

Pupil premium strategy outcomes 2021-2022

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

EYFS outcomes – 14% achieved GLD. **8% of PP children achieved GLD**

Year 1 Phonics Test 74%. **55% of PP children achieved required standard**

Year 2 Phonics Retakes 76%. **64% of PP children achieved required standard**

KS1 Outcomes

Subject	Percentage of pupils achieving the expected standard: school (2022)	Percentage of PP pupils achieving the expected standard: school (2022)	Percentage of pupils achieving the expected standard: nationally (2019) ¹
English reading	63%	45%	75%
English writing	52%	37%	69%
Mathematics	61%	37%	76%
Science	63%	41%	82%

Year 4 MTC 57% achieved 20 out of 25. **37% of PP children achieved 20 out of 25**
(30% achieved full marks. **15% of PP children achieved full marks**)

KS2 Outcomes

Subject	Percentage of pupils achieving at least the expected standard: school	Percentage of PP pupils achieving at least the expected standard: school	Percentage of pupils achieving at least the expected standard: nationally	Average scaled score: school (2022)	Average scaled score: nationally (2019) ²
English reading	59%	29%	74%	100	104
Grammar, punctuation and spelling	56%	36%	78%	101	106
Mathematics	56%	43%	79%	99	105
English writing (teacher assessment)	46%	32%	78%	N/A	N/A
Science (teacher assessment)	57%	32%	83%	N/A	N/A
Combined RWM	33%	21%	59%		

In-Year Outcomes at CP6

Year 1 Secure

Reading 65% **PP 35%**

Writing 58% **PP 35%**

Maths 60% **PP 45%**

Year 2 Secure

Reading 66% **PP 44%**

Writing 55% **PP 37%**

Maths 64% **PP 37%**

Year 3 Secure

Reading 46% **PP 42%**

Writing 38% **PP 27%**

Maths 36% **PP 33%**

Year 4 Secure

Reading 59% **PP 35%**

Writing 41% **PP 23%**

Maths 55% **PP 31%**

Year 5 Secure

Reading 46% **PP 40%**

Writing 32% **PP 33%**

Maths 53% **PP 50%**

Year 6 Secure

Reading 63% **PP 39%**

Writing 54% **PP 36%**

Maths 64% **PP 50%**

Challenge 1

Oral language skills and vocabulary gaps are still prevalent from Reception through to end of Key Stage 2. Further work is required to address these gaps through the implementation of Wellcomm to support language development in EYFS and Progression in Language Structures (PILS).

Challenge 2

The implementation of RWI Phonics Scheme has led to outcomes that are in-line with previous outcomes in 2019. There was no explicit teaching of phonics through a recognised scheme from 2018. While these outcomes are better than predicted, there is still work to do to ensure that pupils utilise their phonics knowledge to become better readers.

Challenge 3

All assessments continue to indicate that reading attainment is significantly below that of non-disadvantaged pupils. While assessments in entry are low, the Reception cohort of 21-22 achieved very low outcomes in GLD at the end of this academic year.

Challenge 4

As above, gaps remain in reading. However, writing is also become an area of focus as a result of poor development in language and vocabulary acquisition across the school.

Challenge 5

While children's social and emotional skills have been impacted upon by all of the above and COVID absences, the school has worked hard with children through the use of Sports Premium funding, after-school

provision and enrichment opportunities through sport. This requires further development in the coming year where curriculum enrichment opportunities must again become a feature of the school's offer.

Challenge 6

Work around attendance has been significant this academic year. There remains a 2% difference between the attendance of PP and non-PP. There was a decrease in Persistent Absence figure which was 30.15% to 24.9% over a four month period. Pupil Premium children are more likely to be persistently absent than non-Pupil Premium. Consequently, there remains work to do although the processes and procedures are now established.