

## Pennington C of E School

### Impact of Pupil Premium Grant 2020-21

Total Pupil Premium allocation:

FSM: 13 pupils Adopted from care: 7 pupils

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

20

Target pupils	Provision	Objective (s)	Outcomes for Pupils
Reception	Focussed Phonics group	To ensure pupils make progress through the phases in line with their peers To increase percentage of disadvantaged pupils attaining at or above expected progress in their ELGs	3/3 pupils scoring above 90% on phase 3. 2/3 scoring 100% on phase 4, 1/3 scoring 89% phase 4. 1/3 scoring above 50% on phase 5
	Tricky word recognition group	To ensure pupils make progress through the phases in line with their peers To increase percentage of disadvantaged pupils attaining at or above expected progress in their ELGs	3/3 pupils working on year 1 tricky words and making progress but on 1/3 secure with words learnt so far.
	CLIC 1 and 2 Maths group	To increase percentage of disadvantaged pupils attaining at or above expected progress in their ELGs	2/3 pupils working at expected CLIC, 1/3 exceeding 1/3 exceeding in Learn its, 1/3 working at (almost

			exceeding) 1/3 working fractionally below.
	Handwriting and letter formation group	To increase percentage of disadvantaged pupils attaining at or above expected progress in their ELGs	3/3 pupils are able to form all letters correctly, although 1.3 occasionally reverses b/d and s.
	Number recognition to 10 and 20 group	To increase percentage of disadvantaged pupils attaining at or above expected progress in their ELGs	3/3 pupils recognise numbers to 21, but 1/3 occasionally reverses
	Time to talk group	To ensure progress of disadvantaged pupils in communication and language is at least in line with their peers	All pupils are confident to express themselves in group and class situations. They are sociable and enjoy social activities.
	Gardening/Well being group	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	
<b>Year 1</b>	5 minute box-literacy 1:1	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)	1/1 pupil made 4/6 points progress in reading.
	Identified Reader: Additional Reading	To accelerate progress in reading to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers)	1 child made 4/6 points progress, 1 made 8/6 points progress, 1 made 9/6 points progress.
	Phonics Booster sessions Phase 3	To accelerate progress on phonics to ensure disadvantaged pupils score at least as well as their peer group in the phonics screening	2/3 pupils are phase 5 secure and passed phonics screening with 100% 1/3 pupils has 41% secure at phase 5, but did not pass screening.

	<b>Max's Marvellous Maths catch up programme</b>	To accelerate progress in 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 pupils to ensure they are aware of their next steps and can improve their learning	1/1 still working towards.
	<b>Speech and language group</b>	To ensure progress of disadvantaged pupils in communication and language is at least in line with their peers	All pupils confident to share their ideas. 1/1 pupil who was receiving speech therapy has now been signed off.
	<b>Precision teaching - phonics</b>	To accelerate progress on phonics to ensure disadvantaged pupils score at least as well as their peer group in the phonics screening	2/3 pupils are phase 5 secure and passed phonics screening with 100% 1/3 pupils has 41% secure at phase 5, but did not pass screening.
	<b>Afterschool sports/wellbeing group</b>	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	1/3 pupils has participated in a variety of afterschool clubs.
	<b>Handwriting group</b>	To accelerate progress in writing to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers)	1/3 pupils is joining, 1/3 is beginning to join but not secure with all joins, 1/3 is printing with consistent size and orientation.
<b>Year 2</b>	<b>Focussed daily phonics group</b>	To accelerate progress on phonics to ensure disadvantaged pupils score at least as well as their peer group in the retake of the phonics screening	5/6 pupils passed the phonics screening check by the end of Year 2. 5/6 still requiring support with reading

