

# Pupil Premium and Covid Catch Up Allocation 2021/2022 impact report

**Q: What is the school's allocation of Pupil Premium and how has it changed over time?**

April 2017/March 2018	April 2018/March 2019	April 2019/March 2020	April 2020/March 2021	April 2021/March 2022
£185,280	£208,000	£185,000	£195,000	£205,013

**Q: What was the school's COVID funding?**

	April 2021/March 2022
Catch Up Premium	£14,630
Tutoring Premium	£10,395
Recovery Premium	£12,434
Total	£37,459

**Q: What is Pupil Premium and how should it be used?**

The Pupil Premium is funding in addition to the school's budget and is based on the number of children eligible for free school meals (FSM), Children Looked After (CLA) and for those children whose parents are currently in the Armed Forces.

*'...It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'*

*Source DfE website*

The school will use this money to support systems and processes which ensure continued progress and academic achievement for those in vulnerable groups, as well as providing enrichment opportunities that would not otherwise be possible.

**Q: In the Academic Year 2021/22 what were the aims of the Pupil Premium spend?**

The aim of the funding was to:

- Support children most affected by COVID in making accelerated progress in reading, writing and maths
- Deliver highly effective interventions in maths to support the weakest learners
- Continue to raise the attendance of Pupil Premium children, especially those who are persistently absent

**Q: In the Academic Year 2021/22 what were the aims of the COVID Catch Up premium?**

The aim of the COVID Catch Up premium was to:

- Improve outcomes for those most affected by COVID by ensuring all planning and teaching is intelligently designed and supports children in plugging their individual gaps
- Build leadership capacity through the secondment of the maths subject leader
- Support children most affected by COVID in making accelerated progress in reading, writing and maths
- Deliver highly effective interventions in maths to support the weakest learners
- Deliver highly effective tutoring in maths to support those most affected by COVID

**Q: In the Academic Year 2021/22 what was the pupil premium spent on?**

<b>Activity and Resources</b>	<b>Cost</b>
Contribution towards teacher salaries  This includes: <ul style="list-style-type: none"> <li>• Part of SENCO's salary for supporting Pupil Premium children with SEND</li> <li>• Part of SENCO assistant's salary for supporting Pupil Premium children with SEND</li> </ul>	£77,800
Contribution towards TA/support staff salaries  This includes: <ul style="list-style-type: none"> <li>• Release of core subject leaders for monitoring</li> <li>• Targeted support for children in lessons</li> <li>• Targeted interventions</li> <li>• Part of attendance officer's salary</li> </ul>	£103,550
Learning Resources – Curriculum Maestro	£2,500
ICT Resources	£250
<b>Total</b>	<b>£184,100</b>
<b>Surplus</b>	<b>£20,913</b>

**Q: In the Academic Year 2021/22 what was COVID funding spent on?**

<b>Activity and Resources</b>	<b>Cost</b>
Release of senior leader	£29,736
<b>Total</b>	<b>£29,736</b>
<b>Surplus</b>	<b>£7,723</b>

**Q: In the Academic Year 2019/20 why was there a surplus for the pupil premium?**

Since a significant proportion of the pupil premium is spent on providing adults to work with children, it was felt that a rollover was needed to be able to maintain this level of provision despite the falling roll. The rollover will be used to support the school's four-form model, despite its main feeder school now being a three-form entry school.

**Q: In the Academic Year 2019/20 why was there a surplus for the COVID funding?**

A surplus was required to maintain the ongoing secondment of the senior leader from April to August 2022.

**Q: In the Academic Year 2021/22 what percentage of children were eligible for Pupil Premium in each year group?**

	Pupils eligible	CLA	Armed Forces	FSM
Year 3 (103)	44% (46)	0	0	44% (46)
Year 4 (102)	40% (41)	1	0	40% (41)
Year 5 (121)	41% (49)	1	0	38% (46)
Year 6 (113)	34% (38)	0	0	30% (34)
School total	40% (174)	2	0	38% (167)
National average				23%
County average				21%

**Identified priority - attendance:** In the Academic Year 2021/22, what was the average attendance for those children eligible for Pupil Premium and how has it changed?

	Attendance %age of those eligible	Attendance %age of those not eligible
2021/2022	<b>91.38%</b>	<b>95.30%</b>
2020/2021	<b>91.10%</b>	<b>97.01%</b>
2019/2020	<b>88.73%</b>	<b>94.1%</b>
2018/2019	<b>94.0%</b>	<b>97.1%</b>
2017/2018	<b>93.9%</b>	<b>96.3%</b>

The attendance of all children has been affected greatly by the COVID-19 pandemic. However, where a fall has been seen in attendance for those not eligible for pupil premium, this has not been seen for those children who are eligible.

