

Pupil Premium impact statement 2022-2023

Activity Subscription to Reading Plus programme in Years 5 and 6		
Autumn <u>Reading attainment</u> Y5- ARE: 50% Y5 PPG ARE: 14.3% Y6 ARE: 82.5% Y6 ARE PPG: 76.5% <u>Progress from previous year</u> (Expected 2) Y5 progress: 2.3 Y5 PPG progress: 2 Y6 progress: 2.1 Y6 PPG progress: 2.1	Spring <u>Reading attainment</u> Y5- ARE: 70% Y5 PPG ARE: 43% <u>Data for one class only</u> Y6 ARE: 93% Y6 ARE PPG: 100% <u>Progress from previous year</u> (Expected 4) Y5 progress: 3.8 Y5 PPG progress: 3.2 Y6 progress: 3.5 Y6 PPG progress: 2.9	Summer <u>Reading attainment</u> Yr 5 ARE: 70% Yr 4 PPG ARE: 49% Y6 ARE: 59% Y6 ARE PPG: 44% <u>Progress from previous year</u> (Expected 6) Y5 progress: 5.9 Y5 PPG progress: 5 Y6 progress: -3.8 Y6 PPG progress: -3.4 Y6 progress is measured from end of KS1 assessments
Autumn 14/36 PPG in current Y5 cohort Year 5 attainment level and rate of progress to be unpicked further DHT to complete Reading+ refresher training 22/2/23		
Spring Of the PP ch in Y5- only 1/7 haven't made good or better progress this year. 14 PP ch in Y5- 7 in Yew 2		
Summer The impact of reading + has been difficult to measure due to the limited uptake/use this year. A relaunch and tight monitoring program to be draw up for 23/24		

Activity 1:1 phonics and early reading catch-up sessions		
Autumn Excellent progress for many in this group of pupils. For example, one child moving from 12 marks to 26 in a twelve week period. Average of +7 points Yr2 rescreen outcomes 67% of pupils passed their Y2 phonics rescreen	Spring Ch receiving this provision continue to make good or better progress. From Nov-Feb Ch made average of +6 points Yr2 rescreen 83% of pupils passed their Y2 phonics rescreen	Summer 80% of Y1 children passed the phonics screen vs 79.5 % nationally. Yr 2 rescreen
Autumn 4/6 Y2 children passed their rescreen.		
Spring 5/6 Y2 children passed their rescreen.		
6/6 Y2 children passed their rescreen.		

Activity Employment of EYP to improve early years literacy with a specific focus on speaking and listening opportunities through smaller group ratios		
Autumn	Spring	Summer

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50% of pupils on track to meet ELG 68% of pupils on track to meet speaking goal 73% of pupils on track to meet listening, attention and understanding goal.	52% of pupils on track to meet ELG (80% if 'going for goal ch achieve ARE) 73% of pupils on track to meeting speaking goal 78% of pupils on track to meet listening, attention and understanding goal.	77% of children (excluding two SEND) met goal. 85% of all pupils met the speaking goal 85% of all pupils met the listening, attention and understanding goal.
Autumn Speaking- 68%-92% Listening, attention and understanding- 72%-92%		
Spring 80% of ch predicted to achieve GLD Speaking-73%-92% Listening, attention and understanding- 78%-92%		
Salary of EYP		
Summer Speaking goal- 89% (two EHCPs discounted) Listening, attention and understanding- 89% (two EHCPs discounted)		

