

Pennington C of E School

Impact of Pupil Premium Grant 2021-22

Total Pupil Premium allocation: £31,440

FSM: 14 children (19,390) Adopted from care: 5 children (12,050)

Eligible Pupils	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
FSM	2	5	4	3
CLA/previously CLA	0	1	4	0
Forces	0	0	0	0

Target pupils	Provision	Pupils	Objective (s)	Outcomes for Pupils
All	Subsidised school trips	All	To ensure that all children receive the same opportunities and to expand the life experiences of disadvantaged children.	All children attended at least 1 school trip and had the cost subsidised.
All	1:1 mental health and wellbeing support sessions	All	To ensure that all pupil premium children have access to 1:1 time to talk and have regular mental health and wellbeing check ins.	All children have had monthly 1:1 meetings with our Senior Learning Mentor. Needs have been picked up promptly and early interventions put into place.

<p>Reception</p>	<ul style="list-style-type: none"> • Small group support in Literacy • Small group support in maths • Small language and communication group • Support with homework 	<p>CB PW</p>	<ul style="list-style-type: none"> • To increase percentage attaining at or above expected progress in their ELGs • To ensure progress in communication and language is at least in line with their peers • To ensure every child has equal opportunities. 	<p>Pupil A achieved GLD Pupil B did not achieve GLD in maths, but did in all other areas.</p> <p>Pupil A is more capable of following instructions, is confident to speak in groups and class activities. Pupil B listens well to instructions, is gaining confidence to contribute to group activities.</p> <p>Pupils have completed homework tasks to support maths and phonics</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • 5-minute box- literacy 1:1 • Identified Reader: Additional Reading • Phonics Booster sessions Phase 3 • Little Wandle Catch up Groups- phonics 	<p>TG TW MW</p>	<ul style="list-style-type: none"> • To accelerate progress in reading and writing to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers) • To accelerate progress on phonics to ensure disadvantaged pupils score at least as well as their peer group in the phonics screening 	<p>Average points progress (expected = 5): Reading: 7 Writing: 6 Maths 6 Reading (% secure) Sep 2021: 33% Jul 2022: 66% Writing (% secure) Sep 2021: 33% Jul 2022: 66% Maths (% secure) Sep 2021: 66% Jul 2022: 66%</p> <p>Pupil has made expected progress in reading in line with peers and is currently working at 1:4 on Scholarpack. Pupil A and B passed the phonics screening. Pupil C did not, but was only 3 marks away.</p>

				<p>Pupil A is working on track in all areas of the Little Wandle assessments.</p> <p>Pupil B is working on track in all areas of the Little Wandle assessments.</p> <p>Pupil C has progressed from 45% to 67% overall on the Little Wandle assessment, moving from red to amber.</p>
--	--	--	--	--

<p>Year 2</p>	<ul style="list-style-type: none"> • Focussed daily phonics group • Phonics Booster sessions Phase 5 • 1:1 daily priority reader • Support during English lessons • 5-minute box- literacy 1:1 • Support during maths lessons 	<p>MW JK JT</p>	<ul style="list-style-type: none"> • To accelerate progress in phonics to ensure disadvantaged pupils score at least as well as their peer group in the retake of the phonics screening. • To accelerate progress in reading, writing and maths to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers) • To provide individual support/scaffold to children to ensure they are aware of their next steps and can improve their learning 	<p>Average points progress (expected = 5): Reading: 3 Writing: 4 Maths: 4 Reading (% secure) Sep 2021: 66% Jul 2022: 66% Writing (% secure) Sep 2021: 66% Jul 2022: 33% Maths (% secure) Sep 2021: 66% Jul 2022: 66%</p> <p>Pupil A has made less than the expected progress in reading, writing and maths and is currently working below expectations on Scholarpack. Pupil B has made the expected progress in maths and less than the expected progress in reading and writing. Pupil B is currently working in line with expectations on Scholarpack in maths and reading and below expectations on Scholarpack in writing. Pupil C has made the expected progress in reading, writing and maths and is working in line or above expectations on Scholarpack.</p>
----------------------	---	-------------------------	---	--

