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| Intended outcome | Success criteria | Achievements (end of 2021/22 academic year) |
| PP pupils with SEN will make the same rate of progress as other SEN pupils.  7 of 39 pp children also have SEN | * PP SEN pupils make expected progress. * Pupils are engaged in their learning (through observations and discussions with pupils and staff) * Intervention have a positive impact on progress * Planning addresses individual need | * 86% made expected progress (6 pupils) * 14% more than expected progress (1 pupil) * 0 PP SEN pupils made less than expected progress from their starting points. * Lesson observations show PP SEN pupils engaged in their lessons. Termly pupil progress meetings highlight interventions in place to support. * Teachers have a good understanding of PP SEN pupil and their individual need. * PP calculator highlights main area of need. This matches interventions in place. * Termly tracking shows PP SEN pupils are not falling behind and regressing in their learning. End of year progress shows 100% of PP SEN children have made expected + progress from their starting point with one child making accelerated progress. |
| Improve the attendance of PP children | * Attendance of pp children in each year group is above 95% * 5 out of the 7 PP children identified have raised attendance to a minimum of 90% * Parental guidance provided resulting in increased attendance. * Attendance practices and procedures have been reviewed. * Daily monitoring is conducted alongside support mechanisms. | * R – 93.71% * 1 – 94.42% * 2 – 90.84% * 3 – 94.56% * 4 – 84.92% * 5 – 94.9% * 6 – 95.09% * 5 out of the 7 identified PP children (with previously poor attendance) have increased to +90% by the end of the 2021/22 academic year. * Parent attendance leaflet revised and shared with key parents as well as all new starters   New attendance policy written in April 2022. This contains an attendance flow chart for staff to follow ensuring daily checks for absent pupils, monitoring procedures and letter proformas for each stage of absence.  Regular check ins for key parents from HT  Bespoke support packages in place for specific parents e.g., EHAF support |
| Parents know how to support their child’s learning with confidence | * Improved attendance of PP parents at workshops * Increase in active engagement of parents * Every PP child reads at home a minimum of 4 times per week. * PP children are proud to share their work with parents. Where needed school promotes this. | * Approximately 63% of PP parents attended our reading and RSE workshops. Where PP parents did not attend, information was passed on via Dojo. * Approximately 95% of PP parents attended parents evening appointments and class assemblies/productions. Where PP parents couldn’t attend for mental or physical health reasons we videoed the performances or parents came at an alternative time. * Monitoring by the reading lead in April 2022 showed an increase in the number of parents writing in reading diaries, including PP parents. 69% of PP parents regularly read at home with their child and record in reading diaries. * Most PP children are proud to share their work with the headteacher and as part of our ACE assemblies. Each week, class teachers share work to parents via Dojo and monthly via our newsletter. |
| PP pupils are engaged in a wide range of experiences and activities beyond the classroom. | * Improved engagement in a range of extracurricular activities and experiences. * PP children positively engage with enrichment activities (arts, music and PE) * A percentage of PP children participate in competitive sports events. * PP pupils feel encouraged to take lead roles in school productions. * PP children participate in residential visits. | * 85% of our Pupil Premium children accessed at least one after school activity this academic year (there are a range of clubs on offer from sport to arts/gardening etc) * All PP children in KS2 received Samba drumming session weekly for the duration of the year. We held a celebration assembly at the end of the school year that parents attended. * District sports competition – 18% of the team were PP pupils   Girls football tournament – 22% of the team were PP pupils  Boys football tournament – 22% of the team were PP pupils  Cross Country Competition– 12.5% of the team were PP pupils   * In the year 6 production, all 6 of our Year 6 PP children took on a role in the end of year production. 3 of these children had a lead role. * All PP children in year 6 attended the week long residential visit in June 2022. |
| 70% of non-SEN PP children achieve expected standard for their year group. | * Pupils attainment is improved * The gap between non PP and PP children is reduced. | * 70.5% of non-SEN PP children achieve expected standard for their year group in R, W,M. * Attainment at end of KS1 and KS2  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | % Exp+ | Reading | | Writing | | Maths | | | KS1 | 2021 | 2022 | 2021 | 2022 | 2021 | 2022 | | PP | 61.6% | 75% | 20% | 50% | 80% | 75% | | Non-PP | 73% | 84% | 43% | 76% | 70% | 88% |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | % Exp+ | Reading | | Writing | | Maths | | | KS2 | 2021 | 2022 | 2021 | 2022 | 2021 | 2022 | | PP | 80% | 100% | 40% | 80% | 60% | 80% | | Non-PP | 83% | 76% | 83% | 72% | 69% | 68% | |