



Pupil Premium Strategy Impact report 2021 - 2022

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 and more than expected progress is higher than their non PP peers in Year 4
- The gap between PP and non PP has narrowed in Years 1, 2 and 3
- 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	64	7	67	13	-4	-6	
Year 2	88	50	91	34	-3	+16	
Year 3	88	38	89	17	-1	+ 21	
Year 4	73	27	63	13	+10	+14	
Year 5	62	19	96	36	-34	-17	
Year 6	78	61	93	43	-15	+18	

Reading (KS1) – 16 children

	% of cohort	Teacher Assessment						LA	England
		EXS+	GDS	EXS	WTS	PKS	EM	EXS+	EXS+
PP	31%	69%	25%	44%	25%	0	0	54%	52%
Non PP	69%	75%	33%	42%	19%	0	0	70%	72%

- 2% more PP children achieved EXS in reading than Non PP.
- 15% more PP children achieved the EXS+ standard than within the LA.
- 17% more PP children achieved the EXS+ standard than within England

Reading (KS2) – 19 children

	% of cohort	Test				LA	England
		Score	Exp+	High	progress	EXS+	EXS+
PP	31%	108	84%	32%	+4.7	57%	63%
Non PP	69%	109	86%	57%	+6.5	76%	79%

- 27% more PP children achieved EXS+ in reading than within the LA.
- 21% more PP children achieved EXS+ in reading than within England.
- In 2019 40% of PP children at Bentley High Street achieved EXS+ in KS2 reading. With 84% now reaching this standard. This shows an increase of 44%.
- The gap between PP and Non PP is 25% for High

Writing

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

Writing	PP		Non - PP		Difference	
	Ex +	Exceeding	Ex +	Exceeding	Ex +	Exceeding
Year 1	50	7	63	8	-13	-1
Year 2	94	50	91	43	+3	+7
Year 3	88	13	69	8	+19	+5
Year 4	86	23	87	24	-1	-1
Year 5	50	8	89	39	-39	-31
Year 6	83	44	66	34	+17	+10

Writing (KS1) – 16 children

	% of cohort	Teacher Assessment						LA	England
		EXS+	GDS	EXS	WTS	PKS	EM	EXS+	EXS+
PP	31%	50%	6%	44%	38%	0	0	45%	42%
Non PP	69%	69%	19%	50%	25%	0	0	63%	63%

- 5% more PP children achieved EXS+ in writing than within the LA.
- 8% more PP children achieved EXS+ in writing than within England.
- The gap between PP and Non PP is 19% for EXS+
- The gap between PP and Non PP is 13% for GDS

Writing (KS2) – 19 children

	% of cohort	Teacher Assessment						LA	England
		EXS+	GDS	EXS	WTS	PKS	EM	EXS+	EXS+
PP	31%	63%	0%	63%	26%	5%	0	54%	56%
Non PP	69%	72%	7%	65%	26%	2%	0	75%	75%

- 9% more PP children achieved EXS+ in writing than within the LA.
- 7% more PP children achieved EXS+ in writing than within England.
- The percentage of PP children at Bentley High Street achieving EXS+ in KS2 writing is on an upward trajectory. In 2018, 52% up to 59% in 2019 and 2022 with 63%

Maths

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

Maths	PP		Non - PP		Difference	
	Ex +	Exceeding	Ex +	Exceeding	Ex +	Exceeding
Year 1	64	14	80	13	-16	+1
Year 2	94	50	97	31	-3	+19
Year 3	94	69	92	31	+2	+38
Year 4	77	9	63	0	+14	+9
Year 5	73	15	82	29	-9	-14
Year 6	78	33	88	34	-10	-1

Maths (KS1) – 16 children

	% of cohort	Teacher Assessment						LA	England
		EXS+	GDS	EXS	WTS	PKS	EM	EXS+	EXS+
PP	31%	63%	25%	38%	31%	0	0	56%	52%
Non PP	69%	83%	33%	50%	17%	0	0	73%	72%

- 7% more PP children achieved EXS+ in maths than within the LA.
- 11% more children on SEN support achieved EXS+ in maths than within England.
- The gap between PP and Non PP is 20% for EXS+

Maths (KS2) – 19 children

	% of cohort	Test				LA	England
		Score	Exp+	High	progress	EXS+	EXS+
PP	31%	105	74%	26%	+1.8	51%	57%
Non PP	69%	105	79%	29%	+2.5	74%	77%

- 23% more PP children achieved EXS+ in maths than within the LA.
- 17% more PP children achieved EXS+ in maths than within England.
- In 2019 34% of PP children at Bentley High Street achieved EXS+ in KS2 maths. With 74% now reaching this standard, this demonstrates an increase of 10%.

