

Pupil Premium Review 2021-2022

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact 2021/2022	Next Steps
<p>Additional staff deployed to specific year groups to improve attainment:</p> <p><i>UPS teacher appointed to work within Year 6 cohort to allow Year 6 cohort to be taught as two smaller classes and a small group.</i></p> <p><i>Including on costs.</i></p> <p><i>Two Level 3 Teaching Assistants to work in Year 1 in the mornings and Year 2 all day to support with the delivery of Phonics, English and Maths.</i></p>	<p>EEF(+3 months)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 cohort and have identified that 2 smaller classes under 25 children and a small group of targeted pupil premium children would allow teachers to increase the amount of attention</p>	<p>1,2</p>	<p><u>PP KS2 results</u></p> <p>Reading attainment is 68% ARE, 5% above national PP. 87% non-PP achieved ARE.</p> <p>Reading attainment at GDS is 18%, 1% above national PP. 40% non-PP achieved GDS.</p> <p>Reading progress is +1.04, above national at -0.57. Progress is comparative to Non PP at +1.03.</p> <p>Writing attainment is 59% ARE, 3% above national PP. 87% non-PP achieved ARE.</p> <p>Writing attainment at GDS is 9%, 3% above national PP. 24% non-PP achieved GDS.</p> <p>Writing progress is +0.01, below national of +0.21 but still good progress. Non-PP outperform progress at +2.42.</p> <p>Maths attainment is 68% ARE, 11% above national PP. 82% non-PP achieved ARE.</p> <p>Maths attainment at GDS is 5%, 7% below national PP. 36% non-PP achieved GDS.</p> <p>Maths progress is -1.85, below national of -0.67. Non-PP outperform progress at +0.40.</p>	<p>Pupil premium gap has increased since pre-covid. Close monitoring next year and comparison to KS1 scaled scores for progress will be monitored to ensure progress, if not attainment, is above national expectations.</p>