**Identified priority - attendance:** In the Academic Year 2021/22, what percentage of those children eligible for Pupil Premium were persistently absent (attendance <90%) and how has it changed?

	PP Persistently Absent	Non-PP Persistently Absent
<b>2021/2022</b>	<b>27.54%</b>	<b>9.86%</b>
<b>2020/2021</b>	<b>26.55%</b>	<b>8.00%</b>
<b>2019/2020</b>	<b>36%</b>	<b>14%</b>
<b>2018/2019</b>	<b>16%</b>	<b>4%</b>
<b>2017/2018</b>	<b>16%</b>	<b>7%</b>

The school continues to monitor attendance closely. Work is done to support families for whom their children are not attending regularly.

**Identified priority - attainment:** In the Academic Year 2021/22, what were the attainment and progress outcomes in Year 6 for those children eligible for Pupil Premium who are not SEND?

Data is based upon term 6 teacher assessments.

Year 6	Reading	Writing	Maths
Pupil Premium & non-SEND	70%	60%	60%
Non-Pupil Premium & non-SEND	93%	81%	90%

Year 5	Reading	Writing	Maths
Pupil Premium & non-SEND	71%	63%	66%
Non-Pupil Premium & non-SEND	91%	84%	81%

Year 4	Reading	Writing	Maths
Pupil Premium & non-SEND	59%	50%	68%
Non-Pupil Premium & non-SEND	83%	79%	87%

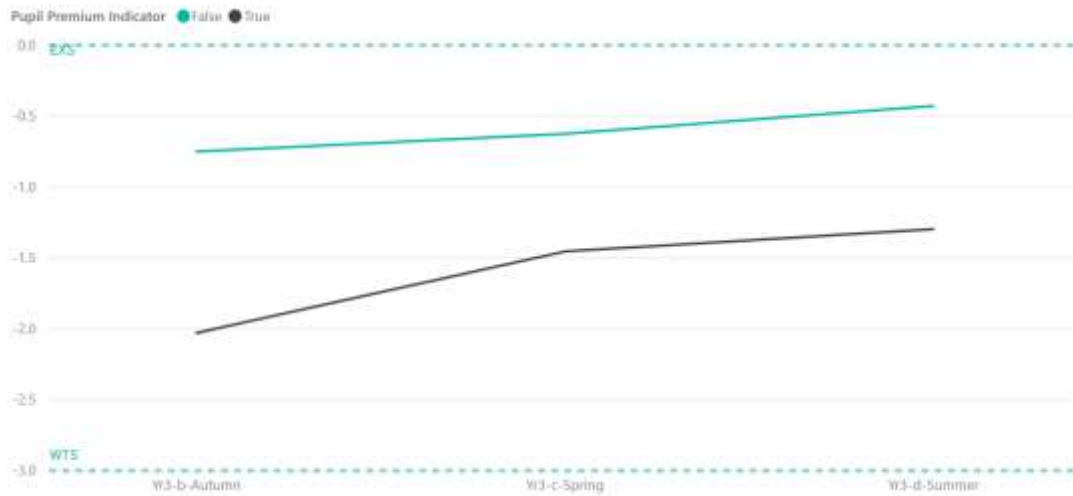
Year 3	Reading	Writing	Maths
Pupil Premium & non-SEND	57%	49%	49%
Non-Pupil Premium & non-SEND	71%	73%	80%

Further analysis of the progress made can be found on the following pages.

