

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kingshurst Primary School
Number of pupils in school	518
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022 (completed see full panel minutes) December 2023 (completed see full panel padlet) December 2024 (completed see full panel padlet)
Statement authorised by	K.Hunter
Pupil premium lead	S.Mitchell
Governor / Trustee lead	A. Feeney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£343,000
Recovery premium funding allocation this academic year	£41, 614
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£410,700</p>
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Part A: Pupil premium strategy plan

Statement of intent

Our rationale is to use funding to support the whole child to break down any barriers to educational achievement, including those who are already high attainers. 'Good teaching is the most important level schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium..' (EEF: The EEF guide to the Pupil Premium June 2019) Quality first teaching for all.

To achieve this the school is adopting a tiered approach of Quality teaching for all pupils, targeted support and wider support to break down barriers to support and improve outcomes for pupils based on a robust evidence based assessment process.

In addition to this we have also adopted a school based system to identify those children who are most disadvantaged and created an offer to ensure our most vulnerable pupils are supported and challenged at this time.

The priorities for the spending of the recovery premium are:

- Priorities:
 - Ks 1 and 2 outcomes in R,W,M
 - Phonics and fluency in reading across all year groups, year 1 phonics screening
 - Maths skills – fluency and reasoning
 - Communication and language development
- Overall Aims:
 - To reduce the attainment gap between disadvantaged pupils and their peers
 - To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	School readiness in EYFS
2	Poor language acquisition and vocabulary
3	Attendance of pupil premium children
4	Engagement of Pupil premium children and their families
5	Behaviour
6	Attainment in reading

7	Attainment in writing – assessment and observation since return from lockdown has indicated that attainment in writing is significantly below national
8	Typically lower starting points in English and Maths nationally

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved language and oral skills	Improved language and oracy skills seen through observations and assessments
Improved school readiness when leaving EYFS	End of EYFS outcomes evidence that % Pupil premium children achieving GLD is in line with national
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced <p>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being reduced so in line with peers</p>
To achieve and sustain a high level of engagement of pupil premium children and their families	Sustained engagement of our pupil premium families and children with enrichment activities, clubs, extra-curricular activities, catch up tutoring and work with inclusion
To improve and sustain reduction in behaviour incidents (including suspensions) of all our children but particularly pupil premium children	Data and evidence analysis shows a reduction in behaviour incidents and suspensions as well as improved learning behaviours through lesson observations, pupil voice and scrutiny
<p>To improve the % of children (including Pupil Premium children) who attain expected or higher in reading and to increase by 15% from baseline to end of Spring term outcomes</p> <p>Improved Reading attainment for disadvantage pupils</p> <p>Freshstart groups for Y5 & 6</p>	<p>Internal and external data (when available) demonstrates that the % of children (both PP and non PP) achieve expected or higher is in line or better than national data</p> <p>Reading outcomes show at least 75% of disadvantaged pupils met the expected standard</p>

Systematic phonics programme ensures at least 85% of all children achieve PSC 1:1 phonics tuition from YR-4	improve phonics teaching to enable at least 85% of children to pass phonics screening check
Gaps evident following return from lockdown filled and sustained in Writing to enable all children to achieve expected or better	15% increase in number of children attaining expected level from baseline assessment to end of spring term Writing non negotiables introduced and whole school focus on comprehension
Improved Maths attainment for disadvantage pupils	Maths outcomes show at least 70% of disadvantage pupils met the expected standard Introduce mastery maths in EYFS and arithmetic non negotiables across KS1/KS2 Introduced maturing number from NCETM for R-Y2 targetted intervention as had identified that due to the pandemic there were a large number of children that weren't secure within number
Improve levels of attainment and progress in Reading, writing and Maths through small teaching groups, booster groups, intervention and tutoring.	To achieve at least national in end of year assessments and close gaps in learning to pre-pandemic levels

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 140,000 plus £7,657)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First Teaching improved through staff CPD, phonics, use of TAs to ensure academic progress, use of Kagan</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches LLE/NLE/SLE support and CPD for all staff DHT completing NPQH and research school project on metacognition and self regulation	1-8

