



Pupil Premium Report to Governors

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	400
Total number of pupils eligible for PPG	250
Amount of PPG received per pupil	£1455
Total amount of PPG received	£363,750

Performance of disadvantaged (FM6) pupils Y5 July 2021 – Y6 July 2022 NB Steps progress is from Summer data 2022. (pupils eligible for free school meals or in local authority care for at least six months)	
	Expected progress = 6 steps per year
Steps progress in English for FSM6 children in Y6	Reading: 6 Writing: 7.1
Steps progress in maths for FSM6 children in Y6	Maths: 7
Steps progress for the whole cohort in Y6	Reading: 6 Writing: 7 Maths: 7

Summary of PPG spending 2022/23

Objectives in spending PPG:

- To provide support from PSAs for vulnerable families and facilitate their access to school information and to outside agencies
- To focus Learning Mentor support on targeted pupils so that negative behaviour from groups or individuals does not disrupt the learning of others.
- To focus Learning Mentor support for pupils who are anxious and needing therapeutic support due to the still ongoing adverse effects of the pandemic.
- To maintain the employment of additional intervention staff to work on closing attainment gaps for pupils with low starting points and those not making expected progress.
- To buy in EWO support to work alongside PSAs in raising the overall attendance and punctuality levels of hard to reach families.
- To maximise opportunities for curriculum enrichment through subsidised author visits and workshops in school for children with limited life experiences

Summary of spending and actions taken:

- We have maintained a non-teaching role for the Inclusion Coordinator and continue to employ two PSAs because of the high percentage of vulnerable families needing support.
- Our three Learning Mentors are deployed one to each age-phase team, to provide targeted intervention for children who display challenging behaviour and need therapeutic intervention.
- A ratio of one Teaching Assistant per class has been maintained as well as at least one additional member of support staff per key stage team to deliver specific learning interventions.
- We continue to put in place a highly trained and skilled Teaching Assistant in phonics who now delivers phonics interventions throughout the day to targeted children in order to maintain the schools above national outcomes in the psc in Y1 and resit in Y2.
- We have engaged the support of Educational Welfare Limited to work with families who have significant attendance issues and pursue legal strategies where necessary.

Outcomes to date:

- Good liaison with Social Care and other outside agencies, established by school having a known point of contact always available, is facilitating effective sharing of the information needed to safeguard children.
- Zero Fixed term exclusions were maintained.
- The vast majority of our parents now communicate with school when necessary (and ask for help), because our PSAs continue to work tirelessly to establish the trust of the large majority of our families.
- Persistent absenteeism was continuing to be reduced, and overall attendance was continuing to improve and were equal to national attendance figures. Our systems and procedures are constantly under review and we are doing all we can to promote the value of good attendance. As recognised by the schools most recent Ofsted inspection.
- Pupils below age-related expectations, and those making slow progress accessed support from trained staff to help close the attainment gap.
- Year on year progress, made by all pupils, including those who attract Pupil Premium was above expected in most cohorts due to rigorous pupil progress meetings to assess and identify where focused interventions are needed.
- School maintained its excellent partnership with RWI for exemplary practice and delivery of the phonics programme. The school once again achieved above national expectations in the PSC (91%).