

Pupil Premium 2022-23

Focuses for this year have been identified from the PPG 3 year Strategy Statement and 2021-22 impact report.

To ensure we introduce, embed and sustain the change and improvements we make we are having 2 main focus areas this academic year. We will continue to improve the other areas identified in the strategy alongside these 2 main focus areas.

How will we ensure that all children acquire the appropriate skills to ensure that they are fluent readers?

| Impact | Actions and Review | Timescales | Evidence of achievement |
|---|--|--|---|
| <p>Data Driven Impact: All pupils attainment for the phonics screening check is at national expectation or exceeding (Year 1 and Year 2).</p> <p>Disadvantaged pupils attainment for the phonics screening check is in line or exceeding all pupils (Year 1 and Year 2).</p> | <p>Implement Read Write Inc in Early Years and Key Stage 1.</p> <p>Regular training of all staff to ensure secure skills and robust teaching.</p> <p>Regular assessments to ensure groups are reflective of the ability of the children in them.</p> <p>Phonics Screening Check assessment Autumn, Spring and Summer.</p> <p>Focus children highlighted to group leaders to ensure focus and engagement in lessons.</p> <p>1:1 tuition identified for those children who require additional support.</p> | <p>September 2022</p> <p>Ongoing</p> <p>November 2022, January 2023 and June 2023</p> <p>November 2022</p> | <p>RWInc training delivered to all staff 1st September 2022 (Angela Jukes)</p> <p>Coaching Fortnightly 'spotlight' sessions</p> <p>Assessments every 6 weeks.</p> |
| <p>Data Driven Impact: All children's attainment in Reading at the end of Key Stage 1 and Key Stage 2 is at national expectation or exceeding.</p> <p>Disadvantaged pupils attainment in Reading at the end of Key Stage 1 is in line with or exceeding all pupils.</p> | <p>Read Write Inc Phonics implements across Early Years and Key Stage 1.</p> <p>Fresh Start intervention for lowest 20% readers in Key Stage 2.</p> <p>All PPG children daily readers.</p> <p>Quality texts shared at the end of each school day to inspire a love of reading.</p> <p>Daily Guided Reading sessions taught across Key Stage 2.</p> | | <p>Implemented September 2022.</p> <p>Children assessed October 2022. Groups to start November 2022.</p> <p>Key stage 2 staff training from HfL consultant</p> <p>Whole staff training September 2022. Planning materials which embed the structure provided to teachers.</p> |

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| | Clear teaching sequence for writing which includes quality first teaching for reading and comprehension skills | | |
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How will we reduce the number of pupils who are persistently absent?

| Impact | Actions and Review | Timescale | Evidence of achievement |
|---|---|---|--|
| <p>All pupils are in school at least 97% of the time.</p> <p>2021-22 Attendance: 93% PPG: 90%</p> <p><i>Persistent absence: 26%</i></p> <p><i>Made up of</i> <i>Not PPG: 68%</i> <i>PPG: 32%</i></p> | <p>Fortnightly monitoring of attendance with the attendance officer to proactively monitor attendance.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Follow processes in attendance policy to raise awareness of low attendance. Asking for support from the local authority as required.</p> <p>Set up a breakfast club with support of the national breakfast scheme. Send personal invites to those children who are persistently absent.</p> <p>Variety of incentives for improving attendance: Attendance hotspots, attendance raffle tickets, attendance class of the week.</p> <p>Research feasibility of school pick ups for those children who are persistently absent.</p> | <p>Ongoing from October half term</p> <p>Ongoing</p> <p>October 2022</p> <p>November 2022</p> | <p>Attendance October 2022: 94%</p> <p>Not PPG: 94.29% PPG: 92.91%</p> <p>Persistent Absence October 2022: 21.1%</p> <p>Made up of 52 pupils Not PPG: 39 pupils (75%) PPG: 13 pupils (25%)</p> |