	<b>Phonics Booster sessions Phase 5</b>	To accelerate progress on phonics to ensure disadvantaged pupils score at least as well as their peer group in the retake of the phonics screening	4/5 pupils passed their phonics screening retake.
	<b>1:1 daily priority reader</b>	To accelerate progress in reading to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers)	5/6 pupils are still working below national expectations and require support with reading
	<b>Support during English lessons</b>	To increase percentage of pupils attaining at or above age related expectations (ARE) and narrow gaps with peers To provide individual support/scaffold to pupils to ensure they are aware of their next steps and can improve their learning	5/6 are below national expectation and require support
	<b>Max's Marvellous Maths intervention</b>	To accelerate progress in maths to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers)	1/1 is still working well below age related expectations and requires additional support
	<b>Daily Big Maths catch up</b>	To accelerate progress in maths to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers)	5/6 pupils are working below age related expectations and still require extra support in maths
	<b>After school Sentence structure intervention</b>	To accelerate progress in writing to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers)	2/3 working below age related expectation and still require additional support
	<b>After school maths catch up intervention</b>	To accelerate progress in maths to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers)	1/1 Working below age related expectations and requires additional support in maths

<b>Year 3</b>	SNIP literacy programme	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)	0/3 pupils are working at national expectations.
	Nessy Reading and Spelling	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)	1/2 pupils are working at national expectations.
	Reading intervention	To accelerate progress in reading to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers)	2/3 pupils are working at national expectations.
	1:1 daily priority reader	To accelerate progress in reading to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers)	2/3 pupils are working at national expectations. 1/3 is working below.
	After school Maths catch up	To accelerate progress in maths to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers)	1/1 pupil is working in line.
<b>Year 4</b>	Sports/wellbeing group	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	0/2 attended after school sports or well being groups
	Nessy Reading and Spelling	To accelerate progress in reading to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers)	2/2 making steady progress but not achieving national expectations
	1:1 daily priority reader	To accelerate progress in reading to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers)	1/1 making steady progress but not achieving national expectations

	After school maths intervention	To accelerate progress in maths to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers)	2/2 making steady progress but not achieving national expectations
	Focussed writing intervention	To accelerate progress in writing to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers)	2/2 making steady progress but not achieving national expectations
<b>Year 5</b>	1:1 daily priority reader	To accelerate progress in reading to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers)	1/1 is fractionally below national expectations for reading and below for writing.
	SNIP literacy programme	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)	
	Nessy Reading and Spelling	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)	
	After school maths intervention	To accelerate progress in maths to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers)	1/1 is working below national expectation, with slightly below expected progress.
	Daily literacy support	To increase percentage of pupils attaining at or above age related expectations (ARE) and narrow gaps with peers	1/1 is fractionally below national expectations for reading and below for writing.
<b>Year 6</b>	1:1 Learning and emotional support	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	3/3 was confident to share ideas and contribute to class/group discussions. 3/3 were confident to work collaboratively.
	Afterschool sports/wellbeing group	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	2/3 pupils attended a variety of afterschool activities

	1:1 daily priority reader	To accelerate progress in reading to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers)	2/3 pupils were still working towards expected level in reading, but made expected progress. 1/3 was working at expected level.
	Daily Literacy support	To increase percentage of pupils attaining at or above age related expectations (ARE) and narrow gaps with peers	2/3 pupils were still working towards expected level in Literacy, but made expected progress. 1/3 was working at expected level.
	Daily Maths support	To increase percentage of pupils attaining at or above age related expectations (ARE) and narrow gaps with peers	2/3 pupils were still working towards expected level in maths, but made expected progress. 1/3 was working at expected level.
	CLIC and SAFE catch up group	To accelerate progress in maths to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers)	
	After school maths intervention	To accelerate progress in maths to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers)	
	Guided reading support	To accelerate progress in reading to ensure pupils achieve in line with national expectations (or if high need make progress at least in line with their peers)	2/3 pupils were still working towards expected level in reading, but made expected progress. 1/3 was working at expected level.
	After school English intervention	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)	
	Access to 1:1 time to talk	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	2/2 pupils were able to talk about their feelings with a trusted adult and implement strategies and ideas suggested.