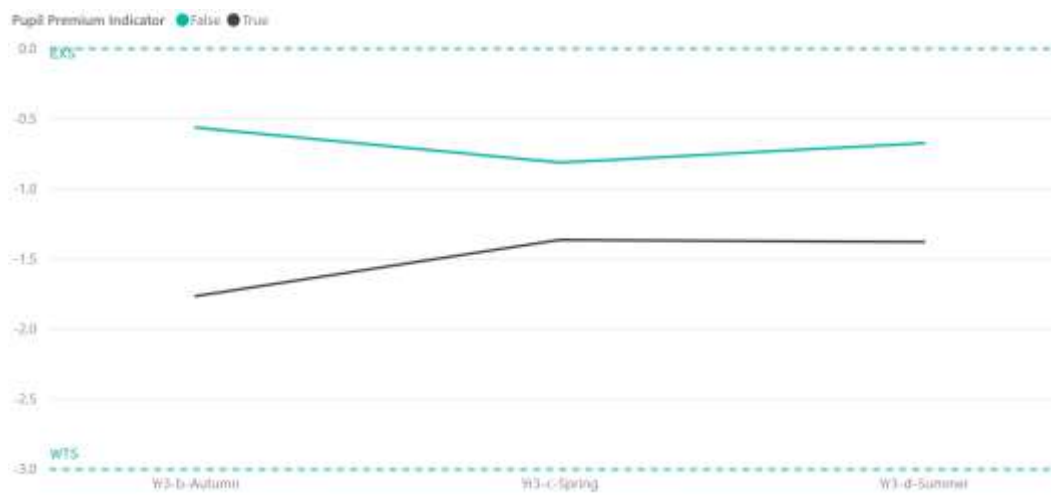
**Identified priority – progress:** In the Academic Year 2021/22, how much progress did children who are eligible for Pupil Premium and non-SEND make compared with those who are not eligible for Pupil Premium and non-SEND?

Data is based upon term 4 teacher assessments.

