**Finstall First School - Pupil Premium Impact Report for Website – 2022 / 23**

There were 16 Pupil Premium Pupils in 2022-2023.

|  |  |
| --- | --- |
| Name | Year group |
| Pupil A | Y1 |
| Pupil B | Y1 |
| Pupil C | Y1 |
| Pupil D | Y1 |
| Pupil E | Y2 |
| Pupil F | Y2 |
| Pupil G | Y2 |
| Pupil H | Y2 |
| Pupil I | Y3 |
| Pupil J | Y3 |
| Pupil K | Y3 |
| Pupil L | Y4 |
| Pupil M | Y4 |
| Pupil N | Y4 |
| Pupil O | Y4 |
| Pupil P | Y4 |

During the 2022/23 academic year, there were 16 pupils who were eligible for Pupil Premium. We regularly monitor the attendance of our Pupil Premium children and we provide support to parents of children whose attendance is slipping. 87.5% (14 / 16) of Pupil Premium had attendance above 90% this year.

Whilst it is important to look at the data, we feel a more holistic approach to the achievements of our Pupil Premium children is important. Therefore, besides looking at data, we carry out regular book trawls and have conversations with staff to discuss the progress of children in interventions such as social skills and nurture groups. The funding allocated for Pupil Premium is monitored by Kay Harrison, with assistance from Beth Ball and Sarah Simpson (HLTAs) to ensure that Pupil Premium children get their full entitlement. The outcome of these findings is discussed with the Governors’ representative, Kelly Joynes, on an annual basis.

**Pupil Premium– Overview of progress of Pupil Premium children – 2022/23**

|  |  |  |  |
| --- | --- | --- | --- |
| **Reading** | **Current Yr Below** | **Current Yr At ARE** | **Current Yr Above ARE** |
| **Prev Yr Below** | 3 |  |  |
| **Prev Yr At ARE** | 2 | 8 |  |
| **Prev Yr Above ARE** |  | 1 | 2 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Writing** | **Current Yr Below** | **Current Yr At ARE** | **Current Yr Above ARE** |
| **Prev Yr Below** | 5 |  |  |
| **Prev Yr At ARE** | 1 | 9 |  |
| **Prev Yr Above ARE** |  |  | 1 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Maths** | **Current Yr Below** | **Current Yr At ARE** | **Current Yr Above ARE** |
| **Prev Yr Below** | 3 | 1 |  |
| **Prev Yr At ARE** | 1 | 9 |  |
| **Prev Yr Above ARE** |  | 1 | 1 |

Of the 16 PP pupils, 3 children slipped from at ARE to below ARE (1 child in Yr 1 for Reading and Writing and 1 child in Year 2 for Reading and Maths) or from above ARE to at ARE (1 child in Year 2 for Reading and Maths).

1 pupil moved up from Below ARE to At ARE in Maths.

We will be targeting those few children who slipped down from At ARE to Below ARE or from Above ARE to At ARE next year.

Progress measures based on: Years 2 – 4 – Progress from end of July 2022 to end of July 2023

Year 1 – Progress from ELG (July 2022) to end of Year 1

Year R – Progress from baseline on entry to Year R to end of Year R

**Attainment of Pupil Premium children**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Current year below ARE | Current year at least at ARE | Current year above ARE |
| Reading | 5 (31.3%) | 9 (68.8 %) | 2 (12.5%) |
| Writing | 6 (37.5%) | 9 (62.5%) | 1 (6.25%) |
| Maths | 4 (25%) | 11 (75%) | 1 (6.25%) |

Most of our PP children are working at least at ARE in Reading, Writing and, especially, Maths. We will be trying to move some of those children who are working below ARE in Reading, Writing and Maths to At ARE next year.