SC - Children who need to make more rapid progress, receive targeted intervention which is monitored by school leaders.

Writing tuition (NTP)

75 pupils accessed tuition throughout the year for writing. This was all pupils in KS2 who were at a level of W2 or below at the end of year 2021 and included all pupils working significantly below and out of year group in writing. Of pupils receiving tuition, 59% made expected progress, with 36% making accelerated progress.

Context of pupils accessing tuition:

47% of pupils accessing tuition were pupil premium

	% of cohort	Pupil premium	SEND	Boys
Year 6 (25)	40%	36%	48%	76%
Year 5 (20)	33%	60%	55%	70%
Year 4 (13)	22%	54%	62%	54%
Year 3 (17)	30%	41%	35%	94%

Overview of progress:

	Less than expected progress	Expected progress +	Accelerated progress
All	41%	59%	36%
PP	43%	57%	26%

Progress has been measured as expected progress from the end of the previous summer to enable the overall impact of the tuition programme to be seen.

Intended outcome

The language deficit for students in receipt of pupil premium funding is diminished.	£39,567.72
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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 2019	Wa 2018
PP	25%	71%	65%	63%	71%	50%
Non PP	75%	84%	81%	79%	83%	85%
<ul style="list-style-type: none">6% more PP children achieved the phonics standard than within the LA.8% more PP children achieved the phonics standard than within England.The standard has stayed the same for PP children from 2019 results.A gap of 13% between PP and Non PP but less than in LA and England						
Phonics (By the end of Year 2) – 16 children						
	% of cohort	Total	LA	England	Total 2019	Total 2018
PP	31%	81%	83%	85%	64%	93%
Non PP	69%	92%	90%	93%	97%	85%
<ul style="list-style-type: none">Since 2019 17% more PP children achieved the phonics standard by the end of year 2.2% gap between PP children meeting the standard and the LANo upward trend from 2018. Data is inconsistent.						
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.						
<ul style="list-style-type: none">The average amount of progress was +2years to communication and language age.93% (15/16) of children made progress.62% (10/16) now at ARE in communication and language.						
F1						
<ul style="list-style-type: none">A rise of 17% for children achieving ARE.75% of children made progress.The average amount of progress was +6months to communication and language age.						
NELI Impact individual children 2021-22						
<ul style="list-style-type: none">100% children achieved ELG in communication and language.33% (2) children achieved ELG in all areas.						
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 Doncaster museum which most of the children had not visited with family. This gave the children an insight into the history of Doncaster and to visit the library inside of it too.

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.

Children's University works in partnership with schools to develop a love of learning in children. This is done by encouraging and celebrating participation in extra-curricular activities in and outside of school. As of the end of 2021/22 school year there were 24 children signed up to the Children's University. 9 of those children are PP and 3 of those graduated.

SC – All children have access to accelerated reader, seasaw at home and school

A competition was created between the whole school to try to get everyone to log on to seesaw. This was hugely successful and there were only a small minority of children who did not log on at all. As a result of this, we discovered some children did not have access to devices and so school gave some of these children devices so they could log on and subsequently completed home learning.

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	425	11163	135645	92.40%	4171	106	24.94%
Pupil Premium	147	4830	45405	90.39%	2173	54	36.73%
Non Pupil Premium	278	6333	90240	93.44%	1998	52	18.71%
PP pupils attended 2.01% less than all students and 3.05% less than non PP pupils.							

Evaluation

Forest school sessions and the enrichment opportunities allow these learning behaviours to develop.

Due to the forest needing trees to be tended to, this is not in the plan for this year.

Maths numicon scheme- and intervention.

It wasn't meeting the children's needs because it was a scheme of learning. Instead we feel it would be better to have an intervention that focuses on gaps in learning using assessment for learning. Impact was not as great as we wanted

Read, write inc comprehension programme for children in year 3

Is no longer necessary this year as the children completed the scheme in year 2 so it did not need to continue into year 3.

Use of UQT to provide targeted teaching for children working out of year group

The children were not making accelerated progress. Teaching assistants are in a better position to be able to support children within year groups using assessment for learning to support intervention to focus on closing gaps in learning.

ELSA training is no longer on the plan as this has been completed.

Lead- Rebecca Drake


