

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

2021/2022 context

122 of the school's 217 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 56.2% of the cohort. **This is 29.7% higher than the national average of 26.5%.**

56.3% (63) of girls are disadvantaged, **29.8% higher than the national of 26.5%.**

56.2% (59) of boys are disadvantaged, **29.6% higher than the national of 26.6%.**

63.6% (35) of pupils with a SEN EHC Plan or Support provision are also disadvantaged, **21.9% higher than the national of 41.7%**

Impact

EYFS

- 66.7% of the school's Disadvantaged cohort achieved a good level of development, (8/12). **This is 17.3% higher than the national Disadvantaged cohort at 49.4%.**

Phonics

- 100.0% of the school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, (12/12). **This is 20.9% higher than the national Non-Disadvantaged cohort at 79.1%.**
- The school's gap to Non-Disadvantaged pupils nationally has improved by 12.4% from +8.5% in 2018/19, to +20.9% in 2021/22.

KS1

- 62.5% of the school's Disadvantaged cohort achieved the expected standard in Reading, (10/16.) This is 11% higher than the national Disadvantaged cohort at 51.5%
- 31.3% of the school's Disadvantaged cohort achieved the expected standard in Writing, 5 pupils out of 16. This is 31.4% lower than the national Non-Disadvantaged cohort at 62.7%.
- 43.8% of the school's Disadvantaged cohort achieved the expected standard in Maths, 7 pupils out of 16. This is 28.8% lower than the national Non-Disadvantaged cohort at 72.6%
- 18.8% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, (3/16). National Disadvantaged was 36.8%.

KS2

- 47.1% of the school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, (8/17) This is 4.3% higher than national Disadvantaged cohort at 42.8%
- Our Disadvantaged cohort's Reading, Writing & Maths Expected Standard has increased by 15.5% from 31.6% in 2018/19, to 47.1% in 2021/22
- 64.7% of the school's Disadvantaged cohort achieved the expected standard in Reading, (11/17).
- Our Disadvantaged cohort's Reading Expected Standard has increased by 17.3% from 47.4% in 2018/19, to 64.7% in 2021/22

Focus on disadvantaged pupils reaching the expected standard in phonics check at end of year 1 was impacted by Covid. Year 1 screener did not go ahead in June 2021. The cohort completed this in December 2021.

Improve attendance of disadvantaged pupils to be in line with National Average and reduce the number of persistent absentees among pupils eligible for PP.

Attendance

- Our Disadvantaged cohort's Overall Absence has decreased by 0.6% from 4.4% in 2020/21, to 3.8% in 2021/22.
- The school's Disadvantaged cohort of 110 enrolments (12 in Reception were summer births after May census) have an Overall Absence of 3.8%. **This is 1.3% lower than the national Non-Disadvantaged cohort at 5.1%**

Wellbeing support through Family support lead was essential throughout the year, especially during lockdowns. This included further development of our food bank, hygiene resources for families as well as additional financial support to offset fuel poverty.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWI Phonics	Ruth Miskin

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.