

Pupil Premium including Recovery Premium- Spring 2022 Update

There has been an increase of 4 pupils from autumn 2021 to spring 2022 bringing the total number of Pupil Premium pupils to 44. In 2016 there were 17 PP pupils in total so this is a significant increase in a 5 year period.

The PP lead and governor have met to discuss progress towards the core objectives of the strategy (see minutes shared with governors). Attendance was discussed and the downward trend for PP pupils over the last 3 years (93% 2018 to 90% 2021), covid isolation and medical issues have been the main reasons for absence. The focus for the summer monitoring visit will consist of the PP lead sharing the 'Day in the life'/learning walk photographic evidence and pupil voice, capturing the full range of our provision for disadvantaged pupils.

The National Tutoring Programme

Route One: Tuition Partners

21 year 4 and 5 pupils received a 6 week block of maths tuition delivered by Mrs Lee, which ended in January 2022. The tuition focused on targeting gaps in pupils' understanding of key concepts with a focus on place value and calculation.

Of the 21 targeted pupils:

- 48% are on track to meet end of year expectations
- 43% have made steady progress maintaining the progress from summer 2021 baseline
- 52% have accelerated progress from summer 2021 baseline (teacher assessment and NFER autumn to spring)

FFT Lightning Squad

30 pupils, 20 of whom are in receipt of Pupil Premium, completed the Lightning Squad reading catch up programme (September 2021 to January 2022).

Overall, Mrs Parkinson (the tutor), class teachers and pupils found the programme provided the right level of challenge and pace to support pupils to 'catch up'. Mrs Parkinson was able to strike a good balance between the online programme and spelling games and activities which she used to supplement the work and address pupils' individual gaps.

Data as follows:

- 5 of the 30 pupils (all pupil premium) had previously been part of the initial summer programme but due to very low starting points the decision was taken for them to continue into the autumn. 100% of pupils who received the extended programme had met their target (established at baseline) when the catch up ended in January.
- Of the remaining 25 children, 28% of pupils had met their target (established at baseline) and 52% came within 15 points of their target by the end of the programme in January.
- 20% of pupils, all SEN, made less progress due to significantly lower starting points. Progress was evidenced in these pupils 'word count per minute' which improved by between 10 and 25 points over the course of the programme.. The greatest improvement was seen in their engagement and interest for reading, this group of pupils were particularly motivated by the virtual rewards which drew on a competitive element to work through the stories.

Since the conclusion of the Lightning Squad programme, Mrs Parkinson has been working with disadvantaged year 3 and 4 pupils within the classroom (2 days per week), providing targeted support under the direction of class teachers for reading, writing and maths.

Route three: School-Led Tutoring

This term 64 pupils across the school have received after school tutoring. There were 2 booster groups in each year group targeting working towards and cusp pupils delivered by the teachers and funded through School led tutoring route. 40% of pupils (26/64) of those targeted were in receipt of pupil premium. Summer data will be analysed to report on the impact of this extra provision.

In school maths intervention programmes

First Class@Number2

Progress data year 4 autumn group:

The programme ended in December, Mrs Buncle then left a 10 week gap before repeating the assessment to gain a more accurate picture of what the pupils had retained.

Comparing the pupils' baseline maths age average to the final assessment average:

100% of pupils made atleast 7 months progress

86% made more than expected progress accelerating there maths age by 1 year+

A second group of First Class@Number is now underway, these pupils are in year 3. The programme is due to be completed for this cohort later in the second half of the summer term.

Success@Arithmetic: Number Sense & Calculation

These groups of year 4 and 5 pupils have completed the programmes and are now working on revision of the steps they were less secure with during their sessions with Mrs German and Mrs Turner. The Sandwell test will be repeated after Easter to provide a progress measure.

Times Tables Rockstars Club

The maths lead offered TTRS club to all year 3 and 4 pupils. 20 places were originally planned for but increased to 30 due to demand. 23% of these pupils were disadvantaged. Together with the 40% of disadvantaged pupils who took part in the after school tutoring clubs (see above, School Led Tutoring), a total of 63% of all disadvantaged pupils accessed a maths after school club this year which exceeds the target set out by the maths lead at the start of the year of 50%.

Increase oral language and reading development/Improving Pupils' Cultural Capital

The PP lead led staff training with teachers and teaching assistants to identify where pre teaching/exposure to wider experiences could be planned in advance to raise the knowledge and cultural capital that disadvantaged pupils need to access and succeed with the upcoming learning.

Year 3 and 6 selected high quality non fiction books with a focus on the geography or history theme for the following half term, as well as maths and English 'workbooks' to further enhance home learning. Year 4 and 5 teachers chose a more individual approach, having spoken with each child and identifying gaps in pupils' access to resources at home. This led to a range of materials being purchased such as leveled book sets and texts from favourite authors for children to create their own bookshelf at home and personal dictionaries and thesauruses to aid homework.

All resources were hand delivered to parents with teachers explaining that the texts were to be shared at home during the school holiday, so that pupils could return to school with some prior knowledge of the content due to be taught in class. The aim is that this approach will ensure that some of our disadvantaged pupils are able to draw on greater terms of reference during learning in the classroom, enabling them to articulate more about what they have experienced.