



Pupil Premium Allocation 2021/2022

Updated April 2022 – Pages 2-3

Pupil Premium Review of 2021/2022 Statement

Pages 4-10

Pupil Premium Allocation 2020/2021: £296,795

Area of Focus	Budget Allocation	Overview
Breakfast Club and wrap around care Programme staffing	£9,212	Staffing and learning activity resources
EWO additional support	£35,867	Additional service level agreement for Education Welfare Officer targeted programmes and full time Attendance officer.
Attendance rewards programmes	£7,000	Attendance rewards. Attendance celebration event costs
Early Years additional support programmes	£25,240	Staffing and resourcing costs for Early Years targeted intervention work
Intervention programmes in Phonics EY/KS1/LSK2	£16,370	Resources to support the implementation of the programme and part funded staffing costs.
Intervention to close gaps in learning	£23,179 £27,482	Part of staff salary to cover/Intervention programmes Additional member of WISH employed until July 2022 to aid intervention across all key stages.
Careers, raising the aspirations of children	£1,000	

Area of Focus	Budget Allocation	Overview
WISH Learning support assistants support costs	£81,822	Funding for staff to support children in groups/individually for intervention programmes (KS, LE and TS)
SEND additional Support Programme staffing	£63,574	LM, WISH and 1 day per week SJ
Enrichment Activities	£2,000	Resources and session leader costs
Instrumental Tuition Programme	£9,381	Peripatetic music teacher costs
Behaviour for learning rewards programmes	£10,000	Half termly/Termly reward activity practitioner and activity resource costs
Homework Club Resources	£1,650	Learning activity resources to support homework club - Planners
Uniform	£500	Support funding for additional uniform
Learning resources	£10,000	Budget which can be bid for, to support additional learning opportunity programmes for PP pupils
Total Allocated	£296,795.00	
Total Amount Spent	£301,098.00	

Review of Pupil Premium Allocation 2021/2022: £296,795.00

Area of Focus	Budget Allocation	Evaluation
Breakfast Club and wrap around care Programme staffing	£9,212	Breakfast club attendance has steadily increased to 38 with a high proportion of those attending being PP. Pupils have access to games and educational resources and are given breakfast. Staff have noted a calmer and more settled start to the day for these children. After school club numbers also remain strong and have enabled many parents/carers to get back into work. Children are provided games and learning opportunities and supported with their home work by the staff.
EWO additional support	£35,867	This has significant improvement in attendance and reduction in persistent absence and lates. There are regular attendance clinics and send letters home, fines and door knocks. Please see evidence in WISH below in the Academy SEF & internal tracking in WISH.
Attendance rewards programmes	£7,000	As above. Also a large number of children managed to maintain 100% attendance last year. Academic Year 21/22 Half term 1 – 158 (35.7%) pupils with 100% Half term 2 – 163 (36.8%) pupils with 100% Half term 3 – 176 (38.4%) pupils with 100% Half term 4 – 166 (35.8%) pupils with 100% Half term 5 – 204 (43.7%) pupils with 100% Half term 6 – 155 (33.3%) pupils with 100%
Early Years additional support programmes	£25,240	Over the years, significant progress has been made in the number of children achieving GLD. Back in 2014 this was only 9% of children. We have been at 60%+ for the last 5 years, rising to 68% in 2020 which would have been close to the national average. Unfortunately, teacher assessments for 2021 suggested that the GLD had significantly declined to 37% with the issue being in reading. Many children in this cohort did enter the Academy with low starting points (from internal baseline assessments and we did have 14 children start nursery in nappies). We also feel that this cohort has been significantly impacted upon by the national COVID 19 lockdowns. During the first lockdown (from March 2020) this cohort were in Nursery and not one of the identified year groups to be in school, thus missing 5 months of key learning and skill development. During the second national lockdown (January 2021) and now in Reception, they once again were not classified as a priority year and missed three months of education. Whilst online learning was provided for the children, with three live lessons per day and supplementary resources provided for parents/carers, they did find it difficult to home school this age group. Considering the low starting points for this year group and the national picture that children from deprived areas and younger children have been significantly impacted upon due to the time not spent in school, it is not that surprising that our GLD predictions are very low. Actions were put in to place to close these