Activity Whole-school attendance strategy managed by pastoral officer and deputy headteacher		
Autumn	Spring	Summer
Attendance 2021/22 All: 94.78 PPG pupils: 94.18% SEND pupils: 93.1%	Attendance 2021/22 All: 94.78 PPG pupils: 94.18% SEND pupils: 93.1%	Attendance 2021/22 All: 94.78 PPG pupils: 94.18% SEND pupils: 93.1%
Attendance 2022/23 to date All: 95.63% PPG pupils: 94.32% SEND pupils: 94.05%	Attendance 2022/23 to date All: 94.69% PPG pupils: 94.01% SEND pupils: 93.23%	Attendance 2022/23 to date All: 95.5% PPG pupils: 93.93% SEND pupils: 92.82%
Persistent absenteeism= 10%		
Autumn Slight gap between SEND and PPG pupils vs ALL- a relaunch of attendance strategies in classrooms is taking place this term. Authority attendance (19/1/23)= All- 91.8% and SEND 91.3% National attendance (26/1/23)= All-92.3%		
Spring National attendance (20/4/23)= All-92.4% FSM 90.01% Impacted by holidays, medical and winter illnesses (inc. scarlet fever)		
Summer We continued to be impacted by term time holidays (repeat offenders) National data= ALL: 92.5% PPG:88.6% SEND: 89.9% National persistent absenteeism= 22.3%		

Activity Termly curriculum planning meetings National College subscription for staff CPD opportunities

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Subsidised trips and visits as part of the curriculum offer		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Monitoring outcomes by HT and DHT show standards in books and classrooms are broadly good. Targeted support for teachers where standards not yet as high or consistent.</p> <p>Most new staff have completed successful inductions and are settling in well- monitoring shows standards in books and classroom are at least good.</p> <p>Pupil voice for trips and visits collected and feedback was very positive (parents and pupils)</p>	<p>Monitoring outcomes by HT and DHT show standards in books and classrooms are broadly good. Targeted support for teachers where standards not yet as high or consistent.</p> <p>Visit from school's School Improvement partner highlighted some issues around pace and challenge in some classes. This has been addressed through whole school CPD and follow up drop-ins/coaching.</p>	<p>Monitoring outcomes by HT and DHT show standards in books and classrooms are broadly good. Targeted support for teachers where standards not yet as high or consistent.</p> <p>Target CPD took place to address issues of pace, challenge and consistency. Monitoring showed improvement in these areas.</p>
<u>Autumn</u>		
<u>Spring</u>		
<p>One phase in school have received coaching regarding planning to ensure learning objectives and desired outcome match and that lesson sequences give the children the required skills/subject knowledge to succeed.</p> <p>Whole school CPD on lesson sequencing and modelling/scaffolding took place in April '23 led by the DHT.</p>		
<u>Summer term</u>		
<p>CPD around pace/challenge/consistency continued to take place in the summer term</p> <p>A big emphasis placed on collaborative planning</p> <p>These high expectations will continue to be a focus for 23/24 especially during the autumn term</p>		

<u>Activity</u>		
<p>1:1 targeted pastoral session to support health, emotional health and well-being, self-management and positive behaviour for learning.</p> <p>1:1 targeted pastoral/counselling sessions</p>		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>CPOMS- Autumn term- Impact on behaviour:</p> <p>95 aggressive incidents 38 verbal incidents 1 bullying incident 1 racial incident</p>	<p>CPOMS- Spring term- Impact on behaviour:</p> <p>67 aggressive incidents 18 verbal incidents 5 bullying incident 1 racial incident</p>	<p>CPOMS- Summer term- Impact on behaviour:</p> <p>29 aggressive incidents 3 verbal incidents 4 bullying incident 2 racial incident</p>
<u>Autumn</u>		
<p>NB: 3 children are responsible for 66/95 aggressive incidents and 28/38 verbal incidents</p> <p>Other incidents are limited to a small number of ch of whom we are aware and proactively supporting.</p>		
<u>Spring</u>		
<p>Bully incidents have been dealt with swiftly with parents happy with outcomes and support</p> <p>45/67 aggressive incidents relate to one ch</p>		
<u>Summer term</u>		

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All incidents were dealt with swiftly with parents satisfied/happy with outcomes and support
We are hoping to see a continued decrease in the aggressive incidents in the Autumn term due to leadership capacity increasing/returning to normal levels.
Autumn term push on 'basics' and high expectations.