<p>Year 3</p>	<ul style="list-style-type: none"> • Support during English lessons • Support during maths lessons • Nesy Reading and Spelling • Reading club • 1:1 daily priority reader • Daily Little Wandle phonics intervention 	<p>AF TS KW DW JW</p>	<ul style="list-style-type: none"> • To provide individual support/scaffold to children to ensure they are aware of their next steps and can improve their learning • To accelerate progress in reading, writing and maths to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers) 	<p>Average points progress (expected = 5): Reading: 8 Writing: 7 Maths 7 Reading (% secure) Sep 2021: 20% Jul 2022: 40% Writing (% secure) Sep 2021: 20% Jul 2022: 40% Maths (% secure) Sep 2021: 40% Jul 2022: 60%</p> <p>Pupil A has made more than the expected progress in reading, writing and maths and is currently working below expectations on Scholarpack.</p> <p>Pupil B has made more than the expected progress in reading, writing and maths and is currently working in line with expectations on Scholarpack in maths and below expectations in writing and reading.</p> <p>Pupil C has made more than the expected progress in reading, writing and maths and is working in line with expectations on Scholarpack.</p> <p>Pupil D has made more than the expected progress in reading, writing and maths and is working in line with expectations on Scholarpack.</p>
---------------	--	---------------------------------------	--	--

				Pupil E has made more than the expected progress in reading, writing and maths and is currently working below expectations on Scholarpack.
Year 4	<ul style="list-style-type: none"> Sports/wellbeing group Nesy Reading and Spelling 1:1 daily priority reader Support in maths lessons Support in writing lessons Access to a personal ipad for spell checking and speech to text functions 	JB AG LW	<ul style="list-style-type: none"> To develop pupils' physical skills, social skills and emotional/mental wellbeing to ensure that they are able to communicate more effectively with others and manage their own approaches to learning and behaviour To accelerate progress in reading, writing and maths to ensure pupils achieve in line with national expectations (or if 	<p>Average points progress (expected = 5):</p> <p>Reading: 6 Writing: 6 Maths 6</p> <p>Reading (% secure) Sep 2021: 66% Jul 2022: 66%</p> <p>Writing (% secure) Sep 2021: 0% Jul 2022: 33%</p> <p>Maths (% secure) Sep 2021: 66% Jul 2022: 66%</p>

			high need make progress at least in line with their peers)	<p>Pupil A has made the expected progress in reading, writing and maths. They are currently working above expectations on Scholarpack in maths, in line with expectations in reading and below expectations in writing.</p> <p>Pupil B has made more than the expected progress in reading, writing and maths. They are currently working in line with expectations on Scholarpack.</p> <p>Pupil C has made the expected level of progress in reading and writing and less than the expected progress in writing. They are currently working below expectations on Scholarpack.</p>
Year 5	<ul style="list-style-type: none"> • 1:1 daily priority reader • Nesy Reading and Spelling • Targeted support - CLIC and SAFE • Access to 1:1 time to talk • Additional afterschool maths intervention • Additional writing intervention 	JH OU	<ul style="list-style-type: none"> • To accelerate progress in reading, writing and maths to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers) • To develop pupils emotional/mental wellbeing to ensure that they are able to communicate more effectively with others and manage their own approaches to learning and behaviour 	<p>Average points progress (expected = 5):</p> <p>Reading: 7</p> <p>Writing: 7</p> <p>Maths 7</p> <p>Reading (% secure)</p> <p>Sep 2021: 50% Jul 2022: 100%</p> <p>Writing (% secure)</p> <p>Sep 2021: 0% Jul 2022: 50%</p> <p>Maths (% secure)</p> <p>Sep 2021: 0% Jul 2022: 50%</p> <p>Pupil A has made more than the expected progress in reading, writing and maths. They are currently working in line with</p>

				<p>expectations on Scholarpack in maths and reading and below expectations in writing. Pupil B has made more than the expected progress in reading, writing and maths. They are currently working in line with expectations on Scholarpack.</p>
<p>Year 6</p>	<ul style="list-style-type: none"> • 1:1 Learning and emotional support • 1:1 daily priority reader • Daily Literacy support • Access to 1:1 time to talk • Access to a personal ipad for spell checking and speech to text functions 	<p>LG</p>	<ul style="list-style-type: none"> • To develop pupils' social skills and emotional/mental wellbeing to ensure that they are able to communicate more effectively with others and manage their own approaches to learning and behaviour • To accelerate progress in reading, writing and maths to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers) 	<p>Average points progress (expected = 5): Reading: 10 Writing: 9 Maths: 7 Reading (% secure) Sep 2021: 0% Jul 2022: 100% Writing (% secure) Sep 2021: 0% Jul 2022: 0% Maths (% secure) Sep 2021: 0% Jul 2022: 100%</p> <p>Pupil A has made more than the expected progress in reading, writing and maths. They are currently working in line with expectations on Scholarpack in maths and reading and below expectations in writing.</p>