		<p>learning gaps and this can be seen in their much improved phonics results. Between 2019-2022 children with PP performed very well.</p> <p>Pleasingly, our current Nursery children have made better progress from their low starting points. Current internal assessments suggest that 71% of the nursery children are where we would expect them to be and on track to achieve GLD. We are very hopeful that these children will maintain this progress into Reception and thus have a GLD % at national or even above next year.</p> <p>In January 2022 our “Rising 3” programme commenced in Nursery with entry points at January and April (after the child’s third birthday). We have had 17 children (half of the new nursery cohort) between Jan 2022 and the end of the academic year. These children have settled in exceptionally well and made good progress. This will give these children a really good platform to start their nursery experience with us from September 2022. We currently have 12 children ready to start in January 2023 and 2 in April 2023.</p>
Intervention programmes in Phonics	£16,370	<p>PHONICS – Year 1</p> <p>Significant progress has been made in the number of children passing the phonics test over the screen few years. We have been in the 70+% for a number of years. Teacher assessments (19/20, 20/21) suggested that this had been maintained with 71% and 73% respectively of children achieving the phonics standard. Whilst we are below the % national average this equates to 5 children and does show progress from their GLD assessments.</p> <p>Phonics results for 2022 show a decline being at 64%. We feel that the pandemic and national school closures did severely affect the progress of this year group. (Please see previous notes) this can also be seen in their 37% GLD assessment from Reception (with reading being the issue). We have worked really hard with this year group to close the gaps in learning in particularly reading, with a number of interventions that can be detailed. Indeed, we secured 22 more children at the expected level for phonics from their 37% GLD Reception assessments. The 2022, 64% phonics score is just 4 children off our previous levels, the local authority average of 72% and 10 children away from previous national average scores. We have always prioritised reading, as can be noted in our last inspection and recently to further enhance this provision we have implemented “Little Wandle” phonics scheme and a reading squad across Reception and Year 1. We feel strongly that Little Wandle is having a significant impact on closing the gaps in phonics across the school. Indeed, the 4 children who were close to achieving the expected standard during the test did get there by the end of this academic year – bringing us back to the 70%+ mark. 17 children were a little further away from the expected standard. However, our internal tracking of phonics does show incremental progress throughout the year. With the current additional interventions in place we are confident that 7 of these children will be at the expected standard by October half term taking us to a 76% pass rate. We will work very hard to ensure the remaining 10 children will be secure in phonics by the end of year 2 and in time for their retake next summer. Little Wandle is having significant impact in the current year 1 with 65% already on track to pass the phonics.</p> <p>NB – year 1 2020 phonics was cancelled with children completing the screen in December 2020. 75% passed the screen but, unfortunately there were no retakes that year due to the national cancellation.</p>