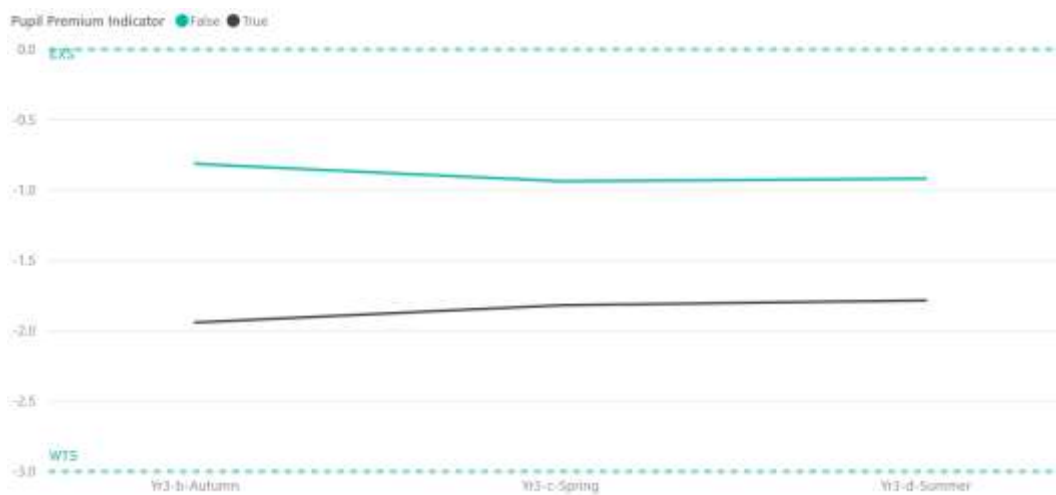
Year 3 Maths



Year 3 Reading

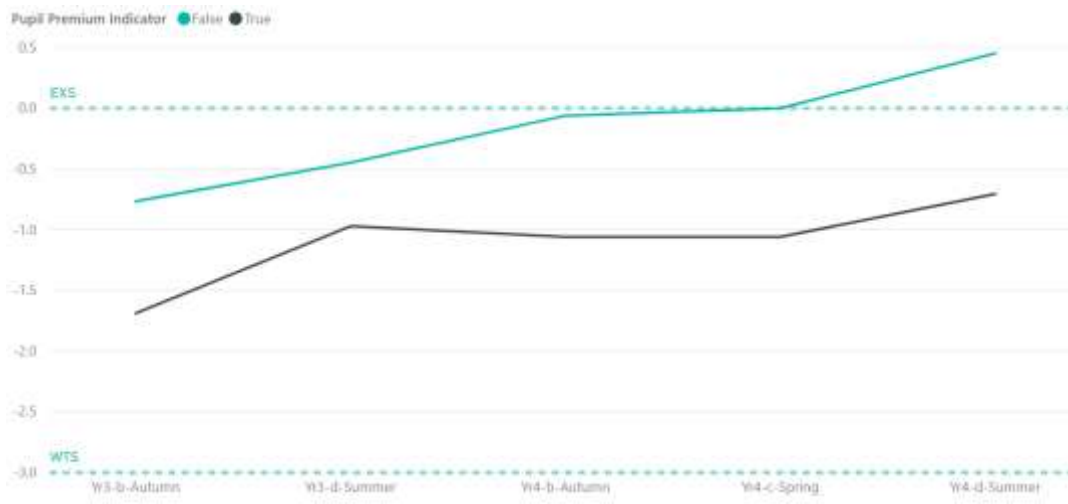


Year 3 Writing

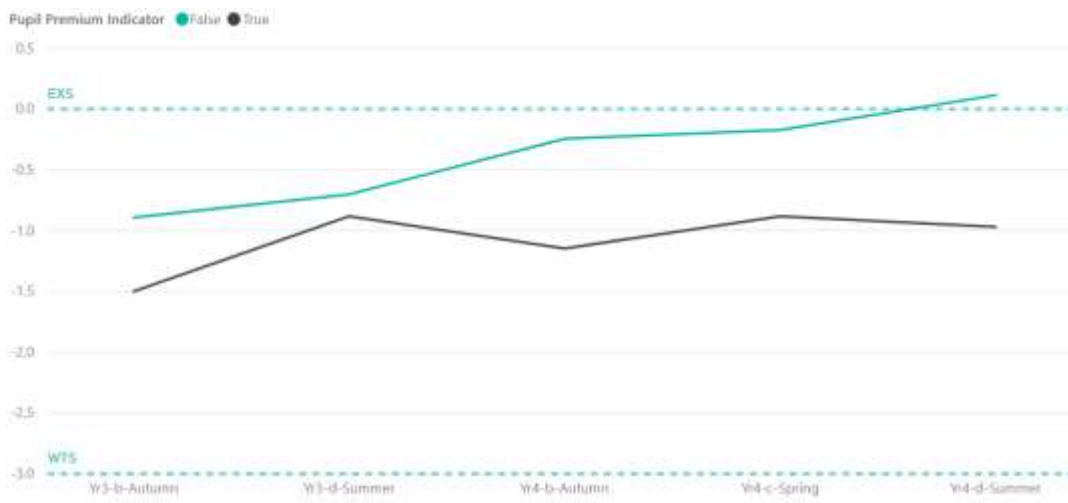


In Year 3, accelerated progress as been seen in Maths where Number Sense Maths has been well received by all teachers. It is delivered as a whole-class provision and is supporting children who are not yet working at the expected standard. In reading, children eligible for Pupil Premium are making accelerated progress, supported by the layered approach to how reading is taught. In writing, children are making expected levels of progress.

