



Pupil Premium Strategy Impact Report 2021 - 2022

1st 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>Jan 2022</p> <ul style="list-style-type: none"> December PA for PP has risen to 17% this relates to 15 children and is 10% more than Non PP School is now paying for 5 children to attend Breakfast club to support attendance and school readiness. Overall attendance is 95.4% for PP which is 1% lower than non PP. 	<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 8.2% (national) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is beginning to reduce 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
	<p>April 2022</p> <ul style="list-style-type: none"> Current PA data for PP is 14.3% which equates to 12 children. The % has reduced by 2.7% (3 children have improved) since December 2021. This compares to 9.2% of Non PP PA attendance Overall current attendance for PP is 96.7%, however year to date (YTD) is 94.9%. Non PP is 96.4% however YTD is 95.4%. Both YTD figures are below national. 	
	<p>June 2022</p> <ul style="list-style-type: none"> Current PA data for PP is 10.9% which equates to 10 children. This has reduced 6.1% from December 2021 (5 children) This compares to 14.2% Non PP which equates to 22 children School is now playing for xxx children to attend breakfast club to support attendance. Overall attendance is 95.1% for PP which is 1% lower than Non PP (96.1%) Graduated response for attendance is now in place and teachers have taken responsibility for attendance issues that are beginning to decline. 	



<p>Improved writing attainment among disadvantaged pupils at the end of KS1 and KS2</p>	<p>Jan 2022</p> <ul style="list-style-type: none"> • Purchased SATs revision guides for all Y6 children • SLT focus on DA when monitoring • Graduated response written and children who are 1 point behind their peers are monitored by English leader now • Pupil Progress meeting discussion centre on DA cohort so that CT take responsibility for progress <p>April 2022</p> <ul style="list-style-type: none"> • Graduated response written and children who are 1 point behind their peers are monitored by English leader now • Triple A Clinics have been held to discuss DA on an individual basis to discuss barriers and support. • EYFS have undertaken squiggle in to a writer training to support with fine motor skills ready for writing • Specialist assessment support bought to help diagnose and support cognition and learning difficulties across the school <p>June 2022</p> <ul style="list-style-type: none"> • KS1 SATS Writing Teacher Assessment data for PP. 71.4% OT & GDS. 0% GDS. This has increased by 8.6% from Data 1. • KS2 SATS Writing Teacher Assessment data for PP 53% with 6.7% GDS. This has improved by 10% since data 1 and 6.7% GDS 	<p>KS1 and KS2 Writing 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 reading attainment among disadvantaged pupils including phonics at the end of KS1 and KS2.</p>	<p>Jan 2022</p> <ul style="list-style-type: none"> • 71% DA pass rate in Y2 phonic screener in December 2021 which is inline with national DA rate. • Focus is now on Y1 DA to ensure they received the necessary intervention to ensure success. 	<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>April 2022</p> <ul style="list-style-type: none"> • DA Reading attainment Data March 2022 (OT and Above) • YR 64% (This has risen from 10% in Nov) • Y1 38% Y2 60% • Y3 71% Y4 43% (7% above) • Y5 58% Y6 50% • The majority of these have remained static except in Y5 where it has fallen • Predictions for Y1 Phonics data 11/13 85% DA <p>June 2022</p> <ul style="list-style-type: none"> • 69.2% PP Y1 Phonics data (9 out of 13) this compares to Non PP 86.2% (25 out of 29) • KS1 SATS Reading Teacher assessment for PP 71.4% which has improved by 9.4% from Data 1 • KS2 Reading Teacher assessment is 53% with 20% GDS this has improved from Data 1 by 3% and 13% GDS • In comparison to KS1 Data (value added) it is the same 53% with 20% GDS 	
<p>Improved oral language, physical, personal and social development skills providing the platform for more formal learning in KS1</p>	<p>Jan 2022</p> <ul style="list-style-type: none"> • Deb Wilshaw (Speakwrite) is supporting the school for 1 day per week until the Summer. She is delivering interventions for groups and individuals. She has provided training for TAs and is involving staff in sessions to ensure that they can replicate the sessions daily to maximise impact. 	<p>Assessments and observations indicate significantly improved oral language, physical, personal and social development among 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>



	<ul style="list-style-type: none"> MW is delivering Jungle Journey – a Physical Development intervention alongside our Squiggle while you wiggle to improve physical skills. 	
	<p>April 2022</p> <ul style="list-style-type: none"> Reception Staff continue to deliver Jungle Journey – a Physical Development intervention alongside our Squiggle while you wiggle to improve physical skills. EYFS staff have undertaken squiggle in to a writer training to support with fine motor skills ready for writing <p>June 2022</p> <ul style="list-style-type: none"> PP Data Data 1 CAL 20% OT, 50% PSED, 10% PD PP EYFS National Data June 2022 CAL – List & Att 72.9%, Speaking 90,9% PSED – Managing self 90.9% &, Self regulation 81.8% & Build rel 72.7% PD – Gross motor 100%, Fine motor 81.3% 	
Improved self assessment, motivation and belief in the learning capabilities among disadvantaged pupils	<p>Jan 2022</p> <ul style="list-style-type: none"> Marking conferences have been introduced in KS1 and 2 to ensure pupils are aware of their next steps and support their self assessment. Highlighters have been purchased in order that pupils are more actively involved in self and peer assessment in class. 	Improved self assessment, motivation and belief in the learning capabilities among disadvantaged pupils



