

# Pupil Premium Link Governor Report

Summer Term 2022

Tier / details of what	Which pupils/ how often / level of adult support etc	Costs for 2021 2022	Actual spend to date Spring 2022	Impact
<b>QFT</b>		<b>Total Budget £87,556.00</b>		
CPD e.g. word aware, metacognition, Subject leader time cover etc	SL cover Art – JC cover English SL (1 afternoon per week 1.5hrs) SENDCo – TJI 0.6	1200 15,724 Total -£16,924	£11282.66	T&L Review March 2022 Teachers know the steps required to introduce, teach and embed new vocabulary. The programme is not yet monitored for impact however, initial writing and oral signs demonstrate a recognisable improvement in pupil's vocabulary use. Pupils cite their new vocabulary and successfully demonstrate its use within a contextual sentence orally. Words include 'treacherous, hogwash, amass, hazard and vicinity.' These words are also visible on the working walls of the classroom which are designed to be useful rather than decorative and indeed, pupils do refer to them both in English and in Maths particularly in upper KS2.
Teaching assistant time extra focused groups and in-class support (core skills)	1 TA	£20,137	<b>13,424.66</b>	See below
Increased teaching capacity – level 4 in every classroom	2 x extra TA's (ND/KE)	19,233 19,177 Total - £38,410	<b>£25,606.66</b>	
Increased teaching capacity for same day interventions / pupil conferencing (extra morning of KR)	3 hours a week UPS1 Nov 21 – July 22 (KR)	£3585	<b>£2390</b>	
Remote/blended learning for all pupils – lease hire on devices	All pupils	£7000	<b>£4,666.66</b>	
Websites		£ 500	<b>£500</b>	Impact reported in teacher workload survey and T&L Review
<b>Interventions</b>		<b>£12,24949 (+6783.75 investment in 2021 3yr licence)</b>		
Lexia	£6783.75 - paid for 3 yrs until 2024	N/A		<b>Reading and phonics intervention</b> All of Y3 use Lexia daily and reports show rapid progress for most, when this is not the case an intervention is delivered to fill the gap in the child's knowledge. Lexia is used as a specific intervention for identified pupils in Y4-Y6 who need extra support with their phonic sand reading. Evidence shows that the pupils are making accelerated progress.

School led tutoring/NTP with support staff before/after school	School led tutoring - school cost 25%	£2261.25 Staff overtime prior - £954.99/ Poss overtime allocated in budget £4000 Total allocation - £7,216.24	£2440	<b>Year</b>	<b>No of pupils</b>	<b>Expected progress</b>	<b>Accelerated progress</b>
				3	3	1	2
				4	8	3	5
				5	7 (1 left)	6	0
				6	8 (2 less than 80% attendance)	1	5
Third space	14 PUPILS X 2	Aut - £924 Spring - £1386 Total cost £2772	£2310.00	Y6 only - 23 pupils have accessed this provision. 91% - 21/23 have made at least expected progress ( 1x attendance issues) 30% - 7/23 have made accelerated progress. 13 pupils are still accessing this and will not complete their program until the end of May.			
<b>Wider</b>		<b>Total budget = £65,091</b>					
Educational visits	All pupils 1 visit per half term parent contribution £7 per visit.	£3,000	£2000	These have all resumed to pre Covid and continue to have a positive impact for our children through providing experiences and supporting cultural capital. Pupil voice is very positive and the children comment that they gain so much from their various visits.			
Home School Link Worker (AF)	All pupils access	£29,216	£19,477.33	Currently supporting 25 families in school with Early help, 6 pupils (4 families) on a CIN plan and 1 family on CP. Attendance 91.8%, PP is 89.4%, nonPP is 94.2%			
ELSA 1 day per week back fill in class (KM) ELSA training ELSA resources	1 day of KM	£2284.76 (underspend) rounded to £3000 in the plan (or use for more lunchtime activity?) £500 resources £700 training	£900	8 pupils have accessed ELSA during the Spring term. This has been met positively by the pupils. (5 friendship issues have been met individually and as a group, 3 for self-esteem)			
Younger Minds Counselling Services	1 days per week – all pupils needs analysis	£8175	£5450	Autumn – 5 pupils, 40 sessions Spring - 18 pupils, 47 sessions			
Educational psychologist extra visits/assessments.	10 extra visits – all pupils who need assessment, need to address backlog from having no EP.	£7000	£5500	6 pupils have seen the EP so far this year. 2 x EHCP review/update 4x initial assessments			
Family Support – extra target before and after school club, uniform, debt meals etc	All pupils needs analysis	£3000	£2000	4 pupils accessing care club x 3 per week.			
Residential Outdoor Education Subsidy	Year 6	£7,500	£6480	44 Year 6 children attended Stanley Head this year for 4 nights.			
Enrichment – clubs (music, art, dance, homework)	6 TAs (1 hour per week) ; Art in JC hours PE in IR hours; Music KR claiming hours for keyboard and choir (2 hours per week)	£3,000	£1800	Clubs restarted again after February half term for pupils who had attended previously. Clubs have been reallocated for Summer half term to new pupils. 9 clubs are running in school – art, sports, gardening, choir, keyboard, and homework.			