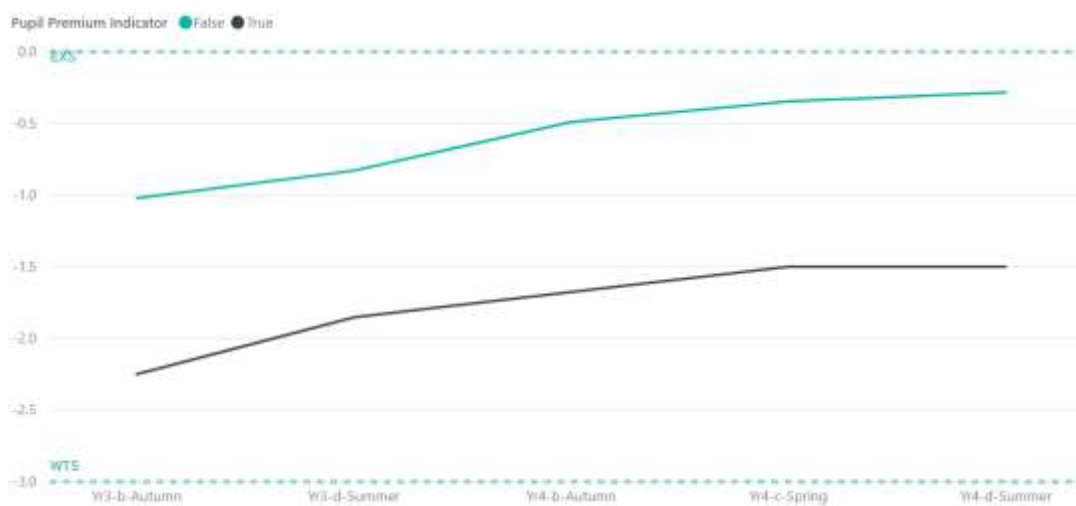
## Year 4 Maths



## Year 4 Reading

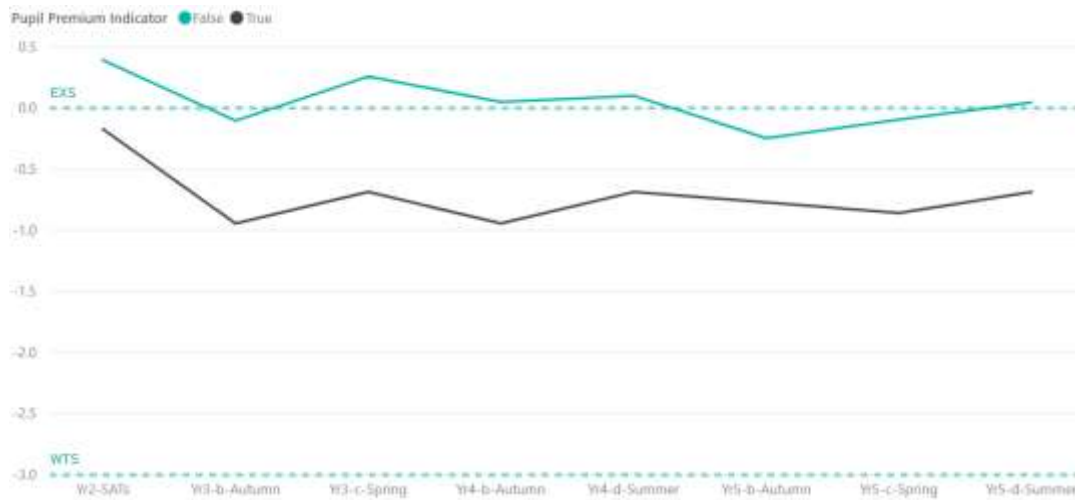


## Year 4 Writing

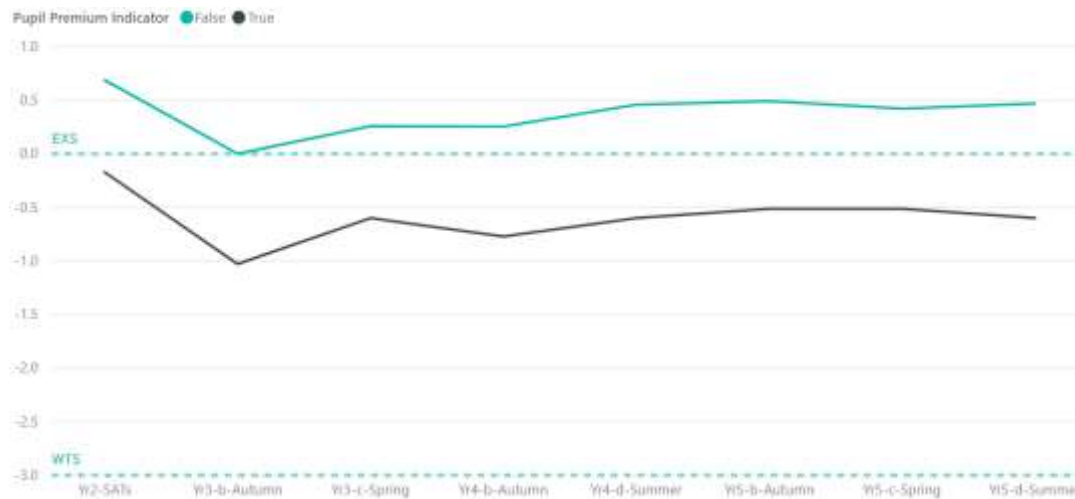


In year 4, children eligible for Pupil Premium who are non-SEND are making accelerated progress in reading, writing and maths. The writing and reading subject leaders have offered ongoing support to the year group in setting up layered guided reading groups and appropriate support in writing. Number Sense Maths is delivered as whole-class provision in year 4.

