

## Pupil Premium Report for Governors impact statement of spending 2021/22

The Government give schools Pupil Premium funding, which is based on every child who has been eligible for a free school meal in the last 6 years. The school then spends this money on closing the gap between the attainment of children eligible for free school meals and non- free school meals. As the money is paid from April to April below is a summary of how some of the money has been spent this year since April and the success we have had. This also includes planned spending for this year.

### Overview of the School

#### Number of Pupils and Pupil Premium grant (PPG) received

Total number of pupils on role	<b>410</b>
Total number eligible for PPG	<b>Based on 110 pupils at 1,320 per pupil</b>

#### Summary of PPG Priority Spending for 2019/20

<b>Barriers:</b>	
<ul style="list-style-type: none"> <li>• 100% of children enter Nursery below/ significantly below the national averages</li> <li>• Low aspiration</li> <li>• High level of deprivation- 75% of children in lowest 10-20% and 100% in lowest 10-40%</li> </ul>	
<b>Objectives in Spending PRG:</b>	
<ul style="list-style-type: none"> <li>• To raise attainment across the school to be in line with National</li> <li>• To raise progress for disadvantaged groups at expected and greater depth in Reading, Writing and maths in KS1.</li> <li>• To deliver appropriate interventions to diminish the difference between groups</li> <li>• To deliver proactive early intervention.</li> <li>• To improve parental support and break down barriers with school and to implement Early Help</li> <li>• Attendance to be at the national level- Particularly Persistent Absentees</li> <li>• To provide parenting support programmes</li> </ul>	
Total amount of PPG received	<b>£189,300</b>

#### Previous Performance of Pupils by the end of KS2 2019

	2019 school	2019 Disadvantaged school
% of Pupils working at the expected level in Reading	Attainment 68%	62%
% of Pupils working at the expected level in writing	80%	71%
% of Pupils working at the expected level in maths.	82%	67%
% of Pupils working at the expected level in GAPS	73%	67%
% of Pupils working at the expected level in Reading, Writing and Maths	59%	48%

% of Pupils working above the expected level in Reading	23%	19%
% of pupils working above the expected level in writing	14%	5%
	30%	29%
% of Pupils working ABOVE the expected level in GAPS	30%	19%

### Key Stage1

	2019 school	2019 Disadvantaged school
% of Pupils working at the expected level in Reading	Attainment 72%	67%
% of Pupils working at the expected level in writing	57%	52%
% of Pupils working at the expected level in maths.	63%	57%

### 3 Year Trend

#### Reading

	2017	2018	2019
Disadvantaged	50	53	67
Non Disadvantaged	80	70	76
	-29	-26	-11

#### Writing

	2017	2018	2019
Disadvantaged	30	53	52
Non Disadvantaged	-42	-21	-21

#### Maths

	2017	2018	2019
Disadvantaged	55	53	57
Non Disadvantaged	92	70	68
	-24	-27	-22

## Year 1

Phonics pass	Whole School	Pupil Premium
	72%	60%

## Record of PPG Spending

Item/ Project	Objective	Outcome
To pay for a Year 3/4 lead coordinator	To lead the Rady Project with Year 3- Raising Attainment for Disadvantaged Youngsters	
To pay for enhanced Speech and language support-Speech and Language therapist assigned to school.	To accelerate progress in S and L in KS1 and Reception. To maintain the level of 89.9%	
To employ a SIP for intensive support linked to the School Improvement Plan	To support staff to drive and monitor the new Curriculum Framework. To make sure the curriculum is accessible to all.	
Attendance Officer-EWO	To sustain attendance levels in school to be in line with the national average	
To provide a medical TA to support children with medical needs	To release teachers and TAs to teach children, whilst TA supports children with medical needs	
2 x TAs in KS1	2 x Extra TA support to close the gap in KS1 with Disadvantaged and other	
Full time PSA x 1	To work with parents to liaise between school and home. Training to deliver Triple P and Solihull Approach to Parenting-aim to reduce the number of Early Help referrals .	
1x teacher in Year 3 and 1 x teacher in Year 5	To provide smaller classes to support children 'Diminish the Difference' due to Covid	
To employ Birmingham SEN Team to work with SPLD Children	To diagnose and support children with a Dyslexia pathway.	
To employ Cadmus SEN services-	To support staff with provision for SEN Pupil Premium children- inclusion	
To employ Cadmus	To support children with	

<b>Behaviour Support services</b>	<b>Emotional, social and Behaviour issues for Pupil Premium children</b>	
<b>To employ an artist to work with all children from Y1 to Year 6</b>	<b>To enable all children to develop their talents</b>	
<b>Music provision</b>	<p><b>To give children wider opportunities beyond the curriculum in an area of low aspiration and opportunities.</b></p> <p><b>This time also allows staff to have PPA time together to plan, assess and evaluate work and the impact of interventions on progress.</b></p> <p><b>All children from Nursery to Year 6 learn ukuleles, keyboards and steel pans.</b></p> <p><b>All children from Y1 to Y6 take a Royal School of Music exam every year.</b></p>	

**Total Amount Spent:**

lessons from Nursery to Year 6

**£185,614 + the rest is added to pay for whole school music**