



## Pupil Premium Strategy Impact report 2022 - 2023

### Evaluation

#### Intended outcome

Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum especially in reading, writing and maths

£124,002

Success Criteria - The gap is narrowed in the progress and attainment of PP and non-PP children

#### Reading

- The percentage of PP children making expected progress is higher than their non PP peers in Year 2.
- The percentage of PP children making more than expected progress is higher than their non PP peers in Year 5 and it is the same in Year 4.
- The gap between PP and non PP has narrowed in Years 1, 3 and 6.
- The percentage of PP children making more than expected progress is higher than their non PP peers Years 2, 3, 4 and 6

Reading	PP		Non - PP		Difference		National
	Ex +	Exceeding	Ex +	Exceeding	Ex +	Exceeding	
Year 1	44	11	46	36	2	25	
Year 2	52	19	40	46	12	27	
Year 3	38	24	42	33	4	9	
Year 4	19	38	41	38	22	0	
Year 5	24	43	53	31	29	12	
Year 6	32	46	39	54	7	8	

#### Reading (KS1) – 15 children

	% of cohort	Teacher Assessment						LA	England
		EXS+	GDS	EXS	WTS	PKS	EM	EXS+	EXS+
PP		80%	27%	53%	0%	20%	0%	52%	54%
Non PP		79%	38%	40%	5%	17%	0%	72%	73%

- 1% more PP children achieved EXS+ in reading than Non PP.
- 13% more PP children achieved EXS s reading than Non PP
- 28% more PP children achieved the EXS+ standard than within the LA.
- 26% more PP children achieved the EXS+ standard than within England

#### Reading (KS2) – 28 children

	% of cohort	Test				LA	England
		Score	Exp+	High	progress	EXS+	EXS+
PP		108	78%	46%	+5.4	56%	60%
Non PP		108	93%	55%	+5.2	75%	78%

- 22% more PP children achieved EXS+ in reading than within the LA.

- 18% more PP children achieved EXS+ in reading than within England.

### Writing

Writing	PP		Non - PP		Difference	
	Ex +	Exceeding	Ex +	Exceeding	Ex +	Exceeding
Year 1	39	11	86	25	50	14
Year 2	54	9	77	15	23	6
Year 3	50	14	69	22	19	12
Year 4	43	19	72	18	29	1
Year 5	67	24	84	17	17	7
Year 6	60	14	82	11	22	3

### Writing (KS1) – 15 children

	% of cohort	Teacher Assessment						LA	England
		EXS+	GDS	EXS	WTS	PKS	EM	EXS+	EXS+
PP	26%	60%	13%	47%	20%	20%	0%	42%	45%
Non PP	74%	69%	12%	57%	14%	17%	0%	66%	65%

- 1% more PP children achieved GDS in writing than Non PP.
- 18% more PP children achieved EXS+ in writing than within the LA.
- 15% more PP children achieved EXS+ in writing than within England.
- The gap between PP and Non PP is 9% for EXS+
- The gap between PP and Non PP is 1% for GDS

### Writing (KS2) – 28 children

	% of cohort	Teacher Assessment						LA	England
		EXS+	GDS	EXS	WTS	PKS	EM	EXS+	EXS+
PP	49%	61%	14%	46%	21%	18%	0%	53%	58%
Non PP	51%	79%	10%	69%	10%	10%	0%	75%	77%

- 4% more PP children achieved GDS than Non PP.
- 8% more PP children achieved EXS+ in writing than within the LA.
- 3% more PP children achieved EXS+ in writing than within England.

### Maths

Maths	PP		Non - PP		Difference	
	Ex +	Exceeding	Ex +	Exceeding	Ex +	Exceeding
Year 1	55	11	89	46	34	35
Year 2	68	18	85	35	17	17
Year 3	63	18	82	38	19	20

Year 4	67	43	82	53	15	10
Year 5	76	33	84	28	8	5
Year 6	60	21	93	17	33	4

### Maths (KS1) – 15 children

	% of cohort	Teacher Assessment						LA	England
		EXS+	GDS	EXS	WTS	PKS	EM	EXS+	EXS+
PP	26%	73%	27%	47%	7%	20%	0%	56%	56%
Non PP	74%	79%	29%	50%	14%	7%	0%	77%	75%

- 17% more PP children achieved EXS+ in maths than within the LA and England.

