

## Pupil Premium Impact Report

### Intended Outcomes

(From Pupil Premium Strategy 2021- 24)

**2021-22 - Review**

**2022-23 - Review**

**2023-24- Review**

Intended outcome	Success criteria	Impact and Next Steps Review
Increase in phonics outcomes across Key Stage 1 and a transference of these skills into reading and writing across the curriculum.	Phonics check scores for year 1 and 2 will be in line with national outcomes for the summer of 2022	<p><b>June 2022</b></p> <ul style="list-style-type: none"> <li>Year 1 phonics screening 64.4%</li> <li>Year 2 phonics screening 78.4%</li> </ul> <p><b>Next Steps:</b> The school will deliver an approved systematic synthetic phonics programme (SSP) with fidelity from September 2022.</p>
Increase in the Percentage of children who achieve Greater Depth at the end of Key Stage 2 in Reading and Writing.	Children will use a wide and rich vocabulary in their writing. Children will be able to identify the meaning of a wide range of words. The percentage of children who achieve Greater Depth at the end of Key Stage 2 is in line with national outcomes.	<p>End of KS2 outcomes were only reported at the Working At standard in July 2022.</p> <ul style="list-style-type: none"> <li>Reading: 65% Working At Expected Standard (all children). Children who achieved a scaled score of greater than 110 was 23%</li> <li>Writing: 65% Working at Expected Standard (all children). Teacher Assessment for Greater Depth in Writing was 8%</li> </ul>

		<ul style="list-style-type: none"> <li>The averaged scaled score for Ever 6 children was 102 compared to 101 for non Ever 6 children. However only 58% of Ever 6 children achieve the expected standard compared to 68% Non Ever 6 in Reading. 50% of Ever 6 children achieved the expected standard in writing compared to 72% Non Ever 6 children.</li> </ul> <p><b>Next Steps:</b> To ensure that attainment of PPG is at least in line with Non PPG. Actions to include: focused Guided Reading Daily in Key stage 2; Individual Reading for focus children; Individual and small group 1:3 tuition.</p>
To embed the foundations of number across the school. To enhance maths provision and fluency.	Quality first teaching is evident in all classrooms 90% of the time. Year 4 times table check is in line with national outcomes at the end of 2022. The percentage of children who achieve EXS and GDS is in line with national at the end of KS1 and KS2.	<ul style="list-style-type: none"> <li>Lesson observations showed that good teaching was evident in 80% of lessons.</li> <li>38% of all children achieved full marks (25). (53%) dropped one mark.</li> <li>Key Stage 1 and Key Stage 2 outcomes are well below the National expectations for Maths,</li> </ul> <p><b>Next Steps:</b> Ensure consistent class groups for maths (EEF research: Setting particularly disadvantages lower attaining pupils). Ensure consistently good teaching in a new teaching team. Target tuition and interventions to 'keep children up' rather than catch up learning.</p>

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<p>Children have a variety of strategies to support their wellbeing and sustain improved wellbeing in our school.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>· Student voice, surveys and teacher observation.</li> <li>· Reduction in behaviour incidents</li> <li>· Increase in participation in enrichment activities.</li> </ul>	<ul style="list-style-type: none"> <li>• School therapist employed (4 pupils at a time with a list for once children are deemed ready to stop sessions)</li> <li>• School accessing play therapy and music therapy for children from Central Bedfordshire</li> <li>• Enrichment activities are well attended and ensure that PPG children are prioritised.</li> <li>• CPOMS introduced June 2022 to monitor behaviour incidents and safeguarding. This has allowed for more thorough record keeping. A comparison of behaviour logs will be possible next academic year.</li> </ul> <p><b>Next Steps:</b> Monitor the impact of therapies through behaviour incidents (where appropriate) for specific children. Use SDQ measures. Identify PPG children who are not taking part in enrichment activities and invite them to attend.</p>
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<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>· Whole school attendance to be in line or better than national.</li> <li>· Absence levels for our disadvantaged learners is similar to that of their non-disadvantaged peers.</li> <li>· Reduced level of persistent absence reduced by 5% for our disadvantaged learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Academic year 2021-22 attendance: 94%</li> <li>• Covid-19 significantly impacted attendance during the academic year 2021-22. Persistent absence was 29%</li> </ul> <p><b>Next Steps:</b> Invite children to come to a free breakfast club to improve attendance. Ensure messages about attendance are clear for families. Use Local Authority support to hold families to account.</p>
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