

Intended outcome	➤ Success criteria	➤ Achievements (end of academic year 21-22)
<p>To improve PP children’s emotional mental health, wellbeing and readiness to learn.</p> <p>Dec 22 - Following our outcome review this still remains a challenge and will continue. Whilst our outcomes show that there has been progress we still feel that we need to improve these outcomes for children.</p>	<ul style="list-style-type: none"> ➤ Qualitative data from our PP calculator shows a decrease in indicators within the SEMH band ➤ Children demonstrate stronger working relationships and friendships with peers ➤ PP children are proud to share their work via Class dojo portfolios. 	<ul style="list-style-type: none"> ➤ 3 of our pupil premium children have reduced their SEMH indicators. 11 of our children have single parent indicators which school cannot have an impact upon. ➤ There has been a small reduction in the number of children without a supportive friendship group. 3 children remain in this category and 2 of these children are receiving targeted support for this; the other child’s difficulties is linked to SEND ➤ PP are proud to share their work with parents via portfolios which are a dialogue between home and school – work is regularly shown to the headteacher
<p>PP with SEN will make the same rate of progress as other SEN pupils</p> <p>Dec 22 - Following our outcome review this still remains a challenge and will continue. Whilst our outcomes show that there has been progress we still feel that we need to improve these outcomes for children. We are aiming for an improvement in the percentage of PP with SEND throughout school.</p>	<ul style="list-style-type: none"> ➤ PP SEN pupils make expected progress. ➤ Pupils are engaged in their learning through observations and staff input into PP calculator. ➤ Intervention has a positive impact on progress – intervention records and Pupil Progress forms reflect this. ➤ Planning reflects individual needs as evidenced in the child’s IEP. 	<ul style="list-style-type: none"> ➤ 66% of PP SEND made expected or greater progress ➤ 88% of this group were noted to have good engagement in lessons and learning opportunities ➤ Interventions and small group teaching were appropriate and have contributed to progress

		<ul style="list-style-type: none"> ➤ IEPS have be monitored by the SENCO and reflect need
<p>75 % of EAL PP children achieve the expected standard in all areas for their year group at the end of Y6 (2022 cohort).</p> <p>This target will be removed from the strategy but PP children with EAL will always be considered as a core part of pupil progress.</p>	<ul style="list-style-type: none"> ➤ KS2 outcomes show that 75% of EAL PP children meet the expected standard. ➤ Bi-lingual TA supports children so that progress is made. ➤ Bi-lingual TA is used to support communication with parents so that progress is made. 	<ul style="list-style-type: none"> ➤ In reading 100% of PP EAL children achieved the expected standard, in writing 75% achieved the expected standard and in maths 100% achieved the expected standard. ➤ Bi-lingual TA support was used as needed to support the children and their families
<p>75 % of non-SEN PP children achieve the expected standard in all areas for their year group.</p> <p>Dec 22- data is good for this group of learners, however, the gap remains in writing and maths compared to non-pp children. This focus will continue to reduce the gap.</p>	<ul style="list-style-type: none"> ➤ KS2 outcomes show that 75% of non-SEN PP children meet the expected standard. ➤ The gap between PP and non-PP children is reduced. 	<ul style="list-style-type: none"> ➤ In reading 100% of non-SEN PP achieved the expected standard and 1 child achieved GDS, in writing 80% of this group achieved the expected standard, in maths 80% of this group achieved the expected standard ➤ In reading PP children exceed attainment over non-pp children by 11%, in writing and maths non-PP exceeded PP children by 15%
<p>PP children are engaged in a wide range of experiences and activities beyond the classroom e.g clubs, visits and residential.</p> <p>Dec 22- we still wish to increase the number of PP children accessing the after school activities. We will encourage class teachers to speak to this group of learners about these clubs</p>	<ul style="list-style-type: none"> ➤ Improved engagements in a range of extra-curricular activities and experiences. ➤ All PP are involved in class visits and residentials 	<ul style="list-style-type: none"> ➤ 41% of our PP children accessed at least one after school club last year. All children are given the opportunity to attend. ➤ 82% of our PP children attended the residential offered for their year group.

KS1 2022

<i>% Exp+</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>PP</i>	<i>75%</i>	<i>50%</i>	<i>75%</i>
<i>Non PP</i>	<i>73%</i>	<i>60%</i>	<i>69%</i>

KS2 2022

<i>% Exp+</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>PP</i>	<i>83%</i>	<i>67%</i>	<i>67%</i>
<i>Non PP</i>	<i>72%</i>	<i>82%</i>	<i>82%</i>