# Pupil premium grant expenditure: 2021/22

## Overview of the school

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| **Number of pupils and pupil premium grant (PPG) received** | |
| Total number of pupils on roll | 183 |
| Total number of pupils eligible for PPG | 10 |
| **Total amount of PPG received** | £16,993 |
| **Total amount of PPG spent** | £16,993 |

Pupil Premium reviews are completed at the end of each academic year. Funding is received over the financial year. This report is based on pupils on roll during the academic year and their outcomes and the impact of our Pupil Review spending during that academic year.

Children receiving Pupil Premium Grant (PPG) at Highburton CE (VC) First School consistently achieve higher than mainstream national results. Our challenge is to ensure that pupils allocated a PPG achieve in line with their peers in school.

The main issues affecting our vulnerable pupils are: speech and language, working memory, social and emotional wellbeing, household income, parent time or knowledge to support their child, resilience and independence. This year there is a likely to be a negative impact on these pupils due to the Covid lockdown during 2020/21. Catch-Up plans are in place and Wellbeing will be closely monitored.

Some PPG pupils in school also have additional needs and these needs are addressed individually. Support in class is provided to ensure that PPG pupils receive every opportunity to achieve to their best potential.

PPG pupils are in receipt of the same opportunities as their peers in respect of residential visits, educational visit, after-school clubs and sporting events via PPG funding.

Impact of the Pupil Premium Grant is reviewed throughout the year and progress and attainment of children receiving PPG is reported to Governor Curriculum and Standards Committee and the full Governing Body on a termly basis.

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| **Nature of support in 2021/22** |
| *Additional support from teaching assistants in the classroom.*  *Developing strategies to ensure positive mental health and resilience.*  *Boxall Profile strategy through school and develop emotional support groups to deliver appropriate strategies.*  *Wellbeing survey and monitoring.*  *Small-group and 1:1 tuition to facilitate Covid catch-up.*  *Curriculum resources and materials.*  *Residential and Educational visits if these take place with Covid restrictions.*  *After-school clubs and sporting events.* |

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| **Objectives - PPG spending in 2021/22** |
| *Maintaining attainment and achievement of pupils to expected attainment level and progress of peer group in school across the curriculum.*  *Ensure pupil wellbeing.*  *Developing/maintaining good mental health and resilience for life.*  *Facilitate small group tuition to address any academic gap closure due to Covid Lockdown.*  *Enhanced/improved cultural capital – trips, activities, extra curriculum activities, uniform, IT resources.* |

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| **Measuring the impact of PPG spending – 2021-22** |

**An overview of outcomes for pupils in receipt of Pupil Premium funding compared to other pupils in school.**

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| **Pupils achieving expected or better than expected attainment.**   |  |  |  | | --- | --- | --- | |  | **PPG Pupils** | **Whole Class** | | EYFS – GLD | 100% | 73.3% | | Phonics – Year 1 | 33.3 % | 89.7% | | KS1 – Reading | 0% | 77.4% | | KS1 – Writing | 0% | 71% | | KS1 – Maths | 0% | 83% | | **Teacher Assessment** |  | | | EYFS Reading | 100% (1) | 90% | | EYFS Writing | 100% (1) | 90% | | EYFS Maths | 100% (1) | 90% | | Yr 1 Reading | 33% (3) | 86% | | Yr 1 Writing | 33% (3) | 83% | | Yr 1 Maths | 33% (3) | 87% | | Yr 2 Reading | 0 (1) | 77% | | Yr 2 Writing | 0 (1) | 71% | | Yr 2 Maths | 0 (1) | 84% | | Yr 3 Reading | 100% (1) | 87% | | Yr 3 Writing | 100% (1) | 83% | | Yr 3 Maths | 100% (1) | 90% | | Yr 4 Reading | 100% (1) | 86% | | Yr 4 Writing | 100% (1) | 83% | | Yr 4 Maths | 100% (1) | 90% | | Yr 5 Reading | 25% (4) | 81% | | Yr 5 Writing | 50% (4) | 69% | | Yr 5 Maths | 25% (4) | 72% | |

