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**Live to Learn, Learn to Live**

**Pupil Premium Termly Evaluation of Impact 2022-2023**

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| ***2021-22 PP*** | | | | ***KS1:*** | | | | ***KS2:*** | | | | | ***Targeted :***  ***2022-23 PP*** | | | | | | | ***KS1:*** | | | | | ***KS2:*** | | | | |
| ***2021-22 Non PP:*** | | | | ***KS1:*** | | | | ***KS2:*** | | | | | ***2022-23 Non PP*** | | | | | | | ***KS1:*** | | | | | ***KS2:*** | | | | |
| ***National KS1:*** | | | | ***National KS2:*** | | | | | | | | |  | | | | | | |  | | | | |  | | | | |
|  | ***Autumn 1*** | | | | | ***Autumn 2*** | | | | | ***Spring 1*** | | | | | ***Spring 2*** | | | | | ***Summer 1*** | | | | ***Summer 2*** | | |  | |
| Attendance- 95% | ***PP*** | | ***ALL*** | | | ***PP*** | | | ***ALL*** | | ***PP*** | | | ***ALL*** | | ***PP*** | | ***ALL*** | | | ***PP*** | ***ALL*** | | | ***PP*** | ***ALL*** | |  | |
| Reception | 90.8% | | 89.6% | | | 89.0% | | | 89.7% | | 91.6% | | | 90.5% | | 91.6% | | 92.0% | | | 90.4% | 91% | | | 91.3% | 91.8% | |  | |
| Year 1 | 93.4% | | 94.9% | | | 92.4% | | | 92.9% | | 92.5% | | | 93.1% | | 92.5% | | 93.0% | | | 92.5% | 93.5% | | | 93.3% | 93.9% | |  | |
| Year 2 | 96.9% | | 96.0% | | | 95.0% | | | 95.0% | | 90.7% | | | 93.2% | | 90.7% | | 91.9% | | | 91.4% | 92.2% | | | 91.3% | 92.8% | |  | |
| Year 3 | 92.5% | | 93.7% | | | 92.7% | | | 93.3% | | 91.2% | | | 92.4% | | 91.2% | | 91.9% | | | 90.5% | 91.5% | | | 91.0% | 92.3% | |  | |
| Year 4 | 92.7% | | 92.5% | | | 92.3% | | | 91.9% | | 91.7% | | | 91.7% | | 91.7% | | 91.6% | | | 90.8% | 91.6% | | | 92.2% | 91.6% | |  | |
| Year 5 | 94.5% | | 92.4% | | | 92.4% | | | 92.5% | | 92.07% | | | 92.5% | | 90.7% | | 91.9% | | | 90.8% | 92.3% | | | 90.3% | 91.9% | |  | |
| Year 6 | 94.7% | | 92.7% | | | 94.4% | | | 93.2% | | 91.97% | | | 93.3% | | 91.9% | | 92.5% | | | 92.6% | 92.6% | | | 91.8% | 92.6% | |  | |
| Willows (SEND) | 91.4% | | 93.7% | | | 92.2% | | | 92.4% | | 94.2% | | | 92.4% | | 94.3% | | 93.8% | | | 94.5% | 93.9% | | | 94.1% | 93.3% | |  | |
| Schools Average  (National) | 93.4% | | 93.18% | | | 91.9% | | | 94.2% | | 91.2% | | | 92.1% | | 91.3% | | 92.1% | | | 91.5% | 92.6%  (87% SEND) | | | 91.0% | 91.8%  (85.9% SEND) | |  | |
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| PUPIL PREMIUM PLAN OBJECTIVES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **Autumn One** | | | | | **Autumn Two** | | | | | **Spring One** | | | | | **Spring Two** | | | | | **Summer One** | | | | **Summer Two** | | | | |
| **PP** | **Other**  **Nat** | | | **Nat** | **PP** | **Other**  **Nat** | | | **Nat** | **PP** | **Other**  **Nat** | | | **Nat** | **PP** | **Other**  **Nat** | | **Nat** | | **PP** | | **Other**  **Nat** | **Nat** | **PP** | | **Other**  **Nat** | | **Nat** |
| Phonics on Track  Reception | 0% | N/A | | | 83% | 38% | N/A | | | 83% | 8% | N/A | | | 83% | 31% | N/A | | 83% | | 50% | | N/A | 83% |  | | N/A | | 83% |
| Phonics on Track Year 1 (75%) | 22% | 85% | | | 83% | 11% | 85% | | | 83% | 33% | 85% | | | 83% | 33% | 85% | | 83% | | 58% | | 85% | 83% |  | | 100% | | 83% |
| Phonics on Track Year 2 (inc passed) | 91% | N/A | | | 83% |  | N/A | | | 83% |  | N/A | | | 83% | 46% | N/A | | 83% | | 46% | | N/A | 83% |  | | 58%  (7 SEN) | | 83% |
| Writing Year 6 on Track  (54% targeted)  (80% KS1) | 53% | 83% | | | 78% | 27% (PP) at ARE with 57% Below (working within Y6 an “on the cusp”) | | | | | 54.3% of children (PP)are on track to meet ARE at the end of Key Stage 2. | | | | | 54.3% of children (PP) continue to be on track to meet ARE at the end of Key Stage 2. | | | | | 62.5% of children (PP) continue to be on track to meet ARE at the end of Key Stage 2. | | | | 64.3% of children (PP) met ARE at the end of Key Stage 2. | | | | |
