



Pupil Premium Impact Report **2021-2022**

PP Allocation 2022	£110,910 + £14,240 Recovery funding +£9,000 carried forward
PP Numbers 2021/22	Reception = 13 pupils (boys and girls) Year One = 13 pupils Year Two = 13 pupils Year 3 = 13 pupils Year 4 = 8 pupils Year 5 = 20pupils Year 6 = 15 pupils
PP Summary 2021/22	School 53%
Total Pupils on Roll 2021/22	215 including nursery

Purpose:

The aim of this report is to provide a review of pupil premium expenditure for 2020-2021, evidence the impact of that expenditure and use it to evaluate the effectiveness of what we spent and why.

In School Barriers:	Desired Outcomes:
<ol style="list-style-type: none"> 1. Inclusion - Many eligible pupils also have additional needs (SEND) 2. Emotional health and well-being needs have grown. <p>We have seen an increase in the number of pupils experiencing a range of emotional health issues. This has varied from anxiety, emotional resilience and self-regulation. Lockdown has exacerbated this as pupils have missed out on a wealth of enriching activities as well as the social aspect of school.</p> <ol style="list-style-type: none"> 3. Gaps in learning across the curriculum following the school closures. <ul style="list-style-type: none"> • Low level language skills • Gaps in phonics and early reading • Writing • Mathematics 	<ol style="list-style-type: none"> 1. Ensure all SEND pupils receive an excellent quality first teaching experience that enables access to the curriculum. 2. Ensure all pupils needing additional support for Emotional well-being are identified as soon as possible (See Emotional Health Strategy) 3. Improved Phonics and Early Reading attainment and progress for disadvantaged pupils by the end of EYFS and KS1. 4. Reading in KS2 to show improved attainment in reading comprehension. 5. Improved language skills and vocabulary for all disadvantaged pupils. 6. Improved writing attainment for all disadvantaged pupils by the end of KS2.

<p>4. Limited vocabulary and exposure to high quality texts, as well as cultural capital.</p> <p>5. Persistent absence figures have increased since the lockdown as evidenced by attendance data.</p>	<p>7. Improved Mathematics attainment across the whole school and ensure all learning gaps are addressed.</p> <p>8. Persistent Absence reduced significantly to below 10%</p>
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Overall lessons Learnt

2021/2022 was a year with some disruption.

Writing – This needs to be monitored carefully next year and the following need to happen.

- **Embed medium term plans (adapted using Oak Academy) to increase number of texts and ensure greater opportunities for extended writing**
- **Release English Lead to ensure writing is given high profile within the monitoring schedule**
- **Staff training and whole staff moderation to ensure consistency of approach across school**

Attendance – We will continue to monitor attendance with the same systems but introduce regular assemblies with EWO to get the message to the pupils. Also reintroduce half termly attendance letters.

Emotional Health and Well-Being – Revisit and redevelop Emotional Health Strategy and Graduated Response.

Reception - Thirteen pupils	
GLD – 58%	
GLD for pupil premium – 61.5%	
Year One - Thirteen Pupils	
<p><u>Mathematics</u></p> <p>13 out of 13 pupils are working at age related expectations and 1 pupil at greater depth.</p>	<p><u>For all pupil premium pupils to make good progress in comparison to their peers.</u></p>

Reading

9 out of 13 pupils are working at age related expectations and 3 pupils at greater depth.

Writing

4 out of 13 pupils are working at age related expectations.

Phonics

Phonic awareness and fluency.

Phonics 78% (National 76%)

PP Phonics 69% 9/13 pupils

All pupils have had access to concrete resources and timely interventions when support was needed.

For all pupil premium pupils to make good progress in comparison to their peers.

Regular reading practice in school.
Guided reading sessions in class.
Regular monitoring by the subject leader.
Overhaul of phonics and regular scrutiny by the English Hub.

For all pupil premium pupils to make good progress in comparison to their peers.

Writing has been the most affected by the disruption to schooling.
Re-build stamina for writing and ensure pupils are given plenty of opportunities to write (including cross-curricular)
Precision teaching of SPAG.
Teaching of spelling strategies
Additional phonics to support reading and writing.

For all pupils to pass the Phonics screening test.

The percentage achieving a pass was above national percentages.

Phonics tracker used to carefully monitor progress and timely interventions when needed.