				Spring term - 55 PP, 82 nonPP = 141 total
		Total - £158635.24 (with budget contribution £164,896) Total allocation inc recovery - £160,920	£106,227.97	

### Attainment and Progress

#### Attainment

**Y6** – Writing will be target after SATS, Predictions 70% Reading, 62% writing, 60% Maths, 60% SPAG. On track to achieve this.

Gaps PP/nonPP at ARE - Reading 6% PP/nonPP gap, large gap in writing (to be targeted after SATS, maths 9%

**Y5** – All within 10% of KS1 (pre Covid) closing the gap, writing.

Gaps PP/nonPP at ARE – at least 20% in all subjects. Increased since KS1.

#### Progress

**Y6** – Reading all 95%, PP 93%, nonPP 96%; Writing all 85%, PP 83%, nonPP 88%; Maths all 92%, PP 90%, nonPP 96%

**Y5**- Reading all 89%, PP 86%, nonPP 97%; writing all 88%, PP 79%, nonPP 97%; maths all 86%, PP 72%, nonPP 100%

TARGET PP – NB 6 PP/PA and 6 pupils with SEMH needs.

#### Attainment

**Y4** – more pupils ARE than AP1, attainment is improving (change of teacher at Feb half term, ECT went to TA). Attainment is still low for all.

Gaps nonpp/pp are 20%+ in each subject. No KS1 data available. Target PP pupils especially in maths (less progress made) (26 PP pupils, 9 with SEND).

**Y3** – Gaps are closing and more pupils ARE than AP1. However, attainment is still low for all.

PP/nonPP gap for ARE is about 10% in each subject. No KS1 data available.

#### Progress

**Y4** – Reading all 81%, PP 83%, nonPP 79%; writing all 90%, PP 92%, nonPP 89%; maths all 85%, PP 79%, nonPP 90%. TARGET PP Maths

**Y3** – Reading all 92%, PP 87%, nonPP 97%; writing all 95%, PP 94%, nonPP 96%; maths all 95%, PP 93%, nonPP 97%

## **Pupil Voice**

### **English (from T&L Review March 2022)**

Guided Reading is currently timetabled three times per week and exposes pupils to many different text types including poetry by Stevenson and Lewis Carroll. This exposure is appreciated by pupils, 'poetry is interesting, I like it.' Pupils speak of their 'pride' in their own work in reading and their books display a sense of assurance and the impact of live marking. Spellings are corrected in line with the school policy. 'I'm very proud of myself I got them all right'.