<i>structures, NPQs to drive new initiatives across school to raise standards in core subjects (Phonics, reading, writing and science)</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
<i>Purchase of a Systematic DfE validated phonics programme and train all staff</i>	<i>Introduction of Read, Write, Inc from R-Y4</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	6
<i>Subject specific CPD and leadership time to develop the foundation subject curriculum</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 140,000 (plus £38,670 recovery premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of tutoring through National tutoring programme	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition and in small groups https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	6,7,8
<i>Purchase and training of oral language programmes and embed across EYFS (language link and BLAST)</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2

<i>Purchase of high quality standardised diagnostic assessments, including shine interventions training for staff to ensure interpreted and administered correctly</i>	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	6,7,8
<i>Purchase of programmes to improve fluency and reading comprehension</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,6
<i>Additional phonics sessions to deliver fast track tutoring including training and release time for for phonics lead</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	6

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

Budgeted cost: £130,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ dedicated CSAWs advisor to improve attendance of all children</i>		3
<i>Employ behaviour lead to have strategic overview of behaviour and work within inclusion team</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4,5

<i>to implement timely and appropriate interventions</i>		
<i>Dedicated inclusion team to work with disadvantaged and vulnerable families</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3,4,5
<i>Contingency fund to support band A offer</i>	Eg Breakfast club Uniform trips	3,4,5

Total budgeted cost: £ 410,700 (plus £46,327 recovery premium)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils

Academic Year 2023/2024 review

Early Years

Outcomes for Early Years –67% achieved GLD (in line with national) PP children actually did better than non PP, drilling down into who these children are, opposite to national. Small cohort, SEND, LAC,

Next steps make sure address gaps in Y1 (boys writing) look at writing being delivered for boys in Y1

Writing changes in EYS did have impact but not enough as starting points low, look at what doing to support this in Nursery (yoga bugs to support core muscles and develop motor skills, look at physical provision)

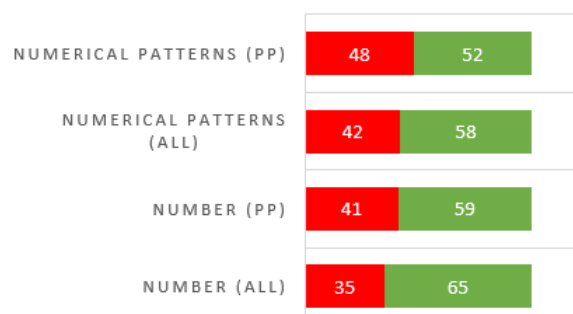
3/5 band A got GLD

% (# pupils)		% GLD	Progress from Baseline
All	52	67 (35)	+32%
Pupil Premium	29	72 (21)	+34%
SEND	11	36 (4)	+18%
SEND & PP	7	29 (2)	+29%

MATHS

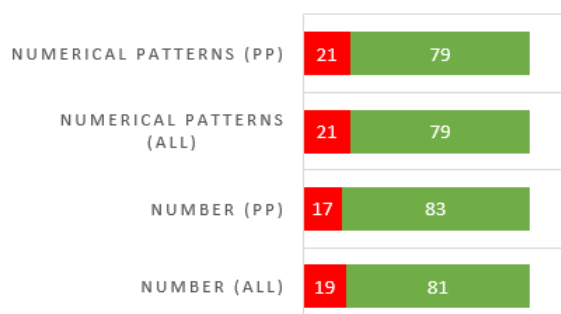
EARLY YEARS BASELINE

■ Emerging ■ Expected



EARLY YEARS OUTCOMES

■ Emerging ■ Expected



EYFS Headlines:

- % of pupil premium children achieving GLD is 72%, this is 15% higher than last year (57%). This figure is also higher than all pupils and the national outcome of (67%).
- Significant improvement in mathematics early learning goals from baseline to end of year. E.g. numerical patterns (+27% PP) (+21% All) and number (+24% PP) (+16% All)
- 4/11 SEND pupils achieved GLD. 2/7 pupils who are SEND and PP achieved GLD. 4/7 were expected in the number ELG