| Writing Year 2 on track (61%) | 45% | 74% | | | 70% | 50% (PP) children meeting ARE. (50% (PP) on SEN Support) | | | | | 45.5% of children (PP)are on track to meet ARE at the end of Key Stage 1. | | | | | 45.5% of children (PP) continue to be on track to meet ARE at the end of Key Stage 1. | | | | | 45.5% of children (PP) continue to be on track to meet ARE at the end of Key Stage 1.  All (Non SEND) PP children are on track to meet ARE at the end of Key Stage 1. | | | | 46% of children (PP) met ARE at the end of Key Stage 1.  79%l (Non SEND) PP children met ARE at the end of Key Stage 1. | | | | |
| Reading year 2 on track (70%) | 55% | 79% | | | 75% | 50% (PP) children meeting ARE.  (50% (PP) on SEN Support | | | | | 45.5% of children (PP)are on track to meet ARE at the end of Key Stage 1. | | | | | 45.5% of children (PP) continue to be on track to meet ARE at the end of Key Stage 1. | | | | | 45.5% of children (PP) continue to be on track to meet ARE at the end of Key Stage 1.  All (Non SEND) PP children are on track to meet ARE at the end of Key Stage 1. | | | | 46% of children (PP) met ARE at the end of Key Stage 1.  All (Non SEND) PP children met ARE at the end of Key Stage 1. | | | | |
| Maths Year 2 on track (60%) | 59% | 80% | | | 76% | 40% (PP) children meeting ARE. 10% (PP) children working Below - “on the cusp”  (50% (PP) on SEN Support | | | | | 36.4 % of children (PP)are on track to meet ARE at the end of Key Stage 1.  9% of children are Above ARE. | | | | | 36.4 % of children (PP) continue to be on track to meet ARE at the end of Key Stage 1.  9% of children are Above ARE. | | | | | 36.4 % of children (PP) continue to be on track to meet ARE at the end of Key Stage 1.  9% of children are Above ARE.  75% of children (PP Non SEND) are on track to meet ARE at the end of Key Stage 1 with one child expected to be above ARE. | | | | 37% of children (PP) met ARE at the end of Key Stage 1.  75%l (Non SEND) PP children met ARE at the end of Key Stage 1. | | | | |
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| Wellcom on track | 29% of children are on track to reach the expected standard. | | | | | 29% of children continue to be on track to reach the expected standard. | | | | | 50% of children are on track to reach the expected standard. | | | | | 50% of children continue to be on track to reach the expected standard. | | | | | 75% of children are expected to be on track to reach the expected standard at the end of the year. | | | | 75% of children were on track to reach the expected standard at the end of the year. | | | | |
| Interventions-  ***Pathways to Progress***  ***Phonics***  ***Maths*** | Drop ins and pupil progress discussions  (Evidence of impact measured through pupil engagement, progress and pupil voice) | | | | | Intervention Drop Ins demonstrated excellent pupil: staff relationships, effective relationships and progress in Reading and Maths.  Children working with increased independence. | | | | | Progress measure (Sonar Tracker) demonstrate the children are responding positively to interventions and there is a positive impact on their learning. | | | | | Learning walks demonstrate that Intervention Groups are working well to support positive relationships, supporting children to develop learning behaviours. | | | | | Informal drop-ins demonstrate the consistency and sensitive approach to intervention.  Learning relationships are strong between staff and children.  83% of children (PP) make Expected Progress or higher in Reading, Writing and Maths. | | | | 57% of children (PP) make Expected Progress or higher in Reading, Writing and Maths.  33% of children (PP) make Expected Progress or higher in Reading, Writing and Maths (including SEND) | | | | |
