LEIGH PRIMARY SCHOOL

'Sharing, Caring and Learning Together'

PUPIL PREMIUM STRATEGY STATEMENT

2022-2023

September 2022

SCHOOL CONTEXT

Leigh Primary School is a small, rural primary school, catering for around 160 pupils from 4-11. Situated on the village green, the school is housed in a Victorian building. It has 6 classes, with mixed age groups in some classes. This school is smaller than most primary schools. Pupils in Reception, (and when possible Year 1 and Year 6) are taught in single-age classes, while those in Years 2 to 4 are often taught in classes with two age groups.

I. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
II. The proportion of pupils supported by pupil premium is currently at 21%. This is the additional funding for pupils known to be eligible for free school meals, looked after children and those with a parent or carer in the armed forces. This is in line with National data and slightly below Kent at 24%. It is Higher than our local area of Tonbridge and Malling, Sevenoaks and Tunbridge Wells which average between 16.5 and 17%.
III. The proportion of disabled pupils and those who have special educational needs supported is above the Kent average at 9.9% and national average of 11.5%. Currently those children who have a special educational need and receive support is 14%. The percentage of pupils with an EHCP is above the national at 2.1% and Kent at 2.5% and is 3.7%.
IV. The School Deprivation Index (IDACI) is currently 0.116 which is well below Kent at 0.160 for primary schools.
V. The vast majority of pupils are White British (96.8%) and the percentage of pupils coming from minority ethnic groups is 3.125% compared with national average of 64.8% and Kent at 74.97%. The percentage of children with English as a second language is 0.6% compared to 13.4% in Kent and 20.8% nationally.
VI. The last Ofsted inspection in September 2021 resulted in a Requires Improvement grading with a Section 5 Inspection to be carried out within 24-36.

*IDACI – Income deprivation affecting children index

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.
It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Leigh Primary School
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	March 2022 and July 2022
Statement authorised by	Jenna Halfhide (Headteacher)
Pupil premium lead	Jenna Halfhide (Headteacher)
Governor / Trustee lead	Karen Korvin (Co-opted governor)

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year 30th June 2022, 30th September 2022, 30th December 2022, 31st March 2022	£43240 (From 5 years old) 26 children from April 2022 at £1385 and 3 children at rate £2410
Recovery premium funding allocation this academic year 30th September 2022, 30th December 2022, 31st March 2023, 30th June 2023	£4495 (31 children in October 2020 census)
School-led tutoring grant allocation Likely – October, January and May	£3645 (60% of number of Pupil Premium children in the October Census from Year 1 – Year 6)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51,380

Pupil Premium Strategy Plan

Statement of intent

At Leigh Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become literate, numerate, active, resilience and responsible citizens of the future. We recognise that disadvantaged children can face a wide range of challenges which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data, wider scrutiny and pupil voice. Class teachers will identify and plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges to achievement

Challenge number	Detail of challenge
1	Many of our pupil premium children have lower than average attainment and only some have lower rates of progress. The children have gaps in their knowledge and skills and misconceptions leading them to find it difficult to retain/recall prior knowledge. This has been impacted by the COVID pandemic and periods of remote learning where their support and participation has been inconsistent.
2	Some pupils of some families have social & emotional difficulties including mental/medical health issues and or safeguarding concerns.
3	Some pupils have limited experiences beyond their home life and immediate community. Some also have limited access to books, libraries and technology (such a iPad, Wi-Fi etc.)
4	Low attendance and persistent absenteeism for some Ppr/disadvantaged pupils
5	Some pupils need to develop their organisational skills, resilience, and determination. In addition, many children rely and adult support in class and are reluctant to 'have a go' due to fear of failure.
6	Many of our pupil premium children are also SEN which creates additional challenge to achievement.