		<p>PHONICS – Year 2 retakes</p> <p>Over the years, significant progress has been made with the number of children being successful in the year 2 phonics re-take. In 2019 this was 75%.</p> <p>There were no year 2 retakes in 2020 or 2021 due to the pandemic.</p> <p>In 2022 there were 10 retakes with 50% being successful and above the LA average of 35%. We will work hard with the interventions listed in the year 1 phonics to ensure the remaining 5 children are supported with their phonics as they move into year 3. Of these 5 children, 1 will have an EHCP in the near future and 3 made progress from their year 1 phonics screen. Only 1 child (with significant barriers to learning) regressed. 92% of the current year 2 cohort have passed their phonics screen.</p>
Intervention to close the gaps in learning	£27,482	<p>The 2022 KS1 SATs results have shown strong progress considering the length of time schools were closed due to the pandemic and reflect their GLD of 66%. In Reading and Writing we have remained in the high 60% for expected+ for the last 3 years with Maths only recently (this year) only dropping slightly to the high 50's%. Whilst not at the heights of 2019 for GDS again, this has remained strong between 10-13% over the last 3 years. It is important to note that this cohort had 60% disadvantaged compared to 38% for the LA and 16.3% NA.</p> <p>Reading EXP+ results this year were 1.6% above the LA average and -0.7% away from the NA. GDS was -1.7% away from the LA average and -4.8% away from the National</p> <p>Writing: EXP + results this year were -3.4% below the LA average and -3.3% from the National. GDS was -3.7% from the LA average and -3.2% from the National</p> <p>Maths: EXP+ results this year were -0.8% from the LA average and -3.2% from the National Average GDS was -1.9% from the LA and -3.6% from the National.</p> <p>We are very pleased with the above data being in line/above LA and National averages as the difference is between 1 – 3 children. We are particularly pleased considering the previous information about the number of disadvantaged children in this cohort compared to local and national figures. It has been well documented that the pandemic and national school closures have had significant impact on disadvantaged children.</p> <p>Reading: 2019: 72% EXS+ and 27% GDS. 2020: 67% EXS+ and 11.6% GDS. 2021: 58% EXS+ and 8% GDS. 2022: 67% Exp+ and 13% GDS</p> <p>Writing: 2019: 62% EXS+ and 7% GDS. 2020: 68% EXS+ and 13.5% GDS. 2021: 54% EXS+ and 2% GDS. 2022: 55% Exp+ and 5% GDS</p>

		<p>Maths: 2019: 75% EXS+ and 20% GDS. 2020: 68% EXS+ and 6.6% GDS. 2021: 66% EXS+ and 12% GDS. 2022: 65% Exp+ and 12% GDS</p> <p>YEAR 4 MTC:</p> <p>2022 – 26% scored 25/25 which is just below the National Average of 30%, only 2 children short. 53% of children scores the mean score of 20/25 and we have 29% of children in the lowest quintile of 15 and below.</p> <p>KS2:</p> <p>Between 2016 and 2018 – combined EXS % rose from 27.8% to 49.2%, dipping in 2018 to 37%. Between 2016 and 2018 – combined GDS increased slightly from 2% to 4% in 2018. Between 2016 and 2018, progress in all areas across a 3-year period has been at or above national</p> <p>2019 data was very disappointing and showed a key decline against previous years. The key area affecting progress 2019 was KS1 to KS2 progress. However, there was a significant jump in attainment between EY GLD (9%) to KS1 data. Whilst disappointing these results were very cohort specific (please see previous SEF).</p> <p>2020 teacher assessments show a significant improvement in KS2 attainment and progress from 2019. Expected reading rose from 45% to 70%, writing 52% to 61%, Maths 56% - 70% and combined 38% - 61%. GDS rose in reading 10% - 13.3% and in writing 2% - 5.5% it's slightly dipped in Maths 9% - 6.6%. % combined GDS slightly dipped from 4%- 3.3%. Progress figures rise in reading from - 5.3 to -0.04, writing -5.5 to 0.22 and Maths-4.1 - -0.08.</p> <p>2021 teacher assessments were pleasing considering the school closures due to the pandemic with EXP reading 68%, writing 60%, maths 63% and combined 53%. GDS reading 17%, writing 12%, maths 20% and combined GDS 12%. Considering the amount of lost learning this cohort compares similarly to the previous year. Any reductions in % can be equated to 1 – 6 children.</p> <p>2022 SATS show strong progress from 2019 with an increase in the number of children getting EXP+ in SPAG, Reading, Maths, Writing, and Science. WRM combined also improved and so did the progress scores. Those children eligible for FSM/PP have shown an increase in attainment from 2019 – 2022</p> <p>Across all key stages our internal data is showing that we are rapidly closing the learning gaps.</p>
Careers, raising the aspirations of children	£5,000	<p>The children's attitude to their education is positive and they are committed to their learning. Through our regular assemblies/work in class the children constantly revisit our school motto of "work hard, dream big and never give up". They are becoming really resilient to set backs and take pride in their achievements. We have maintained our assemblies through Zoom – which the children love!</p> <p>Our house system is also a strength of the school. House points are given to the children by the staff with weekly house updates in our assembly and have significantly improved behaviour and attitudes. Children will receive badges dependant on how many house points they achieve. Children with PP achieve just as well as non PP. Relationships among the children and the staff reflect a positive and respectful culture where the children are, and feel safe.</p>