Key Stage 1

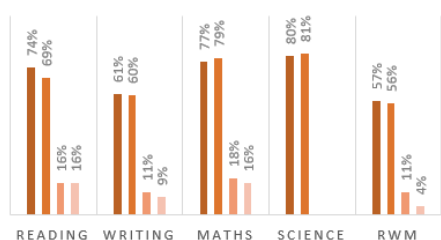
There has been an increase in the number of children achieving in line with National. Internal data identified a gap between PP/non PP in Year 1 and this is being addressed in Y2

Progress is good for Pupil Premium children and gaps are closing. Y3 pupils did better than all children

Next steps are to increase % of PP children achieving GDS

KS1

■ All pupils EXS+ ■ Pupil Premium EXS+
■ All pupil GDS ■ Pupil Premium GDS



Key Stage 2

KS 2 Headlines:

- Reading outcomes for all pupils and pupil premium are lower than national (and previous year). Difference of -12% for PP EXS+ and -4% GDS+
- Reading average scaled score in Autumn was 97 (All) and 96 (PP). In Summer, Reading for all (+5) pp (+5)
- Scaled Score progress from entry +5.4 (All) +4.9 (PP)

- *Reading pass mark increased by 3, an increase of 2 for GDS meaning you needed 80% to achieve GDS*
- *Maths outcomes for all pupils and pupil premium are lower than national (and previous year). Difference of -6% for PP EXS+ and -4% GDS+*
- *Scaled Score progress from entry +7.9 (All) +7.6 (PP)*
- *67% of the questions were based on calculations or fractions, decimals and percentages, an increase of 9% from previous year*
- *Maths average scaled score in Autumn was 93 (All) and 92 (PP). In Summer, Reading for all (+9) pp (+9)*
- *Average arithmetic score in September was 15 marks, average score in KS2 2024 arithmetic test was 29 marks*

English

Areas of Strength:

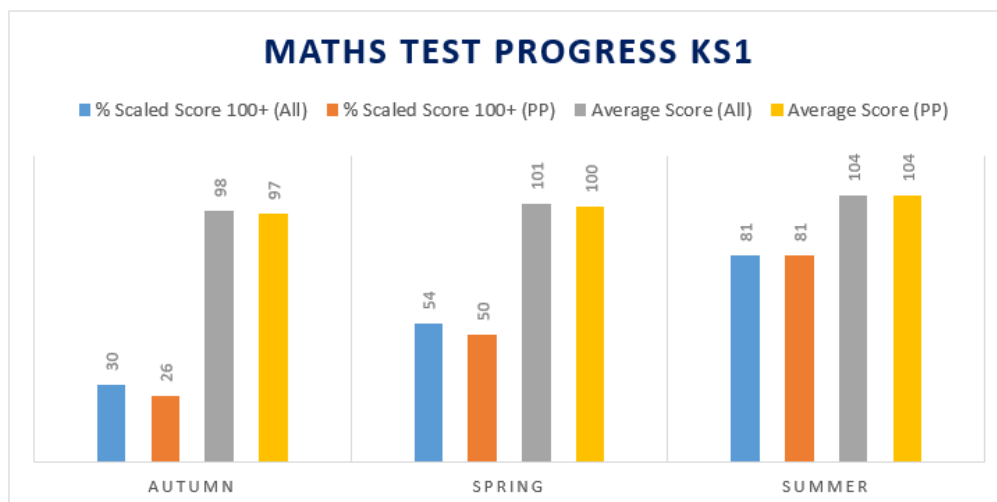
- Year 1 - PP at EXS closed over year - 36% at entry 68% in Summer
- Year 2 – gap has closed slightly over the year in reading, more significantly in writing
- Year 2 - writing – only slight gap now between PP and non-PP
- Year 3 – Very little difference between PP and Non-PP
- Year 3 - PP children did better in GAPs and Writing at EXP
- Year 4 – More PP children at EXS in reading and writing in summer
- Year 5 – More PP children at EXS in reading and writing
- Year 6 – PP did better in writing at EXS

Areas of Development:

- Year 1 – Significant difference in both reading and writing at EXS and GDS
- Year 2 – Significant difference in reading at the EXP level
- Year 3 – Significant difference between GDS writing
- Year 4 – significant difference in reading and writing at EXS
- Year 5 – Significant difference in writing and GAPS at EXS
- Year 6 – Significant difference in GDS in reading and writing.

