



Pupil Premium Strategy

Jan 2022 Update

Intended outcome	Jan 2022 Update	End of 3yr Plan Success criteria
Improved levels of independence, resilience and self-regulation amongst our DA pupils	<p>All DA pupils are closely tracked on the Triple A strategy. The strategy is then used to identify which areas the children need most support in and to close gaps in identified areas.</p> <p>Analysis of the impact of the Triple A Strategy...</p> <p>September 2021-January 2022-the percentage of DA pupils making one or more scale points progress on the Triple A screen is as follows:</p> <p>Curriculum entitlement: 19/51 37%</p> <p>Academic profile: 12/51 24%</p> <p>Healthy mind and body: 21/51 41%</p> <p>Pastoral profile: 18/51 35%</p> <p>Attendance: 13/51 25%</p> <p>Non-negotiables are set out for each area of the strategy. The analysis comparing September's scores with January's is shared and discussed with staff to ensure that they are aware of areas where scores have decreased or where scores trigger the need for the non-negotiables to be in place for the child.</p>	Observations and pupil voice activities indicate our DA pupils operate with confidence, independence, motivation and purpose within all lessons.
Improved oral language skills and vocabulary amongst disadvantaged pupils.	<p>When comparing the Early Years CAL data from on entry to Data 1, improved attainment can be seen, this demonstrates the impact of the SpeakWrite programme and the impact of training that has been put in place in this area.</p> <p>On entry Nursery-CAL Attainment 58% (13%) Data 1 Nursery-CAL Attainment 60% (19%) On entry Reception-CAL Attainment 72% (10%) Data 1 Reception-CAL Attainment 78% (18%)</p>	Assessments and observations indicate significantly improved oracy skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement with their peers and ongoing formative assessment.
Improved writing attainment amongst disadvantaged pupils across KS 1 and 2	<p>LAP/ DA staff training-Staff are now more aware of the strategies to use with DA/ LAP children. How are we adapting the flow of writing to support the children working one/ two points behind on the Graduated Response? Regular feedback, use of the adult, teach-revisit, revisit, revisit, AfL after 'teach' part of the lesson, children staying in the lesson more, taking time to learn concepts inside out-upside down, revisiting previously tried and tested strategies from our toolbox.</p> <p>Interim data shot in February to monitor impact of training.</p>	KS 1 and internal writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment amongst disadvantaged pupils across KS 1 and 2	<p>Maths LAP/ DA staff meeting-staff have had a refresher of the LAP toolkit for maths and strategies to support LAP and DA children in maths, applying similar principles to the English training.</p>	KS1 and internal maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.



<p>Improved numbers of DA pupils meet at least school phonic milestones</p>	<p>100% of DA children in Year 2 passed the phonics screen in December.</p>	<p>Percentages of DA pupils achieve in line with non DA peers in phonic screening and in school milestone checks.</p>
<p>To achieve and sustain improved wellbeing support for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Staff develop good relationships with parents of DA pupils and encourage them to engage with the school. Equipment is provided, where necessary, to enable DA pupils to learn at home. Engagement is carried out via various methods (email, telephone, face to face). Whilst usual opportunities to engage parents have been postponed due to Covid, Forest School parental engagement sessions, open evenings, the times tables and residential information evenings have been well attended.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by: *qualitative data from pupil voice, parent voice/feedback *a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>% of DA pupils who are persistently absent has decreased considerably from 39.4% to 16.6%. DA attendance (98.7%) has improved and is better than Non-DA pupils attendance (96.7%). Additional hours have been allocated to one of our admin staff to focus on attendance-working closely with our EWO, monitoring children and sharing this with staff and families to ensure best results. We are exploring a Graduated Response for attendance.</p>	<p>Sustained high attendance from 2024/25 demonstrated by: *the attendance gap between disadvantaged pupils and all non-disadvantaged pupils being below 1% the percentage of all disadvantaged pupils who are persistently absent is in line with their peers.</p>
<p>To ensure all disadvantaged pupils have access to a full and wide ranging curriculum entitlement</p>	<p>Clubs that are being offered at this time are limited, to ensure we are not crossing year group bubbles and to avoid disruption due to covid outbreaks (only outdoor clubs are offered to more than one year group). We currently have 39/51 DA children attending clubs. The break down is currently as follows: Reception-Songbirds Club-1/7 Year 1-Mindfulness-4/10 Year 2-Origami-5/8 Year 3-Drawing-4/11 Year 4-Cartooning-6/14 KS1 football (ASM)-3/18 KS2 football (ASM)-8/25 Inspire dance (Y3 & 4)-6/25 Forest School (Y1 & 2)-2/18</p> <p>Although we have some participation within our DA group, percentages remain low. This will be explored further as part of our PP Strategy. All DA pupils will be a priority for access to clubs run by the school and will be encouraged to attend.</p>	<p>100% of DA pupils access wider curriculum learning opportunities such as clubs, music lessons and visits. 100% of pupil feedback indicates pupils have the resources and support to complete home learning activities.</p>