Area of Focus	Budget Allocation	Evaluation						
WISH Learning support assistants support costs	£81,822	<ul style="list-style-type: none"> All stakeholders have high expectations for pupils' behaviour and conduct. The behaviour structure and the creation of the WISH hub in September 2019 has had a significant impact on improving the behaviour and attitudes of our children, particularly the most vulnerable children. The children understand our high expectations and routines and this is reflected in their positive behaviour and attitudes. Low level disruption is rare and does not disrupt the school day. The behaviour of pupils in classrooms and on the playground is also good. Pupils show respect for others ideas and views and bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. All safeguarding systems are in place and highly effective to ensure pupils are kept safe. Children being late to school is rare. Parents/carers surveys are extremely positive regarding behaviour, leadership and pastoral support. Parents/carers have also inundated the Academy with support and thanks during the pandemic via our online platform, emails, letters, social media and nominations for awards. Pupil voice surveys are also very positive. Attendance data has also improved. <p>Excluding Non-Compulsory School age pupils with dates of births after 31/03/2013</p> <table> <tr> <td>2017- 2018 – 94.00%</td><td>2018-2019- 94.8%</td><td>Sept – Mar 2019-2020 – 95.3%/end of year 947</td></tr> <tr> <td>2020-2021 – 95%</td><td>2021-2022 – 93.5%</td><td></td></tr> </table> <p>We have been in line with the National Average for a number of years. There has been a reduction in unauthorised absence. 2017/18 3.3%, 2018/19 2.7%, 2020/21 2.1% and 2021-2022 1.62%.</p> <p>Through highly effective monitoring and attendance clinics with parents/carers the Academy had begun to reduce the rate of persistent absence from 15.8% (17/18) to 13.02% (18/19) and 12.2% by Feb 19/20. This rose to 14% (March 2020) with parents choosing to remove their children from school during the 2 weeks prior to the national lock down. We were confident, through our monitoring and tracking that PA would have remained at 12% if not for the national lockdown. At the end of the academic year 2020/2021 this figure was 16.23%, whilst above previous national averages, consideration must be given to the impact the global pandemic has had on such figures. It is also important to note that a number of families did take holidays during the last half term of the 20/21 academic year and we were impacted upon by two Eid celebrations. 2021-2022 was 19-35 – again affected by Covid 19, Eid and holidays. There are no significant difference between PP and non PP students.</p>	2017- 2018 – 94.00%	2018-2019- 94.8%	Sept – Mar 2019-2020 – 95.3%/end of year 947	2020-2021 – 95%	2021-2022 – 93.5%	
2017- 2018 – 94.00%	2018-2019- 94.8%	Sept – Mar 2019-2020 – 95.3%/end of year 947						
2020-2021 – 95%	2021-2022 – 93.5%							
SEND additional Support Programme staffing	£63,574	<ul style="list-style-type: none"> Visually impaired pupil has made accelerated progress with braille in all areas Speech and language has significantly improved, this will be backed up with standardised assessments. IDL - All children are making good progress and are becoming independent learners. 						

