

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Priority	Outcomes																																																																					
Increase attendance for pupil premium pupils so they are in line with their peers	<table border="1"> <thead> <tr> <th>2021-2022</th> <th>Attendance</th> <th>Authorised</th> <th>Unauthorised</th> <th>Lates</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>91.16%</td> <td>7.48%</td> <td>1.37%</td> <td>3.55%</td> </tr> <tr> <td>Non PP</td> <td>92.62%</td> <td>6.40%</td> <td>0.64%</td> <td>0.91%</td> </tr> </tbody> </table> <p>Pupil premium attendance at the end of the Autumn Term 2021 was 90.89% and increased to 91.16% by the end of the academic year, which is marginally below their peers. The school is aware that attendance is still below the school target and we have highlighted attendance as a priority for this academic year. We are tracking families who are persistently late as well as absent and are issuing Fixed Penalty Notices where necessary.</p> <p>Parental engagement is a factor that has also impacted attendance. Due to COVID restrictions, whole school parent based events were limited. The school has planned for a range of activities, including performances, PTA events and parents' evenings.</p>	2021-2022	Attendance	Authorised	Unauthorised	Lates	PP	91.16%	7.48%	1.37%	3.55%	Non PP	92.62%	6.40%	0.64%	0.91%																																																						
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Overall outcomes for pupils in receipt of pupil premium are at least in line with those of peers PPG children make at least 3 HfL steps of progress 70% of PPG pass their phonics	<p>Progress</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Year 1</th> <th colspan="2">Year 2</th> <th colspan="2">Year 3</th> <th colspan="2">Year 4</th> <th colspan="2">Year 5</th> <th colspan="2">Year 6</th> </tr> <tr> <th></th> <th>PP (6)</th> <th>Non PP (39)</th> <th>PP (2)</th> <th>Non PP (40)</th> <th>PP (11)</th> <th>Non PP (34)</th> <th>PP (10)</th> <th>Non PP (37)</th> <th>PP (7)</th> <th>Non PP (34)</th> <th>PP (9)</th> <th>Non PP (27)</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>+2.7</td> <td>+3.4</td> <td>+4.3</td> <td>+2.5</td> <td>+3.1</td> <td>+3.2</td> <td>+3.1</td> <td>+3.1</td> <td>+3.1</td> <td>+3.3</td> <td>+3.3</td> <td>+3.4</td> </tr> <tr> <td>W</td> <td>+3.5</td> <td>+3.4</td> <td>+4.3</td> <td>+2.5</td> <td>+3.1</td> <td>+3.2</td> <td>+3.0</td> <td>+3.3</td> <td>+3.0</td> <td>+3.0</td> <td>+2.8</td> <td>+2.5</td> </tr> <tr> <td>M</td> <td>+1.8</td> <td>+3.2</td> <td>+4.0</td> <td>+3.5</td> <td>+3.2</td> <td>+3.1</td> <td>+3.7</td> <td>+3.2</td> <td>+3.1</td> <td>+3.0</td> <td>+2.8</td> <td>+2.7</td> </tr> </tbody> </table> <p>Most PPG groups achieved 3 steps or more. Y1 Maths progress was below.</p> <p>Phonics</p> <table border="1"> <thead> <tr> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>20%</td> <td>63%</td> </tr> </tbody> </table> <p>We recognise that phonics is an area of weakness and we are working to address this. For example we use a 'keep up' approach, whereby pupils who are behind, gain a second phonics sessions in the afternoon. A number of PP pupils access this. Staff training has been planned and tailored according to the needs of the cohort. Additional resources have been purchased to support children with</p>		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6			PP (6)	Non PP (39)	PP (2)	Non PP (40)	PP (11)	Non PP (34)	PP (10)	Non PP (37)	PP (7)	Non PP (34)	PP (9)	Non PP (27)	R	+2.7	+3.4	+4.3	+2.5	+3.1	+3.2	+3.1	+3.1	+3.1	+3.3	+3.3	+3.4	W	+3.5	+3.4	+4.3	+2.5	+3.1	+3.2	+3.0	+3.3	+3.0	+3.0	+2.8	+2.5	M	+1.8	+3.2	+4.0	+3.5	+3.2	+3.1	+3.7	+3.2	+3.1	+3.0	+2.8	+2.7	PPG	Non PPG	20%	63%
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reading. Three staff members have undertaken ELKLAN training and this initiative will be trialled in Early Years and Year 2.

Attainment	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	PP (6)	Non PP (39)	PP (2)	Non PP (40)	PP (11)	Non PP (34)	PP (10)	Non PP (37)	PP (7)	Non PP (34)	PP (9)	Non PP (27)
Reading EXS+	17%	77%	0	85%	27%	85%	40%	86%	71%	82%	44%	67%
Writing EXS+	33%	72%	0	73%	27%	76%	40%	76%	57%	71%	44%	78%
Maths EXS+	17%	79%	0	80%	27%	82%	50%	84%	71%	71%	11%	74%

We recognise that fewer PP children are achieving EXS+ than their peers and have increased support to include tutoring, boosters, mentoring and classroom provision.

For the well-being needs of PP children to be met

A very high priority has been placed on emotional well-being. Children are aware of adults they can regularly speak to in school. The school also has a family support worker.

Our Jigsaw scheme of work for PSHE covers many areas of emotional well-being and teachers tailor lessons according to the needs of the children. Lego therapy training has been organised and will be rolled out in the spring term.

For disadvantaged pupils to have priority in their attendance of after school activities including cultural and sporting activities

Financial support has been provided to PP pupils for residential trips and uniforms this year. All FSM families are offered vouchers as part of the voucher scheme to enable pupils to feel included in school and not miss out on extra-curricular activities because of financial hardship. All PP children are offered fully funded first choice of extra-curricular clubs – cooking, swimming, bike, gymnastics, ballet, taekwondo, dance, football, art. They are also selected for holiday booster clubs.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Little Wandle Letters and Sounds	Littlewandlelettersandsounds.org.uk
Charanga (Music)	Charanga Ltd
Accelerated Reader	Renaissance
Languagenut	Languagenut.com
Jigsaw	Jigsawpshe.com

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.