

Impact Evaluation Interim Review Pupil Premium Statement 2021-2024

December 2022

Intended outcome	Success Criteria
1.To extend assessment and tracking systems across the whole school and curriculum.	All teachers are able to assess progress and attainment of all pupils against all targets, and plan effectively for next steps for every pupil.
2.To close gaps in children's learning.	Pupils for whom the pupil premium is paid are achieving at least in line with national averages.
3.To ensure regular attendance at school.	Attendance for pupils for whom the pupil premium is paid is at least in line with national averages.
4.To ensure that disadvantaged pupils make good progress in line with non-disadvantaged pupils nationally.	The percentage of disadvantaged pupils achieving greater depth is in line with non-disadvantaged pupils nationally. The attainment of disadvantaged pupils in reading, writing and maths is in line with that of non-disadvantaged pupils nationally.

Impact

1. Teachers work collaboratively to complete termly action plans which target pupils who are at risk of not achieving the expected end of year standard, or making expected progress. These action plans are monitored by the Senior Leadership Team and Heads of Year, and informed by regular formative and summative assessment. Plans are reviewed at pupil progress meetings. Pupil achievement data, as well as book scrutiny informs pupil progress meetings and action planning. This year we plan to develop moderation, including within year groups, across the school and with other local schools to further develop assessment and tracking systems.
2. There is a discrepancy with the school data in regards to the percentage of disadvantaged pupils who achieved a Good Level of Development in 2022. This is being investigated.

A significant proportion of disadvantaged pupils had attendance below 90% and this had a detrimental impact on their achievement. The new Attendance Policy will target attendance of all pupils, including pupils of non-statutory school age.

72% (21/29) of disadvantaged children achieved the expected standard in phonics. This compares to 88% of non-disadvantaged pupils. This is an improvement on last year's figure of 50% of disadvantaged pupils achieving the expected standard. The new phonics program, Little Wandle, has been introduced and the quality of teaching of phonics has improved.

In Key Stage One SATS, 74% of children for whom the pupil premium is paid achieved the expected standard in reading, writing and maths. In Key Stage Two SATS, 53% of children for whom the pupil premium is paid achieved the expected standard in reading, writing and maths.

We continue to be aspirational and to target children for whom the pupil premium is paid, in afterschool and homework clubs, to support their learning and development and provide them with a wide range of extra-curricular experiences.

3. The new Attendance Policy will continue to target persistent absence across the school, including pupils who are in receipt of pupil premium. We have increased our service level agreement with the local authority and TAC meetings with families regarding persistent absence are attended by the local authority attendance office. In the Summer Term 2022, three meetings were held with parents of pupils receiving pupil premium and as a result, one child's attendance has significantly improved, two children have transferred to a school local to them, and one child's attendance continues to be monitored. We are also aware of the Government's new national strategy to improve attendance and will liaise closely with the attendance officer to ensure implementation within the given time frame.
4. The attainment of pupils for whom the pupil premium is paid, in reading, writing and maths at Key Stage One is above the National figure for all pupils (2022.) At Key Stage Two, it is in line with the national figure for non-pupil premium pupils, in regards to pupils achieving the expected standard. We will focus on targeting pupils to achieve greater depth, using our improving tracking and assessment systems, pupil progress meetings and effective planning of next steps for all pupils.

Updated Review of Pupil Premium Funding 1st December 2022

The School received £235,035.00 in Pupil Premium funding for the period April 2022- March 2023.

Overview of activities supported through Pupil Premium so far this year.

Teaching (for example, CPD, recruitment and retention)

Activity	Review
<i>To embed robust and reliable assessment and tracking systems across the school- tracking ladders, whole school assessment tracker, Evidence Me and B-Squared Assessment Tools. Assessment and moderation sessions with other local schools.</i>	Teachers continue to use tracking ladders to record and monitor pupil progress and attainment. Evidence Me is being used in the resource base and there are plans to extend the use of this assessment tool throughout the school, to monitor small steps of progress. Senior staff and some subject leaders have received training in how to use the whole school tracker and we continue to moderate our judgements in reading, writing and maths in year group teams and in working parties with others schools.
<i>To embed the curriculum offer, - ensuring high quality planning which includes challenge for all and engaging topics and tasks.</i>	The work to embed the new EYFS framework is ongoing. We use the CUSP curriculum to support planning for foundation subjects, which includes a focus on the acquisition of technical vocabulary and knowledge to support learning.
<i>Specialist art, music, French and dance teachers to ensure children are taught a high quality broad and balanced curriculum.</i>	Children continue to be taught by specialist teachers in Art, music, French and dance. The curriculum continues to be broad and balanced.