Next Steps:

- Whole school priority reading and writing:
 - Reading Toolkits to be introduced
 - Staff meeting on assessing writing
 - Focus on marking – identifying basic errors
- Grammar – first half-term focus on handwriting and grammar to support with sentence construction.
- Booster groups with new Year 6 to support reading.
- BCU tutors starting in January (Years 3, 4, 5 and 6) PP children are priority



KS1 Headlines:

- % of All pupils achieving a scaled score of 100+ increased by 51%, % increase for pupil premium children increased by 55%.
- Average scaled score for PP was in line with all pupils (104). PP average scaled score increased by 7
- GDS for pupil premium (16%), no greater depth pupils in the Autumn term
- Average score for SEND pupils in Autumn term was 95 increasing to 102 in Summer (+7)
- Average score for PP pupils who are SEND in the Autumn term was 93 increasing to 102 in Summer (+9)

KS2 Maths: National 73% (~23%)

% (# pupils)		Maths		
		Not Met	EXS	GDS
All	73	44% (32)	40% (29)	16% (12)
Pupil Premium	46	50% (23)	39% (18)	11% (5)
SEND	22	64% (14)	36% (8)	
SEND & PP	18	67% (12)	33% (6)	

KS2 Headlines:

- Maths outcomes for all pupils and pupil premium are lower than national (and previous year). Difference of -6% for PP EXS+ and -4% GDS+
- Scaled Score progress from entry +7.9 (All) +7.6 (PP)
- 67% of the questions were based on calculations or fractions, decimals and percentages, an increase of 9% from previous year
- Maths average scaled score in Autumn was 93 (All) and 92 (PP). In Summer, Reading for all (+9) pp (+9)
- Average arithmetic score in September was 15 marks, average score in KS2 2024 arithmetic test was 29 marks
- In the Autumn term, the more able maths group made good progress. Average arithmetic scores increased from 28 to 35 in 1 term. Reasoning increased from 20 to 26. 12/17 achieved GDS (out of the 5 that didn't 3 got 109, 1 got 108 and 1 got 107).

Mathematics: All pupils 77% (18%), PP 79% (16%)

- Expected+ outcome for pupil premium greater than all pupils and national. GDS in line with national
- Expected+ outcome for PP, 6% higher than last year
- % of All pupils achieving a scaled score of 100+ increased by 51%, % increase for pupil premium children increased by 55%.
- Average scaled score for PP was in line with all pupils (104). PP average scaled score increased by 7
- GDS for pupil premium (16%), no greater depth pupils in the Autumn term

- Average score for SEND pupils in Autumn term was 95 increasing to 102 in Summer (+7)
- Average score for PP pupils who are SEND in the Autumn term was 93 increasing to 102 in Summer (+9)
- Need to close the gap between pupil premium boys ↑ and girls (-15%)

Phonics

Contextualised Phonics		% WA	Average Score	Progress from Baseline (Average Score)
All	48	88 (42)	35	+17
Pupil Premium	30	80 (42)	33	+18
SEND	8	50 (4)	25	+10
SEND & PP	5	20 (1)	20	+13

MTC

Statistic	2021-2022		2022-2023		2023-2024		
	School	National	School	National	Cohort	School	National
% scoring full marks (25/25)	27% 	27%	41% 	29%	74	49% 	~ 37%
Average score (out of 25)	19.5 	19.8	21.1 	20.2	73	21.0 	~ 21.0
Pupil Premium (25/25)	30%		41%		48	40%	
Pupil Premium Average Score (out of 25)	18		20		48	21.0	
	All	Pupil Premium	SEND	SEND & PP			
Entry Baseline	14	12	10	9			
Autumn	16	15	12	12			
Spring	18	17	14	13			
Summer	21 (+7)	21 (+9)	18 (+8)	18 (+9)			