Intended outcomes

Intended outcome	Success criteria
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.	• All disadvantaged children make expected progress (eg. Expected to expected or greater depth to greater depth) from previous summer 2 and from previous key stage results. • Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. • Support staff and class teachers support learning effectively – addressing misconceptions ASAP in preparation for lessons. • Teaching and support staff receive vigorous training to support their pedagogical understanding. • Provision meetings with SENCO help to identify gaps and discuss quality first methods to help children to meet personal targets and additional interventions which are required to support progress and attainment.
To ensure all pupils are given the opportunity to consolidate basic skills. To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader. To embed and sustain a reading culture that's ensures all pupils read regularly and develop a love of books. Pupils read regularly and have access to high quality books for personal and guided reading.	• Additional intervention sessions will take place – based on gaps in learning and with reference to previous key stage result. Interventions will be monitored by class teacher, SENCO and assessment lead and the impact of each intervention will be measured. • Achievements and targets are to be shared with parents at regular intervals throughout the year to encourage parent participation and parents will feel confident regarding how to support their children. • Quantity/quality of reading in each class is pitched appropriately for the level of each and those that do not read at home are given the regular opportunity in school to read to an adult in school. • Children are regularly testing and receiving 85%+ and are reading for at least 25 minutes per day (20 minutes for KS1). Teachers to regular update and celebrate reading. • New books to be bought for the library regularly throughout the year by Wider Curriculum and English leaders. • There will be a whole school approach to the teaching of systematic synthetic phonics, spelling and handwriting across the school. • 85-90% of children reach the expected standard in the Y1 phonics check.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	• Pupil Welfare Office, SENCo, DSL and Head teacher will identify and support families and children and work to alleviate barriers to learning. • Identified children are provided with supported suited to their needs via 1:1 or group pastoral support, family support, referral to Early Help and bought in professional services. • Our collective worship and assembly procedures, combined with our SRE and PSHE curriculum will act to support the social, emotional and health needs of all children.
Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad, and varied curriculum.	• The wider curriculum will provide pupils with exciting, varied curriculum routed in well-sequenced content which outlines progression. • Teachers and support staff will plan excursions and educational visits which inspire/enhance learning and make it memorable. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. • For families for whom finance can play a limiting role the school will ensure that no child is restricted from participating in chargeable extra-curricular opportunities.

Intended outcome	Success criteria
School to provide children with access to technology which they cannot access at home.	• Homework/reading/Mathletics clubs to be offered to children during lunchtime so that they can use the internet/Ipads which are available in school. • Children are given opportunities every day to read select books to read at home or share with an adult at home. • Optional project-based homework that does not require a computer will support the link between home and school to enrich the children's learning experiences more.
All disadvantaged pupils will meet national expectations for attendance/persistent absence. Where they do not do there will be a significant improvement in attendance due to the school's swift intervention throughout the school year.	• Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). • Monitoring of attendance by Attendance Lead and Head teacher brings about and increase in PP pupils' attendance and a decrease in persistent absence.
Pupils will have good self-organisation skills, resilience, and determination. Pupils will be able to work independently with confidence.	• Lesson observations/learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff. • Pupils show that they are resilient and able to learn from mistakes. • Teachers are modelling this behaviour when they are 'thinking out loud.' • Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.
Pupils with SEND are supported to make expected levels of progress, develop their understanding of their SEND and develop their confidence, understanding their strengths and talents.	• SENCO, teaching and support staff work collaboratively to assess the needs and strategies required to support children well. • Effective and timely intervention is given to all children with SEND needs. • Collective worship and assembly acts to ensure that all children are aware of their own and others needs to ensure that differences and strengths are celebrated by all in the school community. • Pastoral support ensures that children with SEND understand the nature of their needs and develop healthy attitude towards their strengths and areas of challenge.

Activity this year

Teaching – '*Every child deserves and should receive teaching which is good and frequently outstanding in every classroom everyday'*
Budgeted cost: £6,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to Little Wandle *Refresher Training for staff Resources* ***£1000***	Currently the school is using Letters and Sounds which does not provide all elements of a phonics scheme and this in line with the DfE timeframes for implementing an SSP and the research regarding how fidelity impacts children's progress Leigh is going to implement Little Wandle. Current predictions for PSC is 80% for the current Y2 cohort that did not complete their phonics check last academic year. *EEF Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.* Phonics | EEF (educationendowmentfoundation.org.uk)	1,3,6
Speech and language link screening for children in EYFS. ***(£730)***	Speech link helps to identify and support children with developmental speech sounds difficulties and help to identify which children need to be seen by a speech and language therapist and to support staff to work effectively with children's common sound errors. *There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:*Education Endowment Foundation | EEF *Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Oral language interventions* EEF (educationendowmentfoundation.org.uk)	1, 2, 6
Relevant CPD so that quality first teaching is observed for all pupils. Teaching assistants are provided with in-house training and teachers are skilled in utilising support staff effectively including National College CPD renewal ***(£3000)***	Due to the COVID pandemic there has been a lack of funding and capacity to fulfil training needs to the fullest extent. Therefore the National College is an online and remote avenue for CPD that will enable equality of training for all and to increase capability within the staff. Effective Professional Development | EEF (educationendowmentfoundation.org.uk)	1, 2, 5, 6
Monitoring activities (learning walks, scrutiny, assessment and pupil voice) ***(N/A)***	Monitoring will provide continual improvement of the quality of the curriculum through a variety of measures qualitative and quantitative. Putting evidence to work – A schools guide to implementation	1, 6
Training from Maths Consultants to support mixed age mathematics teaching, calculation policy, EYFS provision for numeracy and metacognition. White Rose Subscription and Assessments ***(£1990)***	Based upon data analysis and monitoring activities the school's main development focus for Quality of Education is delivery of the mathematics National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) *The EEF guidance is based on a range of the best available evidence:* Educational Endowment Foundation – Improving mathematics in key stages 2 and 3	1, 6