<p><i>To introduce the new phonics programme and embed the teaching of phonics and early reading in EYFS and KS1. Embed comprehension skills across the school.</i></p>	<p>Little Wandle phonics programme has been introduced and our early reading approach aligns with the phonics program. Identified children receive regular keep up sessions to ensure they continue to make good progress.</p> <p>The English Team work in collaboration with the phonics Lead to embed the approach. Further whole school CPD is planned in the Spring Term.</p>
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Targeted academic support (for example, tutoring, one to one support structured interventions)

Activity	Review
<p><i>Develop a whole school provision map detailing intervention groups, starting from children's needs. Including handwriting, phonics, maths and more able groups. Develop a robust monitoring cycle to quality assure all interventions.</i></p>	<p>Ongoing. The whole school tracker is being amended to include information regarding disadvantaged pupils receiving intervention. Intervention monitoring has taken place this term and will continue in the Spring and Summer Term.</p> <p>Year group provision mapping is in place and will be collated following the next assessment cycle to ensure robust monitoring so that the gap between disadvantaged pupils and their peers is narrowed.</p>
<p><i>Small group teaching in handwriting, phonics maths and reading comprehension.</i></p>	<p>Ongoing. Targeted pupils continue to receive small group support in phonics, maths and reading comprehension.</p>
<p><i>Speech and Language Therapist. Assessments, interventions and staff training.</i></p>	<p>We have had a Speech and Language Therapist in the mainstream school since September 2022. A therapist will be starting in the resource base from the start of the Spring Term. Since September 2022, five pupils have been assessed, a block of therapy had been delivered to targeted pupils in Key Stage One and team teaching/sessions have been provided to several support staff working with identified children.</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Review
<p><i>Nurture Breakfast and Breakfast Club.</i></p>	<p>Nurture Breakfast was led by the Pastoral and Wellbeing Lead, until November 2022. Breakfast Club continues and places are provided to vulnerable children free of charge.</p>

<i>Homework Club</i>	Homework Clubs are in place in all year groups and target pupil premium children.
<i>Enrichment After School Clubs</i>	Ongoing. A wide range of clubs are offered. Children who are in receipt of PP are prioritised.
<i>Music Tuition including drums, violin and piano.</i>	Ongoing. Pupil premium children who have expressed a desire to learn a musical instrument can receive lessons at a discounted rate of 50%
<i>Rigorous monitoring of attendance</i>	Ongoing. The Head of Inclusion monitors attendance rigorously, including those in receipt of pupil premium.
<i>Educational Visits, including school journey</i>	Ongoing. Children in receipt of pupil premium receive a discount of 50% on the cost of the Year 6 school journey.
<i>Laptops for disadvantaged pupils to access remote learning.</i>	Laptops have been provided to some children who are eligible for pupil premium funding. We continue to identify those who may need a laptop to access remote learning.
<i>To continue to identify children eligible for pupil premium funding and support parents and carers with applications.</i>	Ongoing. New starters and pupil starting in Early Years receive information on the eligibility criteria for Pupil premium and the Early Years Lead/Inclusion Team support with applications.
<i>Pastoral and well-being lead to support, develop and nurture the personal, emotional and social skills identified in individuals and small groups enabling them to be ready to learn and fully access the curriculum.</i>	The Pastoral and Wellbeing Lead left the school in November 2022 and this post is currently vacant.
<i>Embed reading for pleasure by providing a range of high-quality texts which reflect our community, and subscribing to Accelerated Reader to promote reading for pleasure.</i>	We have purchased a range of books to promote reading and continue to subscribe to Accelerated Read so that children have access to online texts from a wide range of authors.

We do not expect any changes to the Pupil premium grant. Further details of the income allocation for the coming financial year are expected in March 2023.

The priorities in regards to extending assessment and tracking across the school, closing gaps in children's learning, ensuring regular attendance and raising the achievement of disadvantaged pupils will remain for the coming year.