		<ul style="list-style-type: none"> • Pupil and parent/carer voice is very strong regarding provision and support. • The number of SEN children recently in detention/reflection is exceptionally low.
Enrichment Activities	£2,000	<ul style="list-style-type: none"> • A wide variety of clubs are offered to the children. The funding ensured that resources were available for the children to participate in craft, construction and sports for example. External providers for cricket and songbirds were also on offer. • 60% of children have participated in at least one club
Digital technology to support learning at home	£4,500	<ul style="list-style-type: none"> • All pupils have access to Timetables Rockstars, Maths box, and Bug Club. We also use Big Cat Collins. We have purchased 30 chrome books for each year group (1 – 5) and all children in year 6 have a chromebook. We have also purchased additional iPads for Nursery and Reception.
Instrumental Tuition Programme	£9,381	<ul style="list-style-type: none"> • 20 children had access to instrumental lessons and completed individual programmes and achieved the required standards. Pupils performed in assemblies and in celebration events. Anecdotal comments from the pupils reflect an increase in confidence, pride and self-esteem in their improvements and successfully accredited musical talents and skills. Children across the school are engaging in music enthusiastically. All children have City Music school lessons through the year and we run a “songbirds” after school club as well as participating in many local initiatives. We also have a dedicated music room.
Enrichment activities within the curriculum – trips/visits support funding	£5,000	<ul style="list-style-type: none"> • All children have the opportunity to participate in at least 1 trip and have visitors in school. We have offered all children a plethora of enrichment activities. Please see “Personal Development” on our website.
Behaviour for learning rewards programmes	£10,000	<ul style="list-style-type: none"> • Numbers in reflection and detention has significantly reduced in comparison to previous years. • Numbers missing the half termly B4L treat has significantly reduced to 0 at the end of the academic year. • Please see the evidence under WISH and SEF regarding the evidence for improved behaviour and attendance. The pupils have an excellent attitude to their learning and low level disruptions are extremely rare. • Very strong pupil and parent/carer voice.
Homework Club Resources	£1,650	<ul style="list-style-type: none"> • Additional resources were purchased. Magic Home work has been sent home half termly. • Planners for all children. • Homework clubs and support on offer at lunch and after school. • Please see previous evidence on improving attendance, behaviour and attitudes and outcomes. Significantly more children are now completing homework tasks and reading regularly.
Lunch club Activities Including support programme from Port Vale	£8,000	<ul style="list-style-type: none"> • Our dinner supervisors provide a wide variety of lunchtime activities. This ensured well supervised and safe lunchtime activities, which contributed to health, well-being and staying active. • We have invested heavily in resources for the pupils to play with. • We have seen a significant decrease in behaviour issues during lunchtime as can be seen in the very low numbers of children. in reflection, detentions and missing the B4L half termly treat. • Attendance figures are also improving and are now strong.

Uniform	£500	<ul style="list-style-type: none"> Parents/carers are still taking advantage of the spare school uniform that we have in school. There has recently been a 'stock system/Inventory' set up and is adjusted accordingly when the uniform is requested. All children on PP have received support with uniform.
Learning resources	£10,000	<ul style="list-style-type: none"> A significant amount has been spent ensuring that our indoor spaces are bright, vibrant and welcoming. Maths text books were purchased for all children in KS2. We have significantly increased the amount of learning and recreational activities and spaces outside. Our reading zones and schemes are now very well resourced with new reading books. Others: Education City, Timetables Rock Stars, Twinkle, Pupils planners, Jigsaw, Sporting Stars. <p>Please see previous evidence regarding attendance and behaviour and attitudes. More children are now reading widely and often.</p>
Training Budget/CPD	£8,000	<ul style="list-style-type: none"> External Training provided for Phonics, Maths, Music, vocab, our reading & writing journey and re-mapping of the whole curriculum. CPD records show a significant amount of training opportunities were undertaken. All categories of the SEF/Ofsted framework show a strong and improving picture. Please see Academy SEF for more details.