



Blean Primary School Pupil Premium Strategy Review 2022/2023.

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

<https://www.bleanprimary.org.uk/about-us/financial-information/>

<b>Intended outcome (2021-2023)</b>	<b>Success criteria (2022-2023)</b>	<b>Impact of Outcome</b>
<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 with progress measures at least in line with national groups for EYFS and KS2 national assessments.</p>	<p><b>EYFS</b> Percentage of pupils achieving Good Level of Development (GLD) as a total cohort 76.3% Number of Pupils eligible for Free School Meals achieving GLD 66.7%</p> <p><b>Kent and National Averages-</b> Kent Total cohort 68.1 % Kent-Pupils eligible for Free School Meals Achieving GLD- 51.9% National Cohort Average of Pupils achieving GLD- 67.3%</p> <p><b>Year 1 Phonics School</b> 91.5% of pupils achieved the expected standard. 66.7% of pupils eligible for Free School Meals or Ever 6 achieved the expected standard</p> <p><b>Kent and National Averages</b> Kent total cohort- 77.2 % of pupils achieved the expected standards Kent Total for pupils who are eligible for Free School Meals- 59.4% National total cohort- 78.9%</p>

**End Key Stage 1-****School Cohort pupils working at least at the Expected Standard**

	School Cohort	School and Ever 6 2 pupils
Reading	91.5%	100%
Writing	83.1%	100%
Maths	91.5%	100%

**School Cohort Pupils working at Greater Depth**

	School Cohort	School and Ever 6 2 pupils
Reading	39%	50%
Writing	22%	100%
Maths	27.1%	50%

**Kent and National Averages- Expected Standard**

	Kent Total	Kent FSM and Ever 6	National
Reading	69.1%	50.7%	68.3%
Writing	60.5%	41.1%	60.1%
Maths	71%	54.1%	70.4%

**Kent and National Greater Depth**

	Kent Total	Kent FSM and Ever 6	National
Reading	18.5%	7.7%	18.8%
Writing	7.8%	2.3%	8.2%
Maths	15.4%	5.7%	16.3%

**End of Key Stage 2****School Data**

**Pupils working at least at the expected standard.**

**Please note that there are two pupils who were in receipt of Pupil Premium Plus. one of these pupils were disapplied from the End of Key Stage Assessments as they were working below the standard of the tests and had an EHCP.**

	School Cohort	Free School Meal and Ever 6 Pupils 1 Pupil	Average Scaled Score for Free School Meal and Ever 6 pupils (a score of 100 is expected, a score of 110+ is Greater Depth)
Reading	87.3%	100%	108
Writing	90.5%	0%	-
Maths	93.7%	100%	101
GPS	92.1%	0%	97
Combined	82.5%	0%	-

**Pupils working at Greater Depth**

	<b>School Cohort</b>	<b>Free School Meal and Ever 6</b>
Reading	22%	0
Writing	60.3	0
Maths	27%	0
GPS	39.7%	0
Combined	46%	0

**Kent and National Data**

**Pupils working at least at the expected standard.**

	<b>Kent Cohort</b>	<b>Kent Free School Meal and Ever 6pupils</b>	<b>National Cohort</b>
Reading	75.2%	56.9	73
Writing	73.2%	56.4	71
Maths	70%	51.8	73
GPS	68.6%	50.5	72
Combined	58.7%	39.1	59

**Pupils working at Greater Depth**

	Kent Cohort	Kent Free School Meal and Ever pupils	National Cohort
Reading	30%	16.3%	29%
Writing	14.1%	5.3%	13.3%
Maths	22.2%	9.8%	23.8%
GPS	26%	12%	30.1%
Combined	8.3%	2.7%	8.0%

Children acquire key skills in vocabulary, reading, writing and numeracy.

Pupils who are disadvantaged have expected levels of speech and language to allow them to develop reading and writing skills at the end of the EYFS attaining Good Level of Development.

