

Pupil Premium Report

Pupil context:

Number of pupils and pupil premium pupils	
Total number of pupils on roll	421
Number of children who receive Pupil Premium Grant	62 (14%)

Year Group	PP Girls	PP Boys	Pupils with SEND who are PP	Pupils with an EHCP who are PP	Ever 6	Pupils Eligible for Free School Meals (FSM)	Children Looked After (CLA)	Children Previously Looked After (CPLA)	Total
Reception	3	2	1	0	5	5	0	1	5
1	2	3	4	0	5	5	0	0	5
2	4	10	2	0	11	11	1	1	14
3	5	5	1	0	10	10	0	0	10
4	7	2	1	1	9	9	1	0	9
5	4	4	5	0	6	6	1	2	8
6	9	2	3	1	9	9	0	1	11

Attendance (2021-2022)

PP	93.5%
Non PP	95.8%
All	95.3%
National Attendance for all pupils 2021/2022	TBC

Attainment and Progress

EYFS

	ELG01 Listening Attention & Understanding	ELG02 Speaking	ELG03 Self – Regulation	ELG04 Managing Self	ELG05 Building Relationships	ELG06 Gross Motor Skills	ELG07 Fine Motor Skills	ELG08 Compre- hension	ELG09 Word Reading	ELG10 Writing	ELG11 Number	ELG12 Numerical Patterns	ELG13 Past and Present	ELG14 People, Culture and Communities	ELG15 The Natural World	ELG16 Creating with Materials	ELG17 Being Imaginative and Expressive
PP	60%	80%	60%	80%	60%	100%	100%	40%	40%	40%	40%	40%	100%	100%	100%	100%	100%
All Pupils	89%	74%	92%	91%	91%	98%	97%	83%	69%	73%	85%	85%	100%	100%	100%	100%	100%

Children Achieving GLD at end of Reception:

PP	40% (2 out of 5 children)
Non PP	65%
All Pupils	63%
National Average (All Pupils) (2022)	TBC%

Year One

Children achieving Expected Standard at Phonics Screening Y1:

PP	20% (1 out of 5 children)
Non PP	98%
All Pupils	90%
National Average (All Pupils) 2022	76%

End of Key Stage One

Children achieving Age Related Expectation in Year 2 (Teacher Assessment):

	Reading (% achieving ARE)	Writing (% achieving ARE)	Maths (% achieving ARE)
PP	55%	36%	73%
Non-PP	80%	68%	86%
All Pupils	76%	62%	75%
National Average (All Pupils)	67%	58%	68%

End of Key Stage Two

Children Achieving Age Related Expectation at the end of Key Stage Two:

*not all data yet finalised from the local authority

	Reading (% achieving ARE)	Writing (% achieving ARE)	Maths (% achieving ARE)	Science	Combined
PP	81%	67%	67%	56%	56%
Non-PP	91%	68%	87%	80%	65%
All Pupils	88%	68%	83%	75%	63%
National Average (All Pupils)	74%	69%	71%	79%	59%

Summary of Pupil Premium Spending

Objectives in spending PPG:

- Improved language skills for children in the EYFS
- An improvement in wellbeing and levels of anxiety.
- Learners will be better engaged with their learning.
- To boost children's phonic ability, resulting in higher pass rates in the phonic screening check which will, in turn, impact on confidence, progress and attainment in reading and writing.
- Children in receipt of PP funding to make accelerated progress during the year.
- Higher attaining pupils to be working above age related expectations.
- To increase parent engagement and confidence in supporting their children to learn.
- To increase attendance %.
- To enrich the learning and life experiences of those children in receipt of PP funding.
- For children in receipt of PP funding to have access to learning materials at home.

Summary PPG actual spending:

Quality of teaching for all: £17633

- Ongoing Professional development for teachers to embed QFT for all pupils, with a specific focus on disadvantaged pupils.
The professional development consisted of external support from:
 - The Great Teacher Toolkit, Gateway Alliance, Warwickshire LA, Consortium eg ECM Maths, English and ScienceThe professional development consistent of internal support in the form of:
 - CPD on Inset Days linked to scaffolding strategies to support the bottom 20% of learnings including disadvantaged pupils.
 - CPD provided to all teaching staff about retention strategies to support recall and retention in all pupils.
 - CPD around teaching and learning strategies to support modelling, meta-cognition and questioning with a focus on engaging disadvantaged pupils.
 - CPD on teaching a consistent and accurate approach to phonics (RWI)
 - ECT/RQT - **£13,000**
- Wider Curriculum Trips and Visits - Trip Subsidies - **£4483**
- Parental engagement sessions – targeting disadvantaged families and encouraging them to attend workshops linked to Reading, Assessment and Curriculum. - **£150**

