



PUPIL PREMIUM STRATEGY EVALUATION 2021-22

Teachers were able to carry out small group tuition which has had a positive effect across the board.

Children's social and emotional needs were a high priority both through the curriculum, small group work and focused provision to support their "readiness to learn".

All classes had new smart screens installed which support new resources and engaged learners.

Reading

New reading books were purchased at a higher level to engage children.

At the beginning of the year 90% of all PP children were below age-related expectations. In summer this was 46%.

At the beginning of the year 29% of PP were at "Below" on a scale of Above, Expected, Working Towards and Below. In summer this was 7%.

Year 2

35% of PP children were at ARE+ (Age related expectations) in Summer compared to 11% in Autumn.

55% of PP children made "expected" progress. This means as expectations rose they maintained their understanding at their current level. 35% made "good" progress which means they moved up a band in their learning and 10% of PP made outstanding progress which means they moved up 2 bands.

Year 1

47% of PP children were at ARE+ in Summer compared to 5% in Autumn.

47% of PP made "expected" progress. 53% made "good" progress.

Reception

67% of PP were at ARE+ in Summer compared to 14% in Autumn.

23% of PP made "expected" progress, 70% made "good" progress and 7% made "outstanding" progress.

PP and EAL

Small social groups were set up and friendships made between year groups. This had a positive effect on children's wellbeing and their interaction with adults.

In the Autumn term 0% of PP/EAL children were at ARE+ for Reading, Writing or Maths. In Summer 50% were at ARE+ in Reading, 42% in Writing and 58% in Maths.