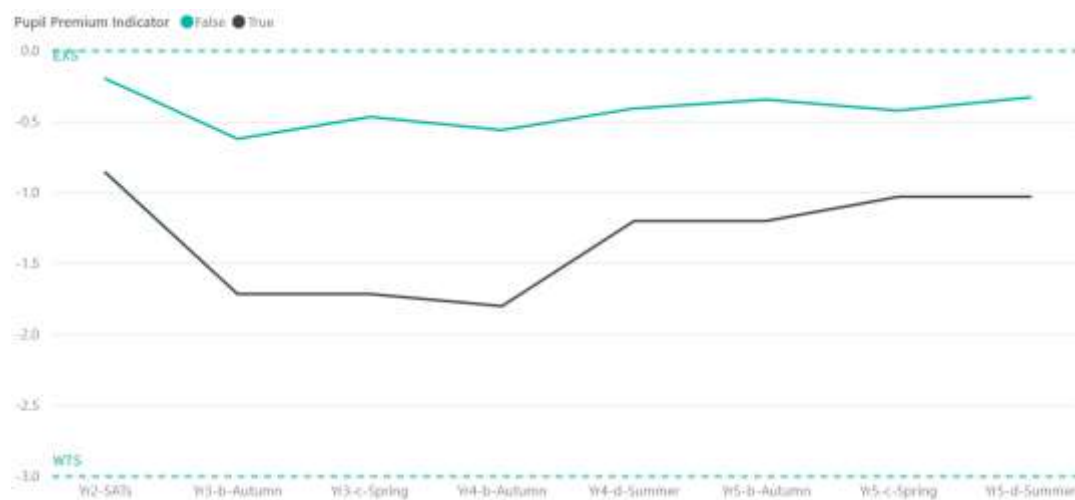
## Year 5 Maths



## Year 5 Reading

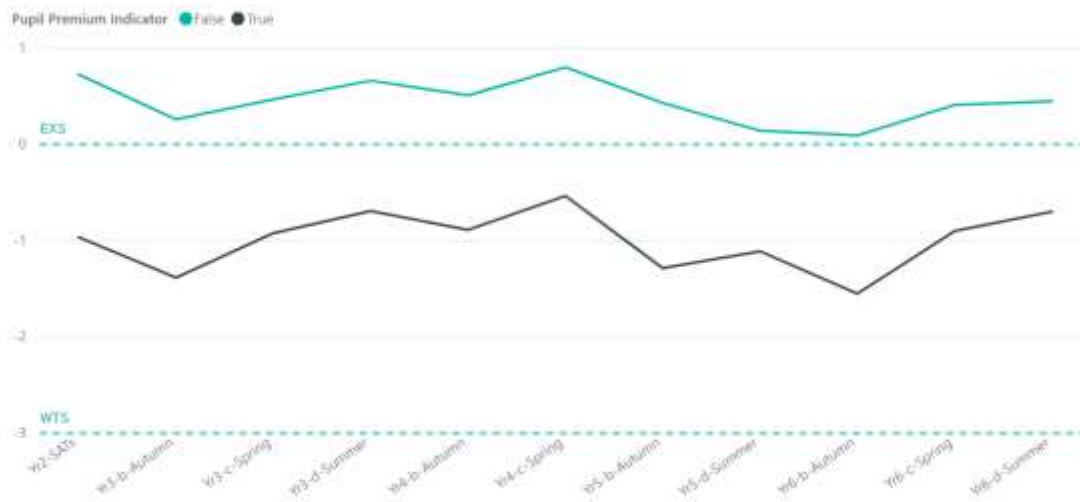


## Year 5 Writing

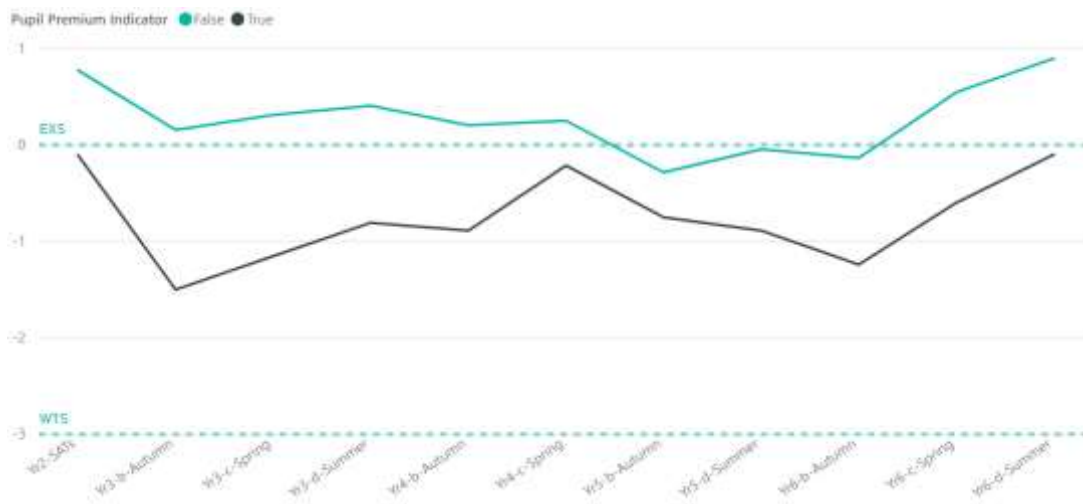


In year 5, children eligible for Pupil Premium who are non-SEND are making expected progress in writing, but this not matched in reading and maths. However, when compared against Year 3 baseline data as opposed to Year 2 SATs data, expected levels of progress are being made. Number Sense Maths is delivered as an intervention in Year 5 and identified students have accessed additional after school maths tutoring.