Pupils, on being heard reading, are able to describe their own strategies for reading unrecognised words, 'I sound out the letters, look at the words in the sentence, think about if it looks like any other words I know'. Pupils do self-correct without prompting, they seek comprehension of text and are aware when this is not achieved.

pupils in year 4 are reading the whole class text 'The Tudor Boy' and speak of their excitement at reading on. Likewise, 'The Executioner's Daughter' by Jane Hard staff is praised by both staff and pupils alike with one Year 4 stating, 'that book changed my life, I love reading now!'

Reading is spoken of by pupils in other curriculum subjects and they cite books on Isaac Newton in Guided Reading and 'The Polar Bears Explorer Club' which link to Science. The curricular links between Science and reading are well developed and embedded in pupils' experience.

Next steps: Ensure wider range of books at each level and extend the cultural selection.

### **Maths (from T&L review March 2022)**

Once the mental starter is completed pupils enter the lesson at different points depending upon their familiarity and confidence with the required skill. Pupils state, 'we can move up or down through the challenges depending upon what we think we can do. I look at them before I decide so that I can check.'

Pupils in Year 4 state 'Maths is fun, there is lots of challenge but it's good, sometimes we have guided maths if we get stuck.'

Pupils explain their thinking using appropriate vocabulary, 'Well, I knew that in an improper fraction the numerator needs to be divided by the denominator.' Challenges and extensions are available and pupils reach for them independently

Next steps: focus on fluency and time tables.

## **Music**

### Y3

**1) What do you like about music/music lessons?**

Making music, reading and clapping rhythms, singing, playing instruments, playing recorders, going to recorder festival trip, doing BAG note worksheets, the teacher.

**2) What would you like to improve/how could music be better?**

Have more instruments, more worksheets, more music lessons, see more live performances and go on more trips, play in front of people, play more songs

**3) What's your favourite instrument?**

Recorders, guitar, piano, bongos, maracas, drums, trumpet, violin

**4) What instrument would you like to play?**

Guitar, piano, ukulele, drums, violin, keyboard, flute

### Y4

**1) What do you like about music/music lessons?**

Singing, playing instruments, playing glockenspiels, adding dance/movement to songs, performing, composing, doing riddles, reading music from the stave, singing songs together, singing and playing together at the same time

**2) What would you like to improve/how could music be better?**

Playing more instruments, singing outside, singing and performing in front of whole school in assembly, create a band, watching famous singers perform, sing more songs

**3) What's your favourite instrument?**

Recorder, guitar, violin, drums, bagpipe, ukulele, harp, glockenspiel, piano, drums, bass guitar, trumpet, keyboard.

**4) What instrument would you like to play?**

Guitar, ukulele, French horn, keyboard, drums, violin, saxophone, electric guitar, piano, concertina, bagpipes, xylophone, recorder.

## Y5

### **1) What do you like about music/music lessons?**

Helps you focus and relaxes you, listening to music, singing and performing, playing the ukulele, makes you happy, making music and composing, helps your anxiety, clapping rhythms, learning new rhythms.

### **2) What would you like to improve/how could music be better?**

Learning new instruments, learning more songs, playing in a band/mixed instrument ensemble, choosing own songs, going on more trips, learning more styles of music, performing more.

### **3) What's your favourite instrument?**

Piano, guitar, drums, xylophone, flute, electric guitar, bass guitar, recorder, trumpet, French horn.

### **4) What instrument would you like to play?**

Keyboard, trumpet, guitar, drums, bagpipes, piano, saxophone, electric guitar, harp

## **Ways to improve:**

- More performances- these could be in class in front of peers, recorded and sent home, in assembly in front of whole school, in school in front of parents.
- Children watching more live performances, these could be inside and outside of school, recorded and/or live.
- Children going on more music trips to see or take part in musical activity.
- Creating a school band.
- Listening to more styles of music from listening program.

## **P4C**

Pupils were able to identify and talk about the 4'Cs. They spoke positively about their experiences of P4C and were able to identify their favourite warm up games. Many pupils said that it helped them to become more confident at speaking out loud.

Next steps: To develop the children's awareness of the different parts of the lesson (through developing staff planning).