SEND

25% children are send 71% are PP

16 EHCP, 11 were PP

Outside agencies 24/27 children PP

Next steps to track progress of PKS SEND and PP using continuum bands

To use insight to track the intervention for pupils with SEND PP

62% PP children have Language link/speech and language intervention

Very little gap between send and Send/PP even broken down into need type and again no difference

Attendance

Attendance – summer 1 reached 93, ended on 92.9, PP 91.74 (dropped a whole % from Spring term) huge impact was G codes summer term, 85/115 PP had G codes for whole year Band As 92%

100 legal interventions – 89 were PP

Gap of 4% between PP/Non PP

82 PAs last year 1-6 102 R-6 – down to 51 children

All areas improved from previous year but still low

This year so far is much better 94%

Last years Y5 was poorest attendance 91 lots of input 95.4% all parents met, messages sent to parents

Last years reception 84.7% so current Y1 94.23

Walking bus 7 children 6 of them have all improved attendance eg 61% - 84%, 84-94% all PP children

LAC/Safeguarding –

Same vulnerability profile for 8th July

Monitoring/working with 205 children 129 were PP 63~%

146 families

Ended year with 13LAC

Band a case study

Y4 child – attendance went from 78-98 over 3 yr period went from WTS to EXS across all subjects – intensive support for Dad and getting custody, 1:1 Direct work with child, small nurture groups, transition work, impact self esteem, emotional regulation, trusting relationship with dad, voice being heard particularly through legal process. Stability into home

Y3 child LAC child 88-10% wts to exs advocating voice, joint work with social services, art therapy, targeted support, stability, happier confident child. Reduction in behaviour incidents

This year working with 155 children, number across school has dropped because the PAs have dropped significantly

33 connected care referrals 27 were PP

Personal Development

Areas of Strength:

- All year groups attended at least one trip
- Children attended HAL workshops
- Children visited local church
- Reading buddies
- Variety of workshops
- Fund raising opportunities throughout the year
- Breakfast Club

Next Steps:

- Personnel Development review as part of MAT
- Club offer – how to increase this – target PP children
- Look at barriers of children attending clubs
- Children's University working party
- Workshops/trips

Behaviour

2022/2023 69% of children 9/13 were PP 51 suspensions 44 were PP 66% were PP

2023/2024 9 children received suspension 32 suspension 56% were PP

Mentor team actually worked directly with children so that behaviour didn't escalate

64% children who got direct support from mentors were PP

Range of interventions

High profile children but also managed to work with the next level down to work more proactively and preventatively

Much more consistent with paperwork and referrals, processes tighter

Issues this year with staffing, lower level children becoming more challenging, need to ensure keep focus on preventative work but hard when can't get support for most challenging and complex needs

Very challenging EYs cohort

More connected care/outside agencies

Academic Year 2022/2023 Review

Early Years

Significant progress evident for disadvantaged pupils

2023 outcomes: GLD ALL (67%) GLD PP (57%)

60% of cohort are pupil premium

- Percentage of pupil premium children achieving GLD increased by 53% from baseline assessment. This is in line with all pupils.
- The number of pupils achieving GLD is in line with national outcomes. There is a 10% gap for PP but significant progress has been made, particularly with word reading and number.
- Mastering number has been a key factor in the progress with early number.

‘Children in the early years benefit from a programme that helps them to really understand numbers.’ Ofsted Report May ‘23

Tutoring

Increased engagement with catch up tutoring

- 106 pupils had catch-up tutoring in Reading or Mathematics. (61%) of these families were pupil premium.
- Engagement increased by 10%. 2021-2022,

Reading

Reading above national in KS1. All pupils and PP inline

- Pupil premium children have made significant progress in reading since September. Average scaled score increased from 95 (Autumn) to 107 (Summer)
- In Autumn term, we didn't have any pupil premium children achieving GDS in Reading, in Summer term – this increased to 35% (based on scaled scores) and 21% (teacher assessment)
- In KS2, outcomes were above national. Reading: ALL = 75%, PP = 68%. Progress in Reading for ALL = +4.3, PP = +4.5

Phonics

Year 1 outcomes (86%) are higher than national and local authority outcomes, PP outcomes matched all pupils.