Pupils will achieve the expected standard in the Year 1 phonics screen and children leave KS1 and KS2 with developed reading skills which enable them to access a full curriculum.

This academic year, all EYFS pupils were screened on the NELI's Language Screener in Term 1. Five pupils were identified as requiring the NELI programme to support their language skills. These 5 pupils have been attending NELI sessions 4 days a week. The session has been taught by the trained TA. The 5 pupils have all shown progress in their language acquisition and use of vocabulary.

To expand use of language and the generalisation to writing skills. Both EYFS teachers have undertaken the 'Message Centre' training and started to introduce the areas in the classrooms. This enables pupils who are disadvantaged to experience purposeful writing opportunities and further their language skills.

In Key Stage One, Infant Language Link continue to be used to assess and support pupil's language acquisition with referrals being made to support services as early as possible. In Year One, 5 pupils were identified as needing support for language. At the end of the Academic Year, 4 of those children were assessed as closing the gap and were assessed in July as having an age appropriate understanding of language.

For children who are disadvantaged and have SEND needs identified, there will be robust interventions and catch up support in place which is high quality and closes the gap in progress.

12 children across Key Stage 2 were screened for language understanding, of these children only one child did not have an age appropriate understanding. This was within a complex profile of need and a referral was made to the NHS SALT Team for an assessment.

Contextual information 16/31 of the pupils from Year 1-6 who received Free school meals or the Pupil Premium/ Pupil Premium Plus Grant also have SEND Need Identified of these children 3 pupils have Education Health Care Plans 5 were in receipt of High Needs Funding.

Progress of children from Year 1-6 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:

Reading- 5.6

Writing- 5.3

Maths- 5.3

**Accelerated progress:**

Reading- 3 pupils accelerated their progress

Writing- 4 pupils accelerated their progress

Maths - 3 pupils accelerated their progress

Our Intervention Teaching Assistant has been working with pupils who are disadvantaged to build reading skills using the BRP Reading Intervention, this continues to have a positive impact. 5 out of the 6 pupils supported made accelerated progress to close the gap in their reading. Pupils who are in receipt of the Pupil Premium Grant are identified through class provision mapping and monitoring of the provision and support in place shows for most pupils the impact is positive.

Pupils who are disadvantaged were also the focus of the Teacher Led Tutoring. 8 Pupils were offered 20 sessions and Expected progress was seen by 6 pupils. 1 Pupil made accelerated progress.

<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 97% Levels of persistent absenteeism is lower compared to previous years.</p>	<p>Overall School Attendance was above 96%</p> <p>Attendance of pupils eligible for Free School Meals-</p> <p>Attendance of pupils eligible for Pupil Premium or Pupil Premium Plus.</p>
<p>Pupils who are disadvantaged will access the same broad and balanced curriculum and opportunities as their peers.</p>	<p>Pupils participate in a curriculum which is embraces diversity and promotes cultural capital through experiences and extracurricular activities and school trips.</p>	<p>School have worked with curriculum expert Deborah Kidd to further develop and deepen our curriculum offer. Staff worked to create and weave Golden threads throughout the curriculum ensure all pupils continue to have access to a wide range of authentic outcomes and hooks.</p> <p>We continue to support access to pupils eligible for the Pupil Premium Grant to a wide range of extracurricular activities and where appropriate we have funded these or looked for bursaries. An example of this are the 'Rock Steady' group music lessons which three pupils who receive the pupil premium grant attend. In addition, we have also funded school trips and swimming lessons to ensure that pupils who are disadvantaged have the same experiences as their peers.</p> <p>Our Forest School provision has enabled pupils to take their learning outdoors and children have benefited from this in all year groups.</p> <p>We have supported families with accessing wrap around care by fully or partially funding this. The impact on families and pupil's wellbeing has been positive and enable children not only to access social experiences with their peers and school staff but also support with attendance and supporting families in need.</p>