

PUPIL PREMIUM IMPACT REPORT 2020-2021

Number of children: 162 Date of review: July 2022

Amount received: £217,890

Barrier to Learning	Strategies and Reasons	Cost	Success Criteria	Outcome
Poor home learning environment. Difficulty maintaining attention and remaining focused.	Ensure teaching assistants are deployed throughout the school to support and target children making slow progress in reading, writing and maths; in order to accelerate progress and ultimately narrow the attainment gap between children in receipt of pupil premium and those who are not.	Extra TA in each class (14 classes) in the morning. £146,027	Progress made by children in receipt of PP matches or exceeds children who are not for English and maths.	Evidence: Progress data, book looks, feedback. Children in receipt of PP made progress which was in line with or the same as those not in receipt of PP. Pupil Premium Non Pupil Premium Reading 52% 52% Writing 60% 60% Maths 51% 48%
Poor home learning environment. Poor oral language skills.	Targeted intervention to work on SALT plans advised by external agencies.	SALT TA £25,502	Children make good progress on SALT targets.	Evidence: SALT reports, Talk Boost reports, feedback. All children on a SALT plan have made progress with 4 children being discharged as they are now in line with expectations. Talk Boost took place with 12 children across the year, with 100% making good progress.
Social, emotional and mental health difficulties. Poor home learning environment. Social care concerns.	Pastoral lead to work with children on a range of social, emotional and mental health difficulties and to work with their parents to support when needed.	Pastoral Lead £17,726	Identified children have a reduction of recorded behaviours or make progress against their SDQ/Boxall score. Well-being interventions take place and include external agency advice where appropriate.	Evidence: Behaviour logs, SDQ results, feedback. 88% of the children working with the Pastoral Lead improved in all areas of their SDQ. 80% of children moved to the normal range in at least one area of a Boxall profile. All external advice for children discussed at consultation was acted on.
	School counsellor to work with children in all areas of social, emotional and mental health difficulties. Hours increased due to Coronavirus.	School Counsellor £15,979	Children show an improvement in their SEMH questionnaire score.	Evidence: Feedback, counsellor reports, children's evaluations. 13 children in receipt of pupil premium accessed the school counsellor and showed an improvement in their SEMH questionnaire.

	Educational psychologist to offer advice and guidance for children with cognition and learning difficulties and social, emotional and mental health difficulties.	School psychologist £3000	School psychologist offers CPD and strategies and advice for teachers. Strategies are evident in SSPs and SEND provision.	Evidence: Staff CPD and feedback, CPD impact reports, SSPs with strategies from consultation, identification of SEND and EHCP needs. All staff have had the opportunity to take part in consultation with the school psychologist. Advice and strategies have been actioned on School Support Plans and children have reached these targets. Sensory stations set up following psychologist advice.
Lower aspirations resulting in lower attendance.	School lead on attendance and punctuality. Monitoring absence and punctuality, telephone calls home, visits to families and meetings held.	Attendance lead £11,343	Children in receipt of PP have an increase in attendance and is in line with children not in receipt of PP.	Evidence: Attendance reports, punctuality reports. Children in receipt of pupil premium have an average attendance of 94.1% compared with non-pupil premium who had 96.4% across 2020-21. In Cheshire East, vulnerable children in receipt of free school meals had an attendance of 90%. (Cheshire East Directors Report 2021)
	Education Welfare Officer (EWO) to offer advice on attendance and punctuality. Monitoring absence and punctuality, telephone calls home, visits to families and meetings held.	EWO £1800	Children in receipt of PP have an increase in attendance which is in line with national attendance figures.	
Narrow experience of life outside school.	Subsidise school trips, residential visits and performances from a range of professionals when appropriate to ensure all disadvantaged pupils gain wider experiences. Subsidise school uniform where appropriate.	Experiences £5,000	By the end of Year 6, children in receipt of have had the opportunity to participate in a wide range of experiences.	Evidence: Attendance on trips and visits, feedback on performances, pupil voice. Although less enrichment activities have taken place, some performances have been subsidised and paid for by school, such as Brazilian Samba drumming.
	Forest Schools in place to enable children to access outdoor learning experiences and activities.	Forest School Lead £12,068	All children in receipt of PP access Forest Schools over each half term.	Evidence: Forest Schools attendance lists, pupil voice. 100% PP children have accessed Forest schools.
Disadvantaged children attain lower and make less progress than non- disadvantaged children.	Pupil premium lead to monitor and track progress of children in receipt of pupil premium. Provision for children in receipt of pupil premium is closely monitored.	Dedicated PP Time for SENCOs £5650	Children in receipt of PP attain the same as or better than their peers in core areas of learning.	Evidence: Progress data, book looks, feedback. Children in receipt of PP made progress which was in line with or higher than those not in receipt of PP.

Total to be spent: £244,095