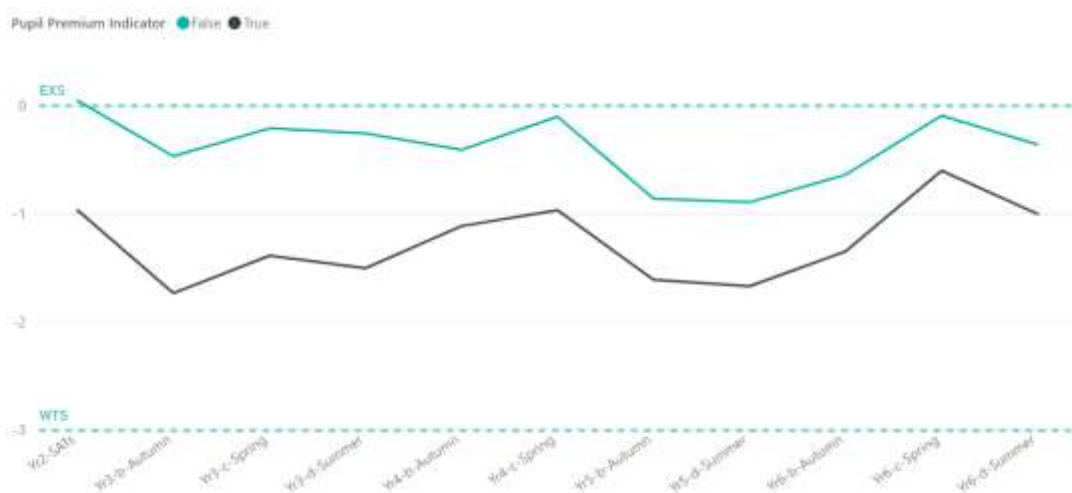
## Year 6 Maths



## Year 6 Reading



## Year 6 Writing



The impact of COVID can clearly be seen on the current Year 6 cohort who experienced a significant drop in teacher assessment during year 5. In year 6, children eligible for Pupil Premium who are not SEND are making accelerated progress in reading, writing and maths. As a result of this recent accelerated progress, expect levels of progress have been made across the Key Stage, despite the pandemic. In all subjects, outcomes are higher than the Year 3 baseline. Number Sense Maths is delivered as an intervention in Year 6 and some identified students have accessed additional after school maths tutoring.

**Identified priority – the delivery of highly effective maths intervention: In the Academic Year 2021/22, how much progress was made by those who attended Number Sense Maths intervention and were eligible for Pupil Premium?**

Number Sense Maths was delivered as a whole class provision to years 3 and 4 and as an afternoon intervention to years 5 and 6. The impact of this can already be seen for years 3 and 4 in the progress charts shown earlier. For those children who received it as an intervention in years 5 and 6, the following growth in maths STAR assessment scaled scores has been achieved:

Year 6 group 1	Sessions attended	Scaled Score Growth	Scaled Score Growth
		Sept 2020 to Mar 2021  (without the intervention)	Sept 2021 to Mar 2022  (with the intervention)
Pupil 1	13	-95	+94
Pupil 2	15	+74	-8
Pupil 3	16	-3	-24
Pupil 4	15	+25	+104
Pupil 5	14	-15	+108
Pupil 6	13	+19	-5
Pupil 7	5	+10	Insufficient data
Pupil 8	15	-65	+73
Pupil 9	14	+188	+23
		Average = +15	Average = +45

Year 6 group 2	Sessions attended	Scaled Score Growth	Scaled Score Growth
		Sept 2020 to Mar 2021  (without the intervention)	Sept 2021 to Mar 2022  (with the intervention)
Pupil 1	19	+54	+61
Pupil 2	8	+49	+126
Pupil 3	15	-65	+73
Pupil 4	6	-30	-59
Pupil 5	17	+110	+92
Pupil 6	16	-105	-2
Pupil 7	12	+44	+70
		Average = +8	Average = +52

The average growth in scaled score for the whole of year 6 for the period 2021-2022 is +63.