| Outdoor Learning | All children made good progress in all areas. | | | | | Children continue to enjoy developed outdoor areas (3 areas developed in school this term) | | | | | Children have engaged in the use of Reading sheds and other outdoor learning areas. | | | | | Children engaged in outdoor projects with Chester Zoo, Passion for Learning and the Westminster Project. | | | | | Children to be engaged in Passion for Learning projects, Forest School and the Careers Carnival (Y5).  Groups continue to represent school in sporting fixtures, e.g. Athletics and Rounders.  Children are engaged in sporting clubs, e.g. Tennis. | | | | Children continued to be engaged in Passion for Learning projects, Forest School, educational visits).  Groups continue to represent school in sporting fixtures, e.g. Athletics and Rounders.  Children are engaged in sporting clubs, e.g. Tennis and extra curricular events, e.g. Amasing (Music) | | | | |
| Learning mentor | ELSA – 86%  See success stories | | | | | ELSA has an existing timetable of 15 children (93% of these children are PP).  In addition, ELSA offers daily SEND Support (an additional 8 PP children) | | | | | ELSA continues to support children (PP) on a small group and individual basis, in addition to classes and families. | | | | | ELSA is supporting Attendance across school (PP), SEND provision and continuing to support children (PP) on a small group and individual basis, in addition to classes and families. | | | | | ELSA has continued to scrutinise and support Attendance across school, supporting families to support their children.  ELSA continues to support SEND children (Resource Provision). | | | | ELSA has scrutinised and supported Attendance across school, supporting families to support their children, participating in formal and non-formal meetings, collecting and dropping off children, supporting parents to attend appointments.  ELSA continues to support SEND children (Resource Provision). | | | | |
| Family support Officer | 123 magic – 100%  Family involvement – 95%  See success stories | | | | | Families are engaging in Parent Groups (123 Magic, Tutoring, SEN Support, Attendance Meetings) | | | | | Families continue to engage in Coffee Mornings, coordinated by the FSO. Sessions have included SEND, further education, behaviour, attendance, medical issues, etc. | | | | | In addition to coordinating focused family support (through TAF’s, Attendance, pupil support) FSO supports children through personalised support sessions (Individual and Group sessions). | | | | | FSO has continued to support families by coordinating focused family support (through TAF’s, Attendance and parent support sessions (Coffee Mornings).  FSO supports children through personalised support sessions (Individual and Group sessions).  FSO continues to support adult education sessions for parents. | | | | FSO continues to support adult education sessions for parents. (Some parents completed accredited qualifications).  FSO has continued to support children through personalised support sessions (Individual and Group sessions, including LAC children).  FSO has supported families by coordinating focused family support (through TAF’s, Attendance and parent support sessions (Coffee Mornings). | | | | |
| Points for action | Attendance – Identify any persistent absenteeism and challenge alongside AT.  Reception/Year 1 and 3 – See attendance follow up | | | | | See attached graph. Percentage of persistent absence has reduced (since the start of the academic year) | | | | | Focus on Trauma Informed Support for children.  Focus on Attendance and Punctuality. | | | | | Focus on Trauma Informed Support for children.  Focus on Attendance and Punctuality.  Focus on Metacognition (Activating Prior Learning and Recall. | | | | | Focus on Persistent Absence (Identification of children and support put in place for families). | | | | Continued focus on Persistent Absence (Identification of children and support put in place for families). | | | | |





