

Pupil Premium Review 2022-23

Intended outcome	Success criteria	2022-23 Outcomes	Review
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>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.</p> <p>Disadvantaged pupils in the Early Years reach a Good Level of Development in Communication and Language.</p>	<p>86% of Rec pupils achieved ARE in Listening, Attention and Understanding and 84% achieved ARE in Speaking.</p> <p>All children on the waiting list for SALT assessments during 2022-23 have now been assessed and targets set where appropriate.</p> <p>Staff CPD- high focus on language development and vocabulary.</p> <p>PP/ Curriculum book scrutiny and lesson observations.</p>	<p>Continue to ensure that children with SALT needs are identified early.</p> <p>Continued emphasis on high quality vocabulary in lessons and high expectations in their use of it.</p> <p>Continued staff training and CPD.</p> <p>QLA on NFER tests to look at vocabulary, SPAG etc.</p>
Improved phonics attainment among disadvantaged pupils.	85% or more of Y1 non-SEND PP pupils attain Phonics Screening Check threshold	Overall, 77% of children passed the Y1 phonics check. 60% of PP children passed.	Y2 catch up intervention for children who didn't pass.
Improved reading progress and attainment among disadvantaged pupils.	PP children make accelerated progress in reading in all year-groups relative to their peers, closing	In Year 3 and Year 4, PP pupils made accelerated progress in reading relative to their peers, closing the	Focus on Y5, Y2 and Y1 PP in reading interventions.

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	attainment gap to within 10 percentage points in every year-group	attainment gap to within 10 percentage points in every year-group. In Reception, the difference between PP and non PP in relation to GLD, was 11%.	Continue to focus on PP with bottom 20% readers. Use of Fresh Start materials for KS2.
Improved writing progress and attainment among disadvantaged pupils.	PP children make accelerated progress in writing in all year-groups relative to their peers, closing attainment gap to within 10 percentage points in every year-group	Writing continues to be an area of weakness for PP pupils across all year groups. In Reception, the difference between PP and non PP in relation to GLD, was 11%.	High priority for staff CPD, assessment tasks, use of Write Stuff, interventions, moderation, lesson observations and book scrutiny. Consider other writing intervention programmes.
Improved maths attainment for disadvantaged pupils at the end of KS2.	PP children make accelerated progress in mathematics in all year-groups relative to their peers, closing attainment gap to within 10 percentage points in every year-group	Maths continues to be an area of weakness for PP pupils across all year groups, except Y4. In Reception, the difference between PP and non PP in relation to GLD, was 11%.	High priority for staff CPD, assessment tasks, interventions, moderation, lesson observations and book scrutiny. Introduction of Number Sense in class and as an intervention programme. Monitor use of concrete resources in classes.
Improved retention, recall and response to learning for all pupils, especially those	Assessments and observations indicate significantly improved retention,	Structure of all curriculum lessons includes opportunities for	Ensure that there is appropriate adaptation and scaffolding in

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<p>who are disadvantaged, closes knowledge gaps.</p>	<p>recall and response to learning in wider curriculum areas among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil conferencing and ongoing formative assessment.</p>	<p>retention, recall and response to learning. Evidenced through lesson observations, drop ins, book scrutiny, planning scrutiny, pupil conferencing and ongoing formative assessment.</p>	<p>place, to ensure that PP pupils can access the opportunities for retention, recall and response to learning in class.</p>
<p>To achieve and sustain improved social and emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● a significant reduction in behaviour incidents ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils 	<p>School has a full time pastoral support mentor, to ensure that all children can access support as needed.</p> <p>Reduction in number of behaviour incidents and fixed term exclusions.</p> <p>All PP children prioritised for nurture/ Thrive sessions.</p> <p>All PP children prioritised for school clubs and sporting events.</p> <p>Introduction of lunchtime clubs to support pupil engagement.</p>	<p>Continue to fund a full time pastoral support mentor in school.</p> <p>Continue to ensure that opportunities are given to PP pupils, to support their social and emotional wellbeing.</p> <p>Priority to PP for Mentoring Plus in Y5/6.</p>

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		Priority given to PP for MHST referrals.	
PP children with identified SEN needs receive appropriate support and assessments.	Accurate referrals and targeted interventions/signposting to other services is achieved.	High number of referrals made to outside agencies for pupils with PP and SEND. PP and SEND remain high priority for all interventions. Number of PP with identified SEND has increased during the year.	Continue to ensure early identification of needs to ensure that referrals and targeted interventions/signposting to other services is achieved. Continue to use checklists and internal referral forms.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance for disadvantaged children is at least in line with school average.	While attendance for PP pupils is slightly lower than the school averages, it does not fall below 90% in any year group.	Continue to monitor and support our PP pupils to attend school regularly. Maintain good links with attendance officers in the MAT and LA.
PP children are able to access the full range of inspirational clubs and trips on offer to them	Children have participated in, and can talk enthusiastically about, their extra curricular clubs and academic trips.	All PP children prioritised for school clubs and sporting events. Subsidies given for all trips and visits for PP pupils.	25% subsidy for all trips and visits from September. Monitor provision and range of clubs offered to ensure interest by PP pupils.