



**Pupil Premium Strategy Impact Report 2022 - 2023**

**2<sup>nd</sup> Year**

Intended outcome	Impact	End of 3yr Plan Success criteria
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p><b>Jan 2023</b></p> <ul style="list-style-type: none"> <li>This still remains an area of concern. There are currently 25 children with attendance figures below 90%. VIP have been asked to provide an additional day to support DA attendance and case studies will be collated to mark success or support offered.</li> </ul>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 8.2% (national) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is beginning to reduce</li> <li>the percentage of all pupils who are persistently absent being below national figure of 8.2% and the figure among disadvantaged pupils being more inline than their peers</li> </ul>
	<p><b>April 2023</b></p> <ul style="list-style-type: none"> <li>There are currently 34 children with attendance below 90%. Individual case studies for children who have been working with VIP shows improvement.</li> <li>TSP have been written to further support individuals and reward systems discussed with school council.</li> <li>There are currently 4 reduced timetables for children to help support anxiety or SEMH needs. These will be monitored and increase over time.</li> </ul>	
	<p><b>June 2023</b></p> <ul style="list-style-type: none"> <li>Although DA attendance is still a concern it has risen to 92% in comparison to 93.7% for Non DA. This figure is 0.5% below the national figure for attendance of 92.5%</li> <li>There are 2 reduced timetables for children with SEMH needs and this has reduced the overall figure. The timetables are regularly monitored and increased to support needs.</li> <li>There have been some success stories which have been celebrated are used as case studies to share with LAB.</li> </ul>	
<p>Improved writing attainment among disadvantaged pupils at the end of KS1 and KS2</p>	<p><b>Jan 2023</b></p> <ul style="list-style-type: none"> <li>Focus staff training in September – Start the way you mean to go on which focused on scaffolding children’s learning.</li> </ul>	<p>KS1 and KS2 Writing outcomes in 2024/25 show that an increased % of disadvantaged pupils met the expected standard. Internal</p>



	<ul style="list-style-type: none"> <li>• Purchased SATs revision guides for all Y6 children</li> <li>• SLT focus on DA when monitoring</li> <li>• Graduated response reviewed and children who are 1 or 2 points behind their peers are monitored by English leader. Those that are 2 points behind will have a targeted support plan (TSP) written for them which include intervention and scaffolding support to help them improve their writing.</li> <li>• TADAC meetings have been completed for all DA pupils, discussed interventions, TSPs and scaffolding techniques for pupils working below ARE</li> <li>• Breaking it down staff meeting delivered to help staff break down the learning intentions for writing and help children catch up with their peers.</li> </ul>	<p>tracking will predict and maintain ambitious flightpaths for disadvantaged children</p>
<p><b>April 2023</b></p> <ul style="list-style-type: none"> <li>• Further CPD has been delivered to support with writing of Learning objectives and success criteria to support independence and direction of lessons.</li> <li>• SLT monitoring is focussed on those working below to support staff and improved progress.</li> <li>• Writing data has improved in Y1, 4, 5 and 6 since baseline. When looking at data with SEND children removed, the data looks more pleasing and inline with National.</li> </ul>		
<p><b>June 2023</b></p> <ul style="list-style-type: none"> <li>• Writing attainment has increased in Y3, 4 and Y6 since Baseline 22.</li> <li>• TSP and TADAC meetings have focussed provision for those individuals not making accelerated. Progress for DA cohort during this academic year in Y1, 3, 4 &amp; 5 has been above expected.</li> <li>• Data with SEND children removed is inline with National in all years but Y5.</li> </ul>		



<p>Improved reading attainment among disadvantaged pupils including phonics at the end of KS1 and KS2.</p>	<p><b>Jan 2023</b></p> <ul style="list-style-type: none"> <li>• Little wandle has been rolled out. MH has monitored and held PPM meetings with all KS1 staff and TAs in KS2.</li> <li>• There are currently 53% of our Y1 children that have met the threshold in the phonics screeners. There is a further 34.5% who are on track to pass. 85% of DA children are on track to pass their phonics which equate to 11 out of 13 children.</li> </ul> <p><b>April 2023</b></p> <ul style="list-style-type: none"> <li>• Currently 66% of Y2 resits are on track to pass. This equates to 2 out of 3 children</li> <li>• 79% of PP children are predicted to pass their phonics screener in Y1.</li> <li>• 72.7% of Y6 children are on track to pass Reading SATs however a large in year admission in Y2 has taken down the % of children on track for Reading in Y2 to 47%</li> </ul> <p><b>June 2023</b></p> <ul style="list-style-type: none"> <li>• There was many in-year admission during Spring and Summer terms into KS1 which altered the national data. 85.7% of PP children passed their phonics screener in Y1.</li> <li>• 55.6% of PP children passed their KS1 Reading SATs, this increased from Spring data above.</li> <li>• 54.5% of PP children passed their KS2 Reading SATs, this is 14.5% from the previous year.</li> </ul>	<p>Phonics Screenings data, KS1 and KS2 Reading outcomes in 2024/25 show that an increased % of disadvantaged pupils met the expected standard. Internal tracking will predict and maintain ambitious flightpaths for disadvantaged children</p>
<p>Improved oral language, physical, personal and social development skills providing the platform for more formal learning in KS1</p>	<p><b>Jan 2023</b></p> <ul style="list-style-type: none"> <li>• Deb Wilshaw (Speakwrite) is supporting the school for 1 day per week, she is working with children in YN, YR and</li> </ul>	<p>Assessments and observations indicate significantly improved oral language, physical, personal and social development among</p>