### Maths (KS2) – 28 children

	% of cohort	Test				LA	England
		Score	Exp+	High	progress	EXS+	EXS+
PP	48%	103	67%	22%	+1.5	58%	59%
Non PP	52%	105	90%	14%	+1.5	78%	79%

- 9% more PP children achieved EXS+ in maths than within the LA.
- 8% more PP children achieved EXS+ in maths than within England.

### Intended outcome

The language deficit for students in receipt of pupil premium funding is diminished.

£39,567.72

A reading culture that ensures all children read regularly and a love for books is developed. Children are confident and able to speak well to a range of audiences and for different purposes.

SC - Increased % of PP children are working at age related and above in phonics and reading

See above for reading

#### Phonics

Year 1

	% of cohort	Expected	LA	England	Wa 2022	Wa 2021
PP	35%	65%	69%	67%	71%	71%
Non PP	65%	90%	84%	82%	84%	89%

### Phonics (By the end of Year 2) – 10 children

	% of cohort	Total	LA	England	Total 2022
PP	30%	33%	58%	53%	40%
Non PP	70%	43%	62%	63%	0%

SC - All pupils, are exposed to tier 1, 2 and 3 vocabulary throughout the curriculum.

This has been mapped out in our curriculum intent. The vocabulary is featured in lessons and knowledge notes. When collecting pupil voice subject leaders ask children about vocabulary and children are increasingly able to tell leaders the meaning of words or use words correctly in their explanations of learning.

SC - Targeted pupils receive additional speech and language intervention

**Wellcomm impact 2022**

**No1.**

**F1**

- 22/43 children have accessed WELLCOMM this year.
- 58% are now at age related for communication and language, compared to 41% at Baseline.
- Average progress in months +2.3 months

**F2**

**NELI Impact individual children 2022-23**

- All children have made progress since the start of the year.
- 6/6 are now at age related for communication and language.
- 4/6 achieved GLD.

Name	Communication and language baseline	C&L End of Autumn	C&L End of Spring	C&L End of Summer
PT	Rec B	Rec D +1	REC S +1	Rec G +3
TC	Rec B	Rec B	Rec S +2	Rec G +3
YA	- (not started)	3-4D	Rec B +2	Rec G +4
MS	Rec B	Rec D +1	Rec S +2	Rec G +3
J	3-4S	Rec B +1	Rec S +2	Rec G +3
C	Rec B	Rec B	Rec D + 1	Rec G +3

**Intended outcome**

All pupils are exposed to a breadth of experiences that allow them to contextualise their learning. Pupils love learning and have access to an engaging, broad and varied curriculum. All children have the opportunity for further education within the home and beyond the school.

**£3810**

SC - Teachers and support staff plan a range of visits. Whole school, show cases of learning take place. The oracy passport is used well to promote a range of experiences in and outside of school to enhance learning

Children were given the opportunity to visit different places and experience different activities out of school. Trips ranged from outdoor activities observing wild life at a local nature reserve at Potteric Carr and transforming into Roman soldiers and working in a Roman fort. Children had the opportunity to go on a residential to London to see the tourist attractions and visit Harry Potter World which links to our reading challenges.

Every child in school had the opportunity to visit the local Bentley Library and received a library card.

SC - Children will be exposed to a range of social, cultural, enrichment and sporting activities within and outside of the school day.

Events began to start back up after Covid 19 and on joining the new trust.

In Key Stage 2 the children took part an athletics and cheerleading competition. Children also took part in several rugby tournaments. Some children were also part of a Social Justice event which all schools within the trust participated in.

SC - Children have regular opportunities to change their home reading and library book

A system was set up by the reading leads for teachers and teaching assistants to support the changing of reading books.

The reading lead set up a rota for the library to be run by pupils. These children were trained to look after the library and on how to record books being borrowed. Many children visited the library and lunch time and borrowed books.

### Intended outcome

All disadvantage pupils will match or exceed national averages for attendance and persistent absence.

£36,113

SC - Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%)

Group	Count	No Absences	No Presents	% Attendance	No Lates	PA No of Group	PA % of Group
All Students	477	8034	125929	94%	2556	78	16.3%
Pupil Premium	130	2716	34064	92.6%	1025	30	23%
Non Pupil Premium	347	5318	91865	94.5%	1531	48	13.8%

PP pupils attended 1.4% less than all students and 1.9% less than non PP pupils.

Lead- Hannah Kidd