Year 5 group 1	Sessions attended	Scaled Score Growth	Scaled Score Growth
		Sept 2020 to Mar 2021  (without the intervention)	Sept 2021 to Mar 2022  (with the intervention)
Pupil 1	22	-12	+101
Pupil 2	23	Insufficient data	+87
Pupil 3	21	Insufficient data	-4
Pupil 4	22	-46	+99
Pupil 5	27	+75	-51
Pupil 6	9	+0	+67
Pupil 7	28	+116	+24
Pupil 8	27	+204	+53
Pupil 9	29	+34	+147
Pupil 10	27	+94	+23
Pupil 11	7	-23	+15
Pupil 12	20	Insufficient data	-80
Pupil 13	28	-21	-131
		Average = +42	Average = +26

Year 5 group 2	Sessions attended	Scaled Score Growth	Scaled Score Growth
		Sept 2020 to Mar 2021  (without the intervention)	Sept 2021 to Mar 2022  (with the intervention)
Pupil 1	25	+96	-68
Pupil 2	23	+7	-25
Pupil 3	20	+60	-36
Pupil 4	24	+6	+135
Pupil 5	27	+111	+120
Pupil 6	23	-37	-62
Pupil 7	15	+69	+57
Pupil 8	22	-59	+30
Pupil 9	26	-87	+185
Pupil 10	23	+59	+106
		Average = +23	Average = +44

The average growth in scaled score for the whole of year 5 for the same period is +81.



**Identified priority – COVID catch up: In the Academic Year 2021/22, how much progress was made by those who attended the after school maths tutoring session who were eligible for Pupil Premium?**

After School maths tutoring was provided for year 5 and 6 children, funded in part through Pupil Premium and through the Covid Catch Up fund. The sessions were run partly during school time and partly after school. As a result, it required a commitment from pupils and families to engage with the sessions.

Year 6 Pupil Premium children	Sessions attended	Scaled Score Growth	Scaled Score Growth
		Sept 2020 to Mar 2021  (without the intervention)	Sept 2021 to Mar 2022  (with the intervention)
Pupil 1	12	+127	+71
Pupil 2	13	+56	+215
Pupil 3	13	+74	-8
Pupil 4	8	-111	+31
Pupil 5	11	-25	-18
Pupil 6	15	+65	+167
Pupil 7	4	+118	-20
Pupil 8	11	+346	-15
Pupil 9	14	-105	-2
Pupil 10	11	+110	+92
Pupil 11	13	-65	+73
Pupil 12	11	-12	+21
Pupil 13	14	+48	+178
		Average = +48	Average = +60

Year 6 Non-Pupil Premium children	Sessions attended	Scaled Score Growth	Scaled Score Growth
		Sept 2020 to Mar 2021  (without the intervention)	Sept 2021 to Mar 2022  (with the intervention)
Pupil 1	15	-94	+166
Pupil 2	12	-9	+57
Pupil 3	12	+65	+44
Pupil 4	14	-97	+172
Pupil 5	16	-40	+103
Pupil 6	13	+73	+73
Pupil 7	14	+41	+1
Pupil 8	16	+55	+96
Pupil 9	12	+5	+32
		Average = +0	Average = +83

Year 5 Pupil Premium children	Sessions attended	Scaled Score Growth	Scaled Score Growth
		Sept 2020 to Mar 2021  (without the intervention)	Sept 2021 to Mar 2022  (with the intervention)
Pupil 1	1	Insufficient data	-36
Pupil 2	5	-57	-62
Pupil 3	11	+16	-20
Pupil 4	15	+116	+24
Pupil 5	15	+7	-25
		Average = +21	Average = -23.8

Year 5 Non-Pupil Premium children	Sessions attended	Scaled Score Growth	Scaled Score Growth
		Sept 2020 to Mar 2021  (without the intervention)	Sept 2021 to Mar 2022  (with the intervention)
Pupil 1	14	+34	+103
Pupil 2	8	Insufficient data	+88
Pupil 3	12	-34	+76
Pupil 4	16	+41	-6
Pupil 5	11	+11	-2
Pupil 6	12	+81	+156
Pupil 7	4	-32	+62
Pupil 8	12	+30	+20
Pupil 9	14	+50	+102
Pupil 10	15	-56	+83
Pupil 11	14	-15	+109
		Average = +11	Average = +72

**Q. In the Academic Year 2022/23, what need to be the school's priorities in relation to Pupil Premium children?**

Next year, the school needs to:

- Implement robust interventions delivered by highly trained adults working across the school
- Focus the curriculum on securing the foundational skills required to enable children to progress to the next academic year
- Continue to raise the attendance of Pupil Premium children, especially those who are persistently absent