	<p>KS1. She has also completed assessments of children in KS2 to support staff's understanding of children's barriers</p> <ul style="list-style-type: none"> <li>Ann Ratcliffe has delivered her Busy bodies programme to groups in Early years and Key stage 1, she has provided exit interventions for class teachers in KS1 to continue their physical development.</li> <li>Ann continues to support in the Early years targeting Nursery children this term.</li> </ul>	<p>disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, <i>Evidence me</i> and ongoing formative assessment.</p>
	<p><b>April 2023</b></p> <ul style="list-style-type: none"> <li>None of the Reception % for the prime areas is lower than 75%</li> <li>EYPP data in Nursery is higher than Non EYPP in all of the prime areas</li> </ul>	
	<p><b>June 2023</b></p> <ul style="list-style-type: none"> <li>75% of our DA cohort achieved the Communication &amp; Language ELGs and Personal, Social &amp; Emotional ELGs. 87.5% achieved the Physical development ELGs. This is a huge improvement from baseline data.</li> </ul>	
<p>Improved self assessment, motivation and belief in the learning capabilities among disadvantaged pupils</p>	<p><b>Jan 2023</b></p> <ul style="list-style-type: none"> <li>Start as you mean to go on training delivered to staff at INSET provided information about Scaffolding techniques that supported our metacognition training from last year.</li> <li>CEO QA visit for environment supported the school's focus on metacognition, independence and scaffolding support for learning in both core and non-core subjects.</li> </ul>	<p>Improved self assessment, motivation and belief in the learning capabilities among disadvantaged pupils</p>



	<ul style="list-style-type: none"> <li>• School's subscription to National college allows staff to be current with new initiatives and have instant access to high quality training, staff have been directed to complete CPD based on positive behaviour for learning and scaffolding techniques.</li> <li>• TADAC meetings and Triple A strategy focuses staff on the whole child rather than just their academic level, ensuring their school engagement, confidence and self-belief is discussed half termly to support progress,</li> </ul>	
	<p><b>April 2023</b></p> <ul style="list-style-type: none"> <li>• TADAC meeting have ensured that all children working below have relevant TSPs (Targeted support plans) to support their scaffolding in class, allowing children to access ARE lessons and begin to catch up and keep up with their peers.</li> </ul>	
	<p><b>June 2023</b></p> <ul style="list-style-type: none"> <li>• There has been a big focus this term on cognitive load theory and ensuring that children are very focussed in lessons. Learning Objective and success criteria have been reduced and more focussed so that children are clear about how to be successful.</li> </ul>	
<p>Regular attendance of disadvantaged parents in a wide variety of school engagement activities</p>	<p><b>Jan 2023</b></p> <ul style="list-style-type: none"> <li>• SLT have devised a Parent engagement overview for the year which encourages each phase to provide a wide range of activities. Staff will personally invite hard to reach parents through phone calls and texts.</li> <li>• PTFA events have been well attended and supported by parents and children.</li> <li>• All parent engagement activities have been promoted and celebrated on social media and the newsletter.</li> </ul>	<p>Records show:</p> <ul style="list-style-type: none"> <li>• An increased engagement in activities</li> <li>• Increased completion of parent surveys</li> <li>• Thriving PTFA committee</li> <li>• Use of social media to promote the school and parental events</li> </ul>



	<ul style="list-style-type: none"> <li>• Development of the Community hub will provide safe and warm spaces for parents to enter the school and access support and advice such as Money matters. The hub is on track to open at February half term.</li> </ul>	
	<p><b>April 2023</b></p> <ul style="list-style-type: none"> <li>• Community hub has been launched and all sessions are being regularly attended.</li> <li>• Parent engagement has been a spotlight on newsletters.</li> <li>• SDP Parent questionnaires have been prepared to gain parental views</li> <li>• All parent engagement activities have been well attended.</li> </ul> <p><b>June 2023</b></p> <ul style="list-style-type: none"> <li>• Parent engagement for both fun activities and information workshop have increased this term. Individual invites from staff have alleviated fears and increased the engagement of hard to reach parents. Powerpoints have also been uploaded to the website to ensure access.</li> </ul>	
<p>Increases attendance of disadvantaged pupils on trips, residential, school run extra-curricular clubs and external local sporting membership</p>	<p><b>Jan 2023</b></p> <ul style="list-style-type: none"> <li>• School continue to fund Forest school to give all children access to the</li> <li>• Individual support is given for children who display an interest or talent in creative activities such as acting with Stafford Gatehouse or music lessons with Entrust.</li> <li>• School is now providing whole class music lessons for Key stage 2, ukulele for Y3/4 and violin for Y5/6. This should support any children with undiscovered talents and provide a wider curriculum than before.</li> <li>• Time4sport have relaunched our daily mile and are providing after school clubs free of charge to provide fitness and healthy life styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of disadvantaged children on registers for clubs, trip, residential</li> <li>• School is represented in local sporting clubs by disadvantaged pupils</li> </ul>



	<p><b>April 2023</b></p> <ul style="list-style-type: none"><li>• School continues to fund Forest school and music lesson. Pupil questionnaires will capture enjoyment and participation</li><li>• Trips and activities have been organised for the summer term such as farm on wheels and ninja warrior to widen the experiences of our children.</li></ul>	
	<p><b>June 2023</b></p> <ul style="list-style-type: none"><li>• Music lessons and Forest school continued throughout the summer term. School used PP money to fund a celebratory trip for Y6 to Ninja Warrior. Attendance at HAF clubs increased during the holidays due to individualised invites from staff.</li><li>• Pupil questionnaires show that children enjoy attending clubs, forest school, music lessons and trips.</li></ul>	