



Blean Primary School Pupil Premium Strategy Review 2021/2022.

This document is to be read in conjunction with the schools Recovery Document which can be accessed using the link below.

https://bleanprimary.org.uk/kent/primary/blean/arenas/websitecontent/web/Blean%20Primary%20School%20Premium%20Recovery%20Funding%20Summer%202022-29133_20221003142739993.pdf

Intended outcome (2021-2023)	Success criteria (2021-2022)	Impact of Outcome
<p>Ensure high professional development for every teacher in the school setting, along with Higher Level Teaching Assistants and Teaching Assistants that support learning.</p>	<p>Pupil outcomes will be in line with peers including in National Assessments at EYFS, Year 2 and Year 6.</p> <p>Staff can discuss the impact training has had on their practice and how this has positively pupils who are disadvantaged.</p>	<p>EYFS Nationally EYFS data shows that 65.2% of pupils achieved a good level of development (GLD) In the year 21/22, 72.95 of pupils at Blean achieved GLD. 2/8 (25% of the PP cohort) achieved GLD Of the 6 children who did not achieve GLD mitigating factors such as complex SEND needs, attendance and language barriers were unpicked and support put in place.</p> <p>Year 1 Phonics 100% of the children who receive the PP grant passed the Year 1 phonics screener.</p> <p>End Key Stage 1 Reading 1/4 pupils achieved the expected standard in reading. This child achieved Greater Depth. 3/4 pupils who did not meet the expected standard in reading have SEND needs. Through high quality teaching and targeted support, all of these pupils were able to accelerate their progress closing the gap.</p> <p>Writing 2/4 pupils achieved the expected standard in writing.</p>

2/4 did not achieve the expected standard, however one of these pupils were able to accelerate their progress and has significantly closed the gap enabling them to be working 1 step below expected.

Maths

2/4 pupils met the expected standard in Maths.

The 2/4 pupils who did not meet the expected standard made significantly accelerated progress closing the gap for them and they are now working 1 step below the expected standard.

End of Key Stage 2

Of the Year 6 cohort 16 children were eligible for the PP grant: 3 of these children also had an EHCP and 3 are identified as SEN Support. Please note that one child did not sit the KS2 national assessments but are included in the cohort of 16.

Reading

10/16 (62.5%) children achieved at least the expected standard in end of Key Stage Assessments with 5 of these children achieving the greater depth standard.

Writing

12/16 (75%) achieved at least the expected standard at the end of Year 6 with 2 of these children achieving the greater depth standard.

Spelling, Punctuation and Grammar

9/16 (56%) children achieved at least the expected standard in end of Key Stage Assessments with 4 of these children achieving the greater depth standard.

Maths

11/16 (68%) children achieved at least the expected standard in end of Key Stage Assessments with 3 of these children achieving the greater depth standard.

Combined expected standard (R, W and M)

8/16 (50%) achieved the combined expected standard for Reading, Writing and Maths. One of these 8 pupils achieved the combined standard at Greater Depth.

Pupils without SEND needs identified

Expected

Reading- 8/10 (80%)

Spelling, Grammar and Punctuation -8/10 (80%)

Writing- 9/10 pupils (90%)
Maths- 9/10 pupils (90%)
Combined (R, W and M)- 8/10 (80%)

Greater Depth standard

Reading – 4/10 (40%)
Spelling, Grammar and Punctuation - 4/10 (40%)
Writing - 2/10 (20%)
Maths- 2/10 (20%)
Combined (R, W and M)- 1/10 (10%)

National Figures:

Expected

Reading- 74.4%
Writing- 69.9%
Grammar- 72.4%
Maths-71.3%
Combined expected standard (R, W and M)- 58.7%

Greater Depth

Reading- 27.7%
Writing-12.9%
Grammar-28.2%
Maths-22.4%
Combined expected standard (R, W and M)- 7.2%

Early Career Teachers were supported through a programme of training and support. They have been able to articulate how the knowledge they have gained supports all learners but particularly those who are disadvantaged. Leader's monitoring demonstrated high quality teaching supported pupils.

<p>Children acquire key skills in vocabulary, reading, writing and numeracy.</p>	<p>Pupils who are disadvantaged gain the key skills to make progress against age related expectations and make at least expected progress against Blean Expectations (6 steps a year)</p>	<p>Progress from starting point based on 6 steps a year being expected progress. The cohort of children receiving the Pupil Premium Grant had an average point of progress of:</p> <p>Reading- 6.1 steps Writing- 6.1 steps Maths- 6.0 steps</p> <p>Accelerated progress: Reading- 6 pupils accelerated their progress Writing- 12 pupils accelerated their progress Maths - 9 pupils accelerated their progress</p> <p>Of the 39 pupils from Years 1-6 receiving the Pupil Premium Grant it is important to note that 19 also have been identified with SEND needs. 6/19 pupils have an EHCP.</p>
<p>Pupils who are disadvantaged levels of attendance are in line with expected levels.</p>	<p>As a group attendance is an average of at least 96% Levels of persistent absenteeism is lower compared to previous years.</p>	<p>Attendance for the last year for the cohort was 91%. This was lower than the target and in previous levels. The Covid 19- Omicron variant had a significant impact on attendance for this group of pupils as well as the whole school.</p>
<p>Pupils who are disadvantaged will access the same broad and balanced curriculum and opportunities as their peers.</p>	<p>Pupils are taught a broad and balanced curriculum. Children participate in a range of activities such as after school clubs and trips.</p>	<p>The school had an inspection in March 2022, as part of this the access to the curriculum and experiences for pupils who are disadvantaged were reviewed. The OFSTED report stated 'Pupils with special educational needs and/or disabilities (SEND) benefit from the same rich curriculum as their peers. Leaders identify pupils' needs as early as possible and provide the right, tailored support to ensure that pupils with SEND achieve as well as they can.'</p> <p>This demonstrates the impact of the support for pupils with SEND accessing a broad and balanced curriculum.</p> <p>The inspector also commented that, 'Pupils' develop personal attributes and skills to stand them in good stead for later life. There are excellent opportunities for pupils to take part in an extensive range of afterschool clubs and visits.'</p>