

Pupil Premium Impact Statement 2021-22

Date	Total number of Pupils	Number of eligible pupils	Total Funding Received
2021-2022	505	100	122,015

	Focus	Impact
A	To provide intensive support for pupils eligible for PPG.	<p>Individual and small group support was provided by teachers, HLTAs and SEN staff</p> <p>EYFS 10 PP pupils above national Phonics 9 PP pupils GLD just above national KS1 18 PP pupils expected attainment above national in reading, writing and slightly below in maths. KS2 15 PP pupils below expected attainment above national in reading, writing and maths. Internal data in Years 3 and 4 supports development of more PP children reaching expected level</p>
B	To improve and enhance the quality of language and communication for pupils eligible for PPG.	<p>Individual speech and small group language programmes with the specialist SALT team. Assessment data indicates improved language levels, with links to good progress outcomes in Reading and Writing.</p> <p>Additionally, children receiving Speech and Language Therapy have made excellent progress towards their individualised targets.</p>
C	To support behavioral, social and emotional wellbeing of pupils eligible for PPG.	<p>Behaviour data shows that incidences of detentions and exclusions have continued to be low across the school.</p> <p>PP children have had access to 1-1 or small group therapeutic interventions. Parent sessions have supported the therapeutic work.</p> <p>ELSA sessions for 1-1, pairs and groups.</p> <p>Parents of children that were not on the therapy caseload that have concerns about their child's wellbeing were also able to seek advice about how to access support, assistance with referrals, or discuss strategies that might help.</p> <p><u>Outcomes from the targeted group interventions:</u></p> <p>We have targeted small groups of students and delivered targeted interventions focused on Managing Anxiety, Healthy Relationships and Self-Esteem. All students participating in these groups showed a post intervention increase of between 8-14 points in the emotional literacy assessment (Faupel, 2003) with a focus on empathy, social skills, self-awareness, self-regulation and motivation.</p>
D	To work in partnership with parents and carers to support children's learning.	<p>Workshops have been provided to support parents with their children's learning.</p>