Targeted academic support – '*All learners are provided with academic support to accelerate progress and address gaps in learning from their individual starting points*'

Budgeted cost: £ 37825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading for lowest 20% of readers in EYFS and KS1. ***(£13750)*** *Additional TA support to work with specific groups of children across the school*	Many of our vulnerable children are not reading at home regularly and this has a compounding impact on their progress particularly if combined with speech and language and SEND needs. Therefore, the children need to read daily with an adult in school to ensure they are not at a disadvantage to other children who do have daily support at home. Keep it up sessions from Little Wandle daily intervention. *Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants. In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching*. Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk) *Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:* Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1, 3,4,5,6
Additional SEND and pastoral support for targeted intervention across the school. ***(16,550)***	**The school has invested in a SENDCo assistant to you evidence informed interventions to support children across the school.** *Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.* Small group tuition: Educational endowment foundation *Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants. In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching*. Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk) **Children with behavioural or emotional needs can be more likely to struggle to fully engage with learning, whether this be due to difficulty to focus, low self-esteem, lack of resilience or low levels of motivation. Pastoral support which is individually tailored to the child has had positive impacts on the behaviour and mental health of the children concerned. Where appropriate in safeguarding cases, professional child counselling is sought.** *The average impact of interventions based around self-awareness and social interactions is four additional months' progress over the course of a year. Evidence suggests that, on average, these interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours*. Social and emotional learning | EEF (educationendowmentfoundation.org.uk) *There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):* EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3,4,5,6

Nessy Reading and Spelling program for KS1 children and home learning. ***(£450)***	**Nessy Reading and Spelling provides a platform for children to consolidate learning in school and at home in an engaging way and supports retention and learning entering the long-term memory. It also provides a means of supporting children where parental confidence may be low.** *Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants. In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.* Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	1,3,4,5,6
Individualised Provision Mapping and Class Provision Mapping (Nil)	**Identifying and targeting gaps in learning that have increased over the last 18months provides children with the ability to secure fundamental concepts and understanding from which they can progress.** Please see evidence: Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	1,2,5,6
Tutoring in small groups for Y5 Pupil Premium and Year 2 Pupil Premium children with SEND needs***.*** ***(£6075)*** *This forms the 60% provided by SLT grant and 40% provided by the school.*	**Education Endowment Foundation research suggests that small group tuition can accelerate progress. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.** *Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.* One to One Tuition – Education Endowment Foundation	1,5,6
Specialist Speech Therapy to Pupil Premium children with articulation and phonology speech difficulties. ***(£1000)***	Specialist Services brought into support children due to extensive waiting lists within the NHS. These services have been used before for prior families and children made significant progress with their ability to pronounce words and communicate clearly to others. The improvement in self-esteem was notable and it supported their spelling ability and progress in phonetics. *There is an extensive evidence base showing the impact of communication and language approaches, including a number of meta-analyses. The evidence is relatively consistent, suggesting that communication and language approaches can be successful in a variety of environments. Little is known about the long-term impact of communication and language approaches, so additional evidence about whether, and how to ensure that, benefits are maintained once children start school would be valuable.* EEF – Communication and Language approaches	6

Wider strategies – '*All learners need to be provided with a safe, nurturing environment where they are seen as individuals so they can thrive and become positive members of society'*