<p><u>Mathematics</u></p> <p>6 out of 13 pupils are working at age related expectations</p> <p><u>Reading</u></p> <p>6 out of 13 pupils are working at age related expectations.</p> <p><u>Writing</u></p> <p>7 out of 13 pupils are working at age related expectations.</p>	<p><u>For all pupil premium pupils to make good progress in comparison to their peers.</u></p> <p>All pupils have had access to concrete resources and timely interventions when support was needed. 2022-2023 intervention and catch up money will target this cohort.</p> <p><u>For all pupil premium pupils to make good progress in comparison to their peers.</u></p> <p>All pupils have had access to timely interventions when support was needed. 2022-2023 intervention and catch up money will target many of this cohort.</p> <p>Additional reading support and tuition to be put in place.</p> <p><u>For all pupil premium pupils to make good progress in comparison to their peers.</u></p> <p>Writing has been the most affected by the disruption to schooling. Re-build stamina for writing and ensure pupils are given plenty of opportunities to write (including cross-curricular) Precision teaching of SPAG. Teaching of spelling strategies Additional phonics to support reading and writing.</p>
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<p>Year Three – Thirteen Pupils</p>	
<p><u>Mathematics</u></p> <p>6 out of 13 pupils are working at age related expectations</p> <p><u>Reading</u></p>	<p><u>For all pupil premium pupils to make good progress in comparison to their peers.</u></p> <p>QLA is showing gaps in knowledge for Mathematics. Additional support will be provided through an Academic Mentor and tuition.</p>

4 out of 13 pupils are working at age related expectations.

Writing

0 out of 13 pupils are working at age related expectations.

All pupils have had access to guided reading and other reading interventions to improve attainment.

2022-2023 intervention and catch up money will target many of this cohort.

Additional reading support and tuition to be put in place.

For all pupil premium pupils to make good progress in comparison to their peers.

Writing has been the most affected by the disruption to schooling.

Re-build stamina for writing and ensure pupils are given plenty of opportunities to write (including cross-curricular)

Precision teaching of SPAG.

Teaching of spelling strategies

Additional phonics to support reading and writing.

Year Four – Eight Pupils

Mathematics

1 out of 8 pupils are working at age related expectations

Reading

2 out of 8 pupils are working at age related expectations.

For all pupil premium pupils to make good progress in comparison to their peers.

QLA is showing gaps in knowledge for Mathematics. Additional support will be provided through an Academic Mentor and tuition.

All pupils have had access to guided reading and other reading interventions to improve attainment. Only a third of this cohort attended school during lockdown.

2022-2023 intervention and catch up money will target many of this cohort.

Writing

0 out of 8 pupils are working at age related expectations.

Additional reading support and tuition to be put in place.

For all pupil premium pupils to make good progress in comparison to their peers.

Writing has been the most affected by the disruption to schooling.
Re-build stamina for writing and ensure pupils are given plenty of opportunities to write (including cross-curricular)
Precision teaching of SPAG.
Teaching of spelling strategies
Additional phonics to support reading and writing.

Year Five – Twenty Pupils

Mathematics

11 out of 20 pupils are working at age related expectations

For all pupil premium pupils to make good progress in comparison to their peers.

QLA is showing gaps in knowledge for Mathematics. Additional support will be provided through an Academic Mentor and tuition.

Reading

11 out of 20 pupils are working at age related expectations.

All pupils have had access to guided reading and other reading interventions to improve attainment.
2022-2023 intervention and catch up money will target many of this cohort.

Additional reading support and tuition to be put in place.

Writing

4 out of 20 pupils are working at age related expectations.

Writing has been the most affected by the disruption to schooling.

	<p>Re-build stamina for writing and ensure pupils are given plenty of opportunities to write (including cross-curricular) Precision teaching of SPAG. Teaching of spelling strategies Additional phonics to support reading and writing.</p>
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<p>Year Six – Fifteen Pupils</p>	
<p><u>Mathematics</u></p> <p>9 out of 15 pupils are working at age related expectations and 2 pupils at greater depth.</p> <p><u>Reading</u></p> <p>10 out of 15 pupils are working at age related expectations and 2 at greater depth.</p> <p><u>Writing</u></p> <p>10 out of 15 pupils are working at age related expectations.</p>	<p>Preparation for High School and transition work.</p>