

Pupil Premium Impact Report April 2023

Below is taken from pupil premium plan

Intended outcome	Success criteria
Improved oracy skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard excluding children with an EHCP.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard excluding children with an EHCP.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard excluding children with an EHCP.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Fewer children struggling with their emotions, seen through observations and analysis of behaviour logs • Fewer children in need of regular ELSA input
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being similar to their peers.
To ensure children develop good resilience and the skills to learn independently, particularly for disadvantage pupils	Observations, interviews and monitoring show that children's resilience has significantly improved and that they have improved independent learning skills. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Specific input and impact for individual children

	Input	Impact
Child 1	Daily reading in class with TA, extra input to support focus for adult led activities, regular meetings with parents, phonics intervention and numbersense intervention. Monitoring for SEN	Some SEN assessments completed to look at language understanding and vocab. Keep monitoring. Starting to write with support. Despite interventions still struggling with phonics, needs lots of repetition. Continue with interventions.
Child 2	Reading daily, extra adult support for writing and extra practise, support with PSED.	Good progress, age expected in all areas. Writing independently but needs lots of adult support in school and practise. Enjoys having responsibility.
Child 3	TA support to start activities and focus, daily reading intervention, ELSA, talkabout, numbersense intervention. Monitoring for SEN	Slow progress and concerns about reasons for this, possibly SEN. Language assessments completed, showing slightly low. Handwriting improved but lacks confidence to use phonics, needing lots of support. Reading more confident. Talkabout and numbersense having a good impact.
Child 4	Extra reading comprehension session, oracy focus when writing to enable sentences to be rehearse before writing. Extra support for new concept in Maths (pre/post teaching), Numbersense intervention	Fluent and confident reader and ARE in reading and writing, Maths borderline – numbersense helping develop this. Reading comprehension needs to be focused on and support with friendships.
Child 5	ELSA sessions weekly, 1 to 1 editing support for writing, writing focus group, priority readers. Reading Fluency group	Age expected in reading but below in maths and writing. Learning is making progress, reading good progress, other areas slower. Writing making better sense as is editing.
Child 6	1 to 1 support in class and highly adapted curriculum in all areas. Social intervention, handwriting interventions, daily reading focusing on fluency	Handwriting improving and beginning to be able to do some independent writing with support of resources e.g. talking tin. Reading is becoming more fluent. Now knows most number bonds to 10 and 100. Slow progress but improving with extra support to help focus and adapted curriculum.
Child 7	ELSA 2/3 times a week, support when needed, maths focus (some 1 to 1 support) – pre/post teaching	ARE in reading and writing, good progress in writing. More confident in Maths, number bonds improved
Child 8 (New to PP)	ELSA, emotional support in class at times, confidence	Making good progress academically and age expected in all areas. ELSA

		work enables emotional support and development to help with difficult situations. Is now able to talk about things when needed.
Child 8	1 to 1/2 support in class, adapted curriculum, daily reading	Good progress on ILP/EHCP targets, able to work with the class independently now. Reading making very good progress, now writing independently. Working on Y6 curriculum in maths with support and adaptations. Good progress.
Child 9	1 to 1/2 support in class, adapted curriculum, phonics and reading daily, individual literacy teaching, ELSA, other emotional and social support when needed.	Making slow progress in reading and writing but now able to read simple books and can now write sentences, believes they can write now, great progress from starting point. Emotionally more settled and beginning to be able to use strategies taught. Able to access curriculum in class for non core areas with support.