Budgeted cost: £6835

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance is monitored by the Lead to ensure that persistent absenteeism is identified early, and intervention is put in place. A weekly meeting regarding attendance is conducted and documented.**(N/A)**	33.3% of our Pupil Premium children are currently (18/10/21) under 95% attendance. All PPr average at 95.4% with 3.9% Authorised and 07% unauthorised. Non-pupil premium attendance is at 95.1% with 4.6% authorised. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4
Residential / Educational visits **(£2485)**	For many of our pupil premium children a residential is the only time away from home during the year and educational visits enable them to experience a broader range of experiences that they may not otherwise get to experience. This promotes cultural capital and an experience of a range of settings. *Research into cultural capital shows that pupils that are exposed to extracurricular activities more engaged in learning and education, along with aspiring to study. The school helps to subsidise visits and residential trips for pupil premium families.*Closing the gap with the new primary national curriculum_Final report V2 (publishing.service.gov.uk) *Funding for school uniform and sports clothing Uniform purchases, support in payments for educational visits and wider curriculum activities.* The impact of poverty on young children's experience of school (basw.co.uk)	3, 5
Music – Recorders *(curriculum and music funding grant)*	Every child should have the opportunity to learn to play an instrument and therefore whole class teaching is provided in school of an instrument to provide this outlet to every child. *There is some evidence that disadvantaged pupils benefit disproportionately, making two and a half months additional progress in addition to benefits for attendance, behaviour and peer relationship.* Arts participation | EEF (educationendowmentfoundation.org.uk) *Research into cultural capital shows that pupils that are exposed to extracurricular activities more engaged in learning and education, along with aspiring to study. The school helps to subsidise visits and residential trips for pupil premium families.* https://www.gov.uk/government/publications/closing-the-gap-with-the-new-primary-national-curriculum	3
Active learning and extracurricular sporting clubs ***(£1000)***	Extra-curricular clubs (funded) are important to ensure that all children have the chance to develop a healthy interest in sport and an active lifestyle. *Research into cultural capital shows that pupils that are exposed to extracurricular activities more engaged in learning and education, along with aspiring to study. The school helps to subsidise visits and residential trips for pupil premium families.*Closing the gap with the new primary national curriculum_Final report V2 (publishing.service.gov.uk) *Funding for school uniform and sports clothing Uniform purchases, support in payments for educational visits and wider curriculum activities.* The impact of poverty on young children's experience of school (basw.co.uk)	3
Zones of Regulation implementation, training and resources to support children in regulating their emotions. ***(£900)***	*The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence.* *There are some indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker self-regulation skills than their peers. As a result, embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.* EEF – Self-regulation strategies	4, 2

Collective worship, PSHE, SRE curriculum and new program Votes4Schools ***(450)***	Weekly themed assembly encourage resilience, independence, communication skills, healthy minds/mental health/bodies and teamwork. These are all life skills that will support a healthy transition to adult life. In addition, British Values, various cultures and global responsibility is explored to support children's understanding of being a positive citizen. Children have been able to verbalise and discuss these concepts, reflect upon them and apply them through the continued revisiting of ideas throughout the week.	2, 3, 5
ICT equipment and wider resources provided to families.**(£2000)**	Some families so not have the ability to provide Chromebooks, PE kit and uniform for their children. The Pupil Premium budget will be used at the school discretion to ensure that all children have equal opportunity to achieve. The impact of poverty on young children's experience of school (basw.co.uk)	3

Total budgeted cost: £51.380

Review outcomes in the previous academic year

Pupil premium strategy outcomes

Our internal assessments during 2020/2021 showed that:

- The percentage gap between PPr children and Non-PPr children in **Reading** meeting their progress target was 37% and Non SEN ppr 19% - This year this the gap narrowed to 5% and 6% respectively. Progress of PPr children averaged at 5.5 bands above the target of 3 bands and 2.4 bands higher than 2020/2021 academic year.
- The percentage gap between PPr children and Non-PPr children in **Writing** meeting their progress target was 17% (PPr underperforming Non-Ppr) and with Non SEN PPr 24% (Non SEN PPr outperforming Non PPr). However, this was a gap whereby higher percentages of Non SEN PPr children were meeting their targets –This year this the gap remained constant between PPr and Non-PPr and there was a 6% gap between Non SEN PPr and PPr whereby PPr underperformed. Progress of PPr children averaged at 4.8 bands above the target of 3 bands and 1.1 bands higher than 2020/2021 academic year.
- The percentage gap between PPr children and Non-PPr children in **Maths** meeting their progress target was 15% and Non SEN ppr 8%. Non PPr children outperformed PPr- This year PPr premium underperformed Non-PPr by 2% and Non SEN PPr 3%.

  Progress of PPr children averaged at 7 bands above the target of 3 bands and 3.8 bands higher than 2020/2021 academic year.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact in 2020/21, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. This year gaps in the percentage of children reaching progress targets have narrowed in maths and reading and in writing PPr children who are not SEN are only marginally behind Non PPr. This is partially, related to reduced COVID disruption which was still present until February 2022 and due to measurable impact of strategies defined in this report.

Our assessments and observations indicated that many of our strategies had measurable impact quantitatively or qualitatively.

Externally provided programmes

Programme	Provider
Speech Link	Multimedia Limited
National College	The National College
Mathletics	3p Learning
Nessy Reading and Spelling	Nessy Learning
Little Wandle	Letters and Sounds
White Rose	White Rose Maths
NCETM	NCETM
Arbor Education	Arbor
CPoms	Raptor technologies
Charanga (recorders)	Charanga Music School
Votes4Schools	Votes4Schools
Zones of Regulation	Kuypers Consulting, Inc

Service pupil premium funding

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