	<p>April 2022</p> <ul style="list-style-type: none"> • Knowing more, remembering more’ & Metacognition – Closing the attainment gap training delivered to staff to promote independence and self reflection and assessment in lessons 	
	<p>June 2022</p> <ul style="list-style-type: none"> • Pupil Voice & Maths Triad results demonstrate that pupil have a positive attitude to learning and are beginning to display metacognitive behaviours and can state what resources and strategies they can use to support • New Maths/English pathway powerpoints include metacognitive questions to prompts staff to use their questions and encourage staff and children to discuss learning strategies/prompts/resources to help themselves be successful. 	
<p>Regular attendance of disadvantaged parents in a wide variety of school engagement activities</p>	<p>Jan 2022</p> <ul style="list-style-type: none"> • Parents evening – week beginning 7/2/22 – School to monitor parental involvement • Workshops are planned for Spring term, these will be uploaded to the website to maximise parental involvement 	<p>Records show:</p> <ul style="list-style-type: none"> • An increased engagement in activities • Increased completion of parent surveys • Thriving PTFA committee • Use of social media to promote the school and parental events
	<p>April 2022</p> <ul style="list-style-type: none"> • Forest School parental engagement activities planned for each year group for Summer term • Easter Discos organised and hosted by PTPA 	



	<p>June 2022</p> <ul style="list-style-type: none"> All classes have had a craft/topic themed parent engagement session as well as forest school parent engagement. All events have been well attended. PTPA Summer fair organised Sports day for y1-6 and EYFS organised and attended by parents Parent Questionnaire completed by 24 parents EYFS and 73 parents Y1-6 																																																				
<p>Increases attendance of disadvantaged pupils on trips, residentials, school run extra-curricular clubs and external local sporting membership</p>	<p>Jan 2022</p> <ul style="list-style-type: none"> Paid for to attend Laches Wood residential JR is monitoring DA involvement in clubs for Spring term Music lessons have also been paid for KS2 individuals 	<p>Increased number of disadvantaged children on registers for clubs, trip, residentials</p>																																																			
	<p>April 2022</p> <ul style="list-style-type: none"> Music lessons have also been paid for KS2 individuals - taster sessions 	<p>School is represented in local sporting clubs by disadvantaged pupils</p>																																																			
	<p>June 2022</p> <ul style="list-style-type: none"> PP attendance at clubs are analysed and shares with LAB <table border="1" data-bbox="745 1042 1370 1469"> <thead> <tr> <th>Club</th> <th>Year group</th> <th>Total in club</th> <th>DA</th> </tr> </thead> <tbody> <tr> <td>Yoga</td> <td>Y1/2</td> <td>17</td> <td>5</td> </tr> <tr> <td>Collage</td> <td>Y1/2</td> <td>8</td> <td>2</td> </tr> <tr> <td>Colouring</td> <td>Y1/2</td> <td>23</td> <td>9</td> </tr> <tr> <td>Digital Art</td> <td>Y3/4</td> <td>15</td> <td>8</td> </tr> <tr> <td>Cross Stitch</td> <td>Y3/4</td> <td>14</td> <td>4</td> </tr> <tr> <td>Times tables</td> <td>Y3/4</td> <td>18</td> <td>9</td> </tr> <tr> <td>Cricket</td> <td>Y5/6</td> <td>14</td> <td>4</td> </tr> <tr> <td>Lego</td> <td>Y3/4</td> <td>23</td> <td>11</td> </tr> <tr> <td>Netball</td> <td>Y5/6</td> <td>13</td> <td>5</td> </tr> <tr> <td>Embroidery</td> <td>Y5/6</td> <td>10</td> <td>3</td> </tr> <tr> <td>Gardening</td> <td>Y5/6</td> <td>9</td> <td>4</td> </tr> <tr> <td></td> <td>TOTALS</td> <td>164</td> <td>64</td> </tr> </tbody> </table>	Club	Year group	Total in club	DA	Yoga	Y1/2	17	5	Collage	Y1/2	8	2	Colouring	Y1/2	23	9	Digital Art	Y3/4	15	8	Cross Stitch	Y3/4	14	4	Times tables	Y3/4	18	9	Cricket	Y5/6	14	4	Lego	Y3/4	23	11	Netball	Y5/6	13	5	Embroidery	Y5/6	10	3	Gardening	Y5/6	9	4		TOTALS	164	64
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| | <ul style="list-style-type: none">• Music lessons offered at reduced price after taster sessions so far 5 children have taken u this offer• Y5 Blue Peter trip organised and paid for through PP to ensure full participation and engagement for PP. 20 children attended from Y5. | |
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