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<p>TA to work in y4 supporting standards and SEND provision across school £104,503</p>	<p>each child will receive.</p>		<p>Year 1, Year 2 and Y4 PP data and whether the gap has reduced</p>																																																	
<ul style="list-style-type: none"> Quality first teaching for all pupils. TA CPD is ongoing for Maths and English by leads Maths and English are high priority on school development plan and CPD plan. 	<ul style="list-style-type: none"> EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes. <p>Training and supporting highly qualified teachers deliver targeted support.</p> <p>Pupil premium guidance Education Endowment Fund EEF</p> <p>What makes great teaching Sutton Trust</p>	<p>1,2,5</p>	<p>Year 1</p> <table border="1" data-bbox="860 395 1789 512"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>PP gap Summer 21</td> <td>31% (53-84)</td> <td>35% (47-82)</td> <td>13% (73-86)</td> </tr> <tr> <td>PP gap Summer 22</td> <td>42% (40-82)</td> <td>37% (33-70)</td> <td>7% (73-80)</td> </tr> <tr> <td>Gap reduced?</td> <td>No up by 11%</td> <td>No up by 2%</td> <td>Yes by 6%</td> </tr> </tbody> </table> <p>Year 2</p> <table border="1" data-bbox="860 579 1789 695"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>PP gap Summer 21</td> <td>23% (50-73)</td> <td>21% (44-65)</td> <td>25% (56-81)</td> </tr> <tr> <td>PP gap Summer 22</td> <td>27% (48-85)</td> <td>26% (52-88)</td> <td>37% (48-85)</td> </tr> <tr> <td>Gap reduced?</td> <td>No up by 4%</td> <td>No up by 5%</td> <td>No up by 11%</td> </tr> </tbody> </table> <p>Year 4</p> <table border="1" data-bbox="860 754 1789 927"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>PP gap Summer 21</td> <td>43% (27-70)</td> <td>41% (27-68)</td> <td>48% (36-84)</td> </tr> <tr> <td>PP gap Spring 22</td> <td>37% (39-76)</td> <td>50% (39-89)</td> <td>41% (43-84)</td> </tr> <tr> <td>Gap reduced?</td> <td>Yes by 6%</td> <td>No – increased by 9% but attainment for all increased</td> <td>Yes by 7%</td> </tr> </tbody> </table>		Reading	Writing	Maths	PP gap Summer 21	31% (53-84)	35% (47-82)	13% (73-86)	PP gap Summer 22	42% (40-82)	37% (33-70)	7% (73-80)	Gap reduced?	No up by 11%	No up by 2%	Yes by 6%		Reading	Writing	Maths	PP gap Summer 21	23% (50-73)	21% (44-65)	25% (56-81)	PP gap Summer 22	27% (48-85)	26% (52-88)	37% (48-85)	Gap reduced?	No up by 4%	No up by 5%	No up by 11%		Reading	Writing	Maths	PP gap Summer 21	43% (27-70)	41% (27-68)	48% (36-84)	PP gap Spring 22	37% (39-76)	50% (39-89)	41% (43-84)	Gap reduced?	Yes by 6%	No – increased by 9% but attainment for all increased	Yes by 7%	<p>Continuation of cycle of coaching and mentoring specific staff so that all teaching is at least good or better and gaps in internal year groups continues to diminish.</p>
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<p>Reading, Writing and Maths Leads to mentor and coach others where data is lower to improve outcomes for all, including pupil premium pupils</p> <p>Coaching and mentoring offered to all adults teaching Phonics through Phonics Lead</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>EEF Toolkit – Metacognition and self-regulation. +7 months impact Oral feedback. +7 months impact Reading comprehension activities +6</p> <p>EEF (+5)- Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from</p>	<p>1,2</p>	<p>Reading Lead worked with Y3 and Y4 to improve outcomes. Here is the PP gap.</p> <p>Year 3 Reading</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>PP gap Summer 21</td> <td>21% (50-71)</td> </tr> <tr> <td>PP gap Summer 22</td> <td>19% (59-78)</td> </tr> <tr> <td>Gap reduced?</td> <td>Yes by 2%</td> </tr> </tbody> </table> <p>Year 4 Reading</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>PP gap Summer 21</td> <td>43% (27-70)</td> </tr> <tr> <td>PP gap Spring 22</td> <td>37% (39-76)</td> </tr> <tr> <td>Gap reduced?</td> <td>Yes by 6%</td> </tr> </tbody> </table> <p>Writing Lead worked with Y2 to improve outcomes. Here is the PP gap.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>PP gap Summer 21</td> <td>23%(50-73)</td> <td>21% (44-65)</td> </tr> <tr> <td>PP gap Summer 22</td> <td>27% (48-85)</td> <td>26% (52-88)</td> </tr> <tr> <td>Gap reduced?</td> <td>No up by 4%</td> <td>No up by 5%</td> </tr> </tbody> </table> <p>Maths Lead worked with Y3 and Y4 to improve outcomes. Here is the PP gap.</p> <p>Year 3 Maths</p> <table border="1"> <thead> <tr> <th></th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>PP gap Summer 21</td> <td>7% (56-63)</td> </tr> <tr> <td>PP gap Summer 22</td> <td>2% (76-78)</td> </tr> <tr> <td>Gap reduced?</td> <td>Yes by 5%</td> </tr> </tbody> </table> <p>Year 4 Maths</p> <table border="1"> <thead> <tr> <th></th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>PP gap Summer 21</td> <td>48% (36-84)</td> </tr> <tr> <td>PP gap Summer 22</td> <td>41% (43-84)</td> </tr> <tr> <td>Gap reduced?</td> <td>Yes by 7%</td> </tr> </tbody> </table> <p>Year 1 Phonics</p> <p>67% of FSM achieved phonics score, 3% below national PP. 95% Non-FSM achieved phonics score.</p>		Reading	PP gap Summer 21	21% (50-71)	PP gap Summer 22	19% (59-78)	Gap reduced?	Yes by 2%		Reading	PP gap Summer 21	43% (27-70)	PP gap Spring 22	37% (39-76)	Gap reduced?	Yes by 6%		Reading	Writing	PP gap Summer 21	23%(50-73)	21% (44-65)	PP gap Summer 22	27% (48-85)	26% (52-88)	Gap reduced?	No up by 4%	No up by 5%		Maths	PP gap Summer 21	7% (56-63)	PP gap Summer 22	2% (76-78)	Gap reduced?	Yes by 5%		Maths	PP gap Summer 21	48% (36-84)	PP gap Summer 22	41% (43-84)	Gap reduced?	Yes by 7%	<p>Coaching and mentoring with a specific focus on pp, linked to appraisal targets for next year to continue to close the gap.</p>
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	disadvantaged backgrounds.			
<p>Sports' Specialist to teach all year groups PE to ensure high-quality PE provision and improve engagement to improve physical and mental health.</p> <p>£23,460</p>	<p>EEF (+1 month)– sports participation increases educational engagement and attainment.</p>	<p>2,3,5</p>	<p>59% of children attended a sporting after school club of which 27% were pupil premium.</p> <p>16 children attended Fun Fit intervention of which 56% were pupil premium children. Post assessments show that all children improved in the 5 core elements of the program.</p> <p>High -quality teaching in all PE lessons ensured all pupils accessed effective provision.</p>	<p>Sports' Specialist has left so sports premium money will be spent in delivery high-quality after school provision.</p> <p>Money from the pupil premium part of his salary will be redirected to delivery of a raising aspirations project for specific pupil premium children linked to a university: The Brilliant Club.</p>