18% depth. FSM (6) 67% expected and 0% depth. (See achievement report for breakdown of prior attainment groups).
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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.  £8,000 | * Infant TAs trained in delivery of Number Stacks for Infant pupils.
* Outside tutor employed to deliver Number Stacks to Yr2, Yr 3, Yr 4 and Yr 5 pupils.
* EYFS: Additional adult so teacher and TA with class of 17 pupils each.
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| Yr | **Place Value** | **Add/Subtract** | **Times/Divide** | **Fraction** |
| **Pupil** | **Gap closed** | **Pupil** | **Gap closed** | **Pupil** | **Gap closed** | **Pupil** | **Gap closed** |
| 2 | 15 | 15 | 19 | 19 | 21 | 21 | 21 | 21 |
| 3 | 7 | 7 | 16 | 12 | 14 | 14 | 14 | 14 |
| 4 | 7 | 7 | 12 | 8 | 11 | 11 | 11 | 6 |
| 5 | 8 | 8 |  |  | 5 | 5 | 4 | 0 |
| Total | 37 | 37 | 47 | 39 | 51 | 51 | 50 | 41 |
| *Where the gap not fully closed 100% narrowed.*  |

*See Number stacks evaluations that detail each individual pupils’ progress in closing the gap to their age related level.*  |
| **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.  £6,000 | * 1 to 1 intervention for lower 20% of pupils for phonics in Year 1 and Early Years.
* Small group intervention for Year 1 pupils.
* Small group intervention support for KS2 pupils.
 | * Word reading in EYFS in line with national at 79%.
* 4 pupils: 75% achieved expected in Word Reading.
* 3 pupils FSM in Year 1 and 66% achieved pass in phonics check (1 pupil SEND).
* Phonics overall pass rate in line with national at 97% - the highest school has achieved.
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| **Wider Strategies for the Current Academic Year**  |
| **Measure**  | **Activity** | **Evaluation and Impact** |
| **Priority 1:**To continue to deliver a comprehensive programme of targeted and universal interventions to address the barriers to learning derived from social, emotional and mental health. Achieved through additional Ed Pysch time, Pivatol Practise in behaviour training, ELSA support and Mental Health week.  £3000 | * Used Health Box workshops for 1 to 1 counselling.
* Teacher led nurture groups
* Bought into mindfulness program to be delivered in class.
* SHINE group intervention for vulnerable families.
* Calm to Chaos parental workshops.
* Timid Tiger parental workshops for behavioural management strategies.
* Therapy Dog
 | * 7 pupils received 1 to 1 tuition over the year.
* 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.
* 2 pupils had EBSN support for their attendance. Our persistent absence figure halved to 10.79%.
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| **Priority 2:** To give total access to the curriculum and ensure fully inclusive which positively impacts on pupils’ self-esteem.  £3378 | * 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 disadvantaged pupils.
* Offered music lessons via Music for Life for Yr 6 pupils
* 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.
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