**Breakdown of attainment and progress across each year group.**

There were no Pupil Premium children in Year R

**Year 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Reading** | | **Writing** | | **Maths** | |
|  | **End of Year R (2022)** | **End of Year 1 (2023)** | **End of Year R (2022)** | **End of Year 1 (2023)** | **End of Year R (2022)** | **End of Year 1 (2023)** |
| Child A | Working below on entry to Year 1 | Working below | Working below on entry to Year 1 | Working below | Working below on entry to Year 1 | Working below |
| Child B | Working at | Working below | Working at | Working below | Working below | Working below |
| Child C | Working at | Working at | Working at | Working at | Working at | Working at |
| Child D | Working at | Working at | Working at | Working at | Working at | Working at |

50 % of the children attained ARE in Reading, Writing and Maths.

**Year 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Reading** | | **Writing** | | **Maths** | |
|  | **End of Year 1 (2022)** | **End of Year 2 (2023)** | **End of Year 1 (2022)** | **End of Year 2 (2023)** | **End of Year 1 (2022)** | **End of Year 2 2023** |
| Child E | Working at | Working below | Working below | Working below | Working at | Working below |
| Child F | Working at | Working at | Working at | Working at | Working at | Working at |
| Child G | Working above | Working at | Working at | Working at | Working above | Working at |
| Child H | Working above | Working above | Working above | Working above | Working above | Working above |

75% of the children were working at least at age related expectations in Reading, Writing and Maths by the end of the year and 25% were working Above ARE.

**Year 3**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Reading** | | **Writing** | | **Maths** | |
|  | **End of Year 2 (2022)** | **End of Year 3**  **(2023)** | **End of Year 2 (2022)** | **End of Year 3**  **(2023)** | **End of Year 2 (2022)** | **End of Year 3**  **(2023)** |
| Child I | Working at | Working at | Working at | Working at | Working at | Working at |
| Child J | Working at | Working at | Working at | Working at | Working at | Working at |
| Child K | Working at | Working at | Working at | Working at | Working at | Working at |

100% of year 3 PP children maintained ARE in Reading, Writing and Maths.

**Year 4**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Reading** | | **Writing** | | **Maths** | |
|  | **End of Year 3 (2022)** | **End of Year 4**  **(2023)** | **End of Year 3 (2022)** | **End of Year 4**  **2023** | **End of Year 3 (2022)** | **End of Year 4**  **2023** |
| Child L | Working below | Working below | Working below | Working below | Working below | Working at |
| Child M | Working below | Working below | Working below | Working below | Working below | Working below |
| Child N | Working at | Working at | Working at | Working at | Working at | Working at |
| Child O | Working at | Working at | Working below | Working below | Working at | Working at |
| Child P | Working above | Working above | Working at | Working at | Working at | Working at |

60% of children attained at least ARE in Reading and 20% were working above ARE.

In Writing, 40% attained ARE and, in Maths, 80% attained ARE.

**Summary**

Most of our PP children are working at least at ARE in Reading (68.8%), Writing (62.5%) and, especially, Maths (75%). We will be trying to move some of those children who are working below ARE in Reading, Writing and Maths to At ARE next year.

**Areas for Continued Development**

We will be targeting 3 children who slipped down from at ARE to below ARE (1 child in Yr 1 for Reading and Writing and 1 child in Year 2 for Reading and Maths) or from above ARE to at ARE (1 child in Year 2 for Reading and Maths) next year.

Increase monitoring of Pupil Premium children to ensure that the Pupil Premium money is being used effectively to improve the progress these children make.

Continue with book trawls to ensure that work is appropriately adjusted so that all children can access work independently, especially with regard to writing.

Ensure Early Reading and Phonics are being taught effectively throughout the School using the new Essential Letters and Sounds Scheme and Interventions.

Continue to check the effectiveness of interventions and catch-up groups so as to ensure that they are having a positive impact.

SENDCo to support the staff in striving to increase the percentage of Pupil Premium children making ARE in Reading, Writing and Maths.

Increase the attendance of a few of our Pupil Premium children through support provided by the new pastoral lead.