- Disadvantaged pupils doubled their average score over the academic year
- 99% of pupils met the expected standard in the phonics screening check by the end of year 2, up from 88% in 2022 and higher than the national outcome. Only 1 PP child is moving into KS2 having not passed. Average score for Y2 PP was 36.
- Y1 pupils (PP) – all moved at least 3 groups through the RWI programme.

KS1 outcomes

KS1 Outcomes for all (76%) and PP (73%) in mathematics above national (+5%), 18% higher than 2022 school outcome. PP (73%)

17/41 PP got full marks in the MTC check = 41% (in line with all pupils)

- 12 PP pupils attended tutoring in mathematics, and all achieved the expected standard
- In Autumn term, we didn't have any pupil premium children achieving GDS in Maths, in Summer term – this increased to 24% (based on scaled scores) and 17% (TA)
- Pupil premium children made significant progress in mathematics since September. Average scaled score increased from 96 (Autumn) to 106 (Summer). This is a greater increase than all pupils.

- Mastering Number programme improved arithmetic fluency
- CPD through staff meetings improved T & L: Planning and use of WRM schemes, Arithmetic Fundamentals, Adaptive teaching, moderation
- Half-termly pupil progress meetings enabled early identification of underperforming individuals - timely interventions were put in place to ensure gaps were closed.
- Outcomes in KS2 mathematics were lower than national; however, progress scores improved by +1.43 and greater depth outcomes increased by 13%. 14 PP children did not meet the expected standard. Of these, 6 had attendance below 90% and a 5 below 95%.

Attainment and Progress

Y6 – 11 PP children received tutoring. 9/11 made progress with an average of +6.7

- *Y5 – 16 PP children received tutoring. 11/16 made progress with an average of +1.4*
- *Y4 – 6 PP children received tutoring. All of these made progress with an average of +9*
- *Y3 – 16 PP children received tutoring. 12/16 made progress with an average of +5.4*
- *Y2 – 12 PP children received tutoring. All made progress with an average of +13.3*

Internal data – Attainment of Pupil premium children in Y1 was higher than all pupils in R, W and M

Year 1 Reading: ALL 74%, PP 76%

Year 1 Writing: ALL 57%, PP 58%

Year 1 Maths: ALL 75%, PP 78%

Attainment in Writing is a priority (Y2 cohort 2023-2024)

There is <10% gap in Y3, outcomes

Year 3 Reading: ALL 58%, PP 51%

Year 3 Writing: ALL 52%, PP 43%

Year 3 Maths: ALL 65%, PP 60%

Attainment in Reading, Writing and Mathematics is a priority (Y4 cohort 2023-2024)

Language Link

- *57 pupils were supported through language link*
- *73% Language Link pupils were PP*
- *Of these 42 pupils, 71% were assessed as red (having severe language difficulties)*
- *Of these 42 pupils, 72% were assessed as blue (having moderate language difficulties)*
- *All 42 pupils would have had LL intervention groups on the lead up to their reassessments*

Attendance

Attendance – improved PP attendance slightly, still not closed gap between PP/non PP – PP attendance increased from 90.37% to 92.33%.

Despite all changes and improvements this is still an area for development

Reduced Pupil Premium PAs from 95 to 70 children

Whole school focus and termly attendance staff meetings

Asking staff to take responsibility for 90-95%

Staff created attendance action plans for their classes plus targeted group

Aut 2- end of july every group improved

Big improvements for band A children

Inclusion team work with almost all of our PP children

Y6 this year will be focus

Informing parents in newsletter how many fines issued and court fines

Academic Year 2021/22 Review

End of Key Stage data showed a very small gap between our PP and Non pupil premium children in Reading (1%) Writing (6%) and Maths (7%) in Year 6. In Year 2 this gap is 10% (Reading and writing) and 4% (Maths). Our analysis shows that our Band A children are doing as well as our non pupil premium children.