Targeted support: £36,380

- Nuffield Early Language Interventions delivered to Reception children who were not at the expected level of development in speech and communication - **£3500**
- Specialist Teaching Service & EP to support the needs of individual children with additional needs - **£6430**
- Family and Children Support worker to support with:
 - Nurture groups

- Individual targeted support
- Interventions such as: Lego Therapy and Drawing & Talking Therapy.
- Family and Children Support worker also worked closely with vulnerable parents and families, particularly those who were disadvantaged - **£15,500**
- Teaching Assistant time to support children not on track to pass the phonic screening check or those in KS2 who would not have passed this assessment.
 - All children who were working below Age Related Expectations in Reading were put into daily additional phonics and reading interventions.
 - All children in KS2 who did not pass Phonics Screening Check in Year 2 re-take received daily phonics intervention - **£2950**
- DHT 1:1 Academic mentoring 3 hours per week, over two consecutive terms - **£8000**

Other approaches: £4370

- 10 disadvantaged children (out of 24 KS2 pupils) have accessed subsidised music lessons during their time in school - **£1650**
- Targeting disadvantaged pupils to compete in competitive sports and extra-curricular activities. As a result, all disadvantaged pupils attended a school-led enrichment activity - **£1500**
- Subsidised items of school uniform - **£1220**

Income and expenditure

Income:	£56,266			
Expenditure:	Quality Teaching for All:	Targeted Support:	Other Approaches:	Total Expenditure:
	£17,633	£36,380	£4,370	£58,383

Outcomes for disadvantaged pupils:

In Reception, the percentage of children in receipt of Pupil Premium funding achieving a Good Level of Development (GLD) was 40% compared to 63% of pupils not in receipt of Pupil Premium Funding. This equates to 2 out of 5 children, who are in receipt of Pupil Premium, achieving GLD. The three children who did not achieve GLD are receiving extra support, in the form of intervention, in Autumn 2022.

In Year 1, there are 5 children eligible for Pupil Premium funding. Of these, only 1 child passed their Phonics Screening Check. As a result, the remaining children who did not pass their Phonics Screening Check will be in receipt of additional phonics sessions in their next academic year.

There is a large attainment gap in KS1 between children in receipt of Pupil Premium funding and those who are not. The areas most affected are Reading and Writing. Therefore, Writing will be a whole school priority and

those children who are still not reaching Age Related Expectations at the end of KS1 for Reading, will be offered 'EPS accelerated reader'. This is an intervention to support the progress of Reading high frequency words.

Years 2, 3 and 4 have higher numbers of children eligible for Pupil Premium funding. As such, there is specialist Teaching Assistant intervention taking place in those year groups to close gaps in learning in Reading, Writing and Maths.

There is also ongoing Professional Development for all staff to ensure that all children have access to Quality First Teaching. This will help to close gaps in learning. The gap was smaller in Maths which suggests there is high quality teaching and learning happening in Maths lessons. We aspire to replicate the teaching and learning strategies used in Maths lessons, within Reading and Writing lessons to improve outcomes.

In Reception, the Nuffield Early Language Intervention (NELI) was successful in raising levels of communication and speech development. However, the impact vs time cost was not comparable. Therefore, this intervention will not continue next year.

100% of children in receipt of Pupil Premium Funding attended a school trip over the academic year 2021-22.

Similarly, 100% of children in receipt of Pupil Premium attended a sporting competition. Each child has felt a positive impact of the enrichment available to them through the Pupil Premium Grant and Rugby Free Primary School. This was evident in Pupil Voice sessions with curriculum leads.

Actions for next year's PPG spending:

- Whole school PP Mentor scheme
- New PP lead will monitor and report on impact of PP spending
- Ongoing PD for all staff on QFT to support all learning
- PD for Phonics, new Phonics leader to monitor and support
- Implement new Evidence Backed Interventions and monitor provision and impact of these
- All children in Reception screed using WellComm
- Assistant SENDCo to complete NASENCo qualification to further support the teaching of disadvantaged children
- Ongoing support from Family Support Worker for vulnerable children
- External support from a councillor specifically for separated families