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| **Pupil Progress** | | | | | | |
|  | Pupil Premium Pupils - % | | | All Pupils in Cohort - % | | |
|  | Below Expected | Expected | Better than Expected | Below Expected | Expected | Better than Expected |
| Year 1  Reading | 0 | 100% | 0 | 0 | 90% | 10% |
| Year 1  Writing | 0 | 100% | 0 | 3% | 80% | 17% |
| Year 1  Maths | 0 | 100% | 0 | 0 | 83% | 17% |
| Year 2  Reading | 0 | 100% | 0 | 10% | 77% | 13% |
| Year 2  Writing | 0 | 100% | 0 | 19% | 71% | 10% |
| Year 2  Maths | 0 | 100% | 0 | 16% | 65% | 19% |
| Year 3  Reading | 0 | 100% | 0 | 7% | 73% | 20% |
| Year 3  Writing | 0 | 100% | 0 | 3% | 80% | 17% |
| Year 3  Maths | 0 | 100% | 0 | 7% | 73% | 20% |
| Year 4  Reading | 0 | 100% | 0 | 7% | 86% | 7% |
| Year 4  Writing | 0 | 100% | 0 | 17% | 83% | 0% |
| Year 4  Maths | 0 | 0 | 100% | 7% | 80% | 13% |
| Year 5  Reading | 50% | 50% | 0 | 6% | 81% | 13% |
| Year 5  Writing | 75% | 25% | 0 | 25% | 62% | 13% |
| Year 5  Maths | 25% | 75% | 0 | 19% | 81% | 0 |

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| **Action** | **How we measure impact** |
| *Enhanced/improved cultural capital – trips, activities, extra curriculum activities, uniform, IT resources* | All children have equal opportunities to engage in a broad and balanced curriculum including residential visits: Cliffe House 2 night residential Year 5 and Cliffe House/in school overnight Year 4 residential, and benefit from opportunities to develop socially, emotionally, physically, spiritually and morally as well as academically.  All children have opportunities to develop new skills in a range of activities and develop hobbies and interests eg. Piano, brass, singing, art, woodwind, violin, percussion, Befriender Counsellor training.  All children have opportunities to engage in sports clubs, competitions and events after school that benefits physical and emotional well-being eg. Cricket, football, karate, dance, summer sports, orienteering.  All children have equal opportunities to engage with their peers, build relationships and develop socially, morally, spiritually and culturally.  Pupil feedback via discussion indicate pupils are fully integrated with their peers and have high self-esteem. |
| *Embed Boxall Profile strategy through school and develop emotional support groups to deliver suggested strategies. HLTA Coordinates this project and support staff.* | High Level Teaching Assistant has responsibility for Boxall Profiling throughout school. Staff are trained to undertake the profile within their class. Pupils results identify interventions necessary and profiles are then repeated and demonstrate where improvements have been made and where further work is required. |
| *Provide Wellbeing Survey to ensure Pupil difficulties as a result of Covid situation identified and acted upon.* | Results of Wellbeing Survey analysed and any interventions put in place and communicated with parents. |
| *Use appropriately trained ETAs to support targeted pupils via 1:1 and support in groups.*  *Support staff to work with small groups and individual pupils in order to extend learning and provide interventions where necessary to raise attainment and progress in reading, writing and mathematics.* | 100% (non SEN) of pupils making expected or better than expected progress in all subjects in line with their peers. |
| *Learning Resources*  During Covid lockdown all PPG pupils had access to equipment to ensure engagement in remote learning if they were not attending school. If this situation reoccurs during 2021/22 the same actions will be in place. | All PP pupils have equal access to learning resources and IT equipment at home. |

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| **Pupil Premium Spend 2021/22** | |
|  | £ |
| **Income** | 16,993 |
| **Expenditure** |  |
| ETA support | 12,258 |
| HLTA – Boxall Profile | 358 |
| Residential and Educational Visits | 763 |
| Curriculum resources, ICT equipment and materials | 2,026 |
| Afterschool clubs – none due to Covid Regulations | 622 |
| Tickets for film nights/class/school events in evening | 209 |
| Meals | 164 |
| Out of School care to support family | 159 |
| Milk | 188 |
| Texting Service for parents | 53 |
| Music tuition & maintenance | 192 |
| **Total Expenditure** | 16,993 |