In Autumn 2021 the average arithmetic score was 14/20 by the end of the year this had improved to 27/40 as a result of interventions and improvements in QFT. This year our Autumn starting point is already 20/40 as a result of the Maths team introducing arithmetic Non negotiables.

Internal attainment data shows have met the 15% increase from baseline data

Gaps in Maths in Y5 has been addressed in Action Plans

Tuition implementd to improve standards and close gap in Y4

Progress data is positive in all year groups (except Y3 – reasons known and addressed this year)

Tutoring

62% of children that received tutoring were Pupil Premium, 75% of those met the expected standard, next year address attendance at these sessions and Y3/4 as these year groups impacted the most by Covid

Phonics

In Reception Pupil Premium children made more progress than non pupil Premium. Next steps will be to target band A children to pass phonic screening check through fast track tutoring and targeted interventions

Y1- Band A children made considerably more progress than non pupil premium children 78% passed the PSC. Next step to close gap between all PP and non PP children through fast track tutoring

Y2 Pupil Premium children made more progress than non pupil premium children

77% of non Pupil Premium children are off the RWI programme

64% of pupil premium children are off the programme

MTC

Progress from Autumn term saw 1.3% of children score full marks to 28% in Summer. 23% of children scored 23 marks in Autumn term increasing to 58% in Summer.

Early Years

61% GLD (all pupils) 63% GLD (PP children)

Progress from Spring term saw increase from 39% on track (non pupil premium) to 57%. 29% (Pupil premium children) on track in Spring increased to 63% in Summer

Speech and Language (SEND)

31/33 children receiving intervention are pupil premium of those 31/33 were effective or partially effective

70/94 children on SEND register are PP (74% main need is Speech and language)

Progress for SEND children

Positive progress scores for SEND children in all year groups and in all subjects. There is a slight dip in Y1 reading and Y1 maths – both addressed

Personal Development.

Increase in the % of PP children accessing competitions, school games, and clubs across the year

12 band A children have been offered free peripatetic music lessons

Laptops have been sent home to band A children in Y5&6 on long term loan

Additional outdoor activities being planned moving forward

Behaviour

Updated and reviewed behaviour policy

Whole school training

Of all incidents 27 children are pupil premium 17 are non pupil premium

Attendance

At October 2022 PP attendance was 94% compared with non pupil premium at 95.8% this has improved from last year when PP attendance was 91% and non pupil Premium attendance was 94

Reduced the gap significantly with work from CSAWS, submitted 64 legal applications, have reduced PA from 113 pupils to 72

LAC/Safeguarding

The team are working with a total of 170 children across school (139 of those are pupil premium)

Holiday club offered to all PP children

4 families benefitted from holiday through holiday fund

6 families received Christmas presents last year sourced through charity

7 families – storehouse charity – uniform

12 foodbank vouchers last year – this week alone have issued 3, this half term more than all of last year altogether

Academic Year 2020/2021 Review

Due to COVID-19, many of our previous outcomes were not realised by the end of 20/21 and were therefore carried over into 2021/22.

We aimed to mitigate the detrimental effect of school closures on all our children including those in receipt of Pupil Premium funding by ensuring a purposeful and fully reviewed curriculum, including recovery curriculum, we took the opportunity to further develop staff CPD around Quality First Teaching, which despite no full teaching and learning cycle taking place after March 2020 saw an increase of 5% from February 2020 to October 2020 where teaching was judged good or better.

Having invested in the RWI phonics scheme and training and using internal data we saw 78% of Y2 children pass the PSC in November 2020. This also saw an increase of 2% in the number of Pupil premium children achieving the standard from 70% 2019 to 72% in 2020.

Overall attendance was lower than preceding years during 2020/21 however during the lockdown in January 2021 37% of all children attended in school including 50% SEND, 37% Pupil Premium and 100% LAC children

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)