

Impact Report for Pupil Premium Strategy 2021-22 Academic Year

Intended outcomes	Success criteria	Actual Outcomes – July 2022																																																																				
<p>Ensure PP pupils make up any academic ground lost during the COVID Pandemic, ensure they catch up to pre-pandemic levels and then attain even better than that.</p>	<ul style="list-style-type: none"> - PP pupils to attain in line with/better than their July 2021 NTS Std. test scores and teacher assessment levels. - PP pupils to be closing the gap on their Non-PP peers. <p>KEY = Green Highlight means accelerated progress closing the gap on Non-PP Peers.</p>	<p>Evaluation of Year 6 PP Pupils The impact of the NTS Tutoring, coupled with quality first class teaching, has been overwhelmingly positive. Both Y6 PP children made accelerated progress and closed the gap on the expected standard in maths and reading. Each PP child went from well below expected to meeting the expected standard for Year 6, in one subject.</p> <table border="1" data-bbox="808 379 1727 699"> <thead> <tr> <th data-bbox="808 379 974 451">Year 6 NTS Group</th> <th colspan="3" data-bbox="974 379 1352 451">MATHS - SS</th> <th colspan="3" data-bbox="1352 379 1727 451">READING - SS</th> </tr> <tr> <th data-bbox="808 451 974 560">PUPILS NAMES</th> <th data-bbox="974 451 1104 560">July 21 NTS Test</th> <th data-bbox="1104 451 1229 560">April 22 2019 SATS</th> <th data-bbox="1229 451 1352 560">May 22 SATS</th> <th data-bbox="1352 451 1480 560">July 21 NTS Test</th> <th data-bbox="1480 451 1606 560">April 22 2019 SATS</th> <th data-bbox="1606 451 1727 560">May 22 SATS</th> </tr> </thead> <tbody> <tr> <td data-bbox="808 560 974 627">Pupil G</td> <td data-bbox="974 560 1104 627">87</td> <td data-bbox="1104 560 1229 627">95</td> <td data-bbox="1229 560 1352 627">98</td> <td data-bbox="1352 560 1480 627">95</td> <td data-bbox="1480 560 1606 627">97</td> <td data-bbox="1606 560 1727 627">107</td> </tr> <tr> <td data-bbox="808 627 974 699">Pupil J</td> <td data-bbox="974 627 1104 699">88</td> <td data-bbox="1104 627 1229 699">94</td> <td data-bbox="1229 627 1352 699">100</td> <td data-bbox="1352 627 1480 699">87</td> <td data-bbox="1480 627 1606 699">97</td> <td data-bbox="1606 627 1727 699">96</td> </tr> </tbody> </table> <p>Evaluation of Year 5 PP Pupils One of the Yr 5 PP Pupils made accelerated progress, closing the gap on his non-PP peers, in both Reading and Maths. One has maintained a high standard in line with peers. The third pupil newly joined the school and is already showing signs of closing the gap on non-PP peers. That Pupil © is doing an hour of week of maths tutoring with the School Led Strand of the NTS Scheme – 15 sessions from October 2022.</p> <table border="1" data-bbox="808 847 1727 1161"> <thead> <tr> <th data-bbox="808 847 974 882"></th> <th colspan="2" data-bbox="974 847 1337 882">MATHS - SS</th> <th colspan="2" data-bbox="1337 847 1727 882">READING - SS</th> </tr> <tr> <th data-bbox="808 882 974 959">PUPILS NAMES</th> <th data-bbox="974 882 1158 959">July 21 NTS Test</th> <th data-bbox="1158 882 1337 959">July 22 NTS Test</th> <th data-bbox="1337 882 1532 959">July 21 NTS Test</th> <th data-bbox="1532 882 1727 959">July 22 NTS Test</th> </tr> </thead> <tbody> <tr> <td data-bbox="808 959 974 1026">Pupil L</td> <td data-bbox="974 959 1158 1026">118</td> <td data-bbox="1158 959 1337 1026">117</td> <td data-bbox="1337 959 1532 1026">107</td> <td data-bbox="1532 959 1727 1026">109</td> </tr> <tr> <td data-bbox="808 1026 974 1093">Pupil Z</td> <td data-bbox="974 1026 1158 1093">94</td> <td data-bbox="1158 1026 1337 1093">105</td> <td data-bbox="1337 1026 1532 1093">93</td> <td data-bbox="1532 1026 1727 1093">106</td> </tr> <tr> <td data-bbox="808 1093 974 1161">Pupil C</td> <td data-bbox="974 1093 1158 1161">85</td> <td data-bbox="1158 1093 1337 1161">88</td> <td data-bbox="1337 1093 1532 1161">107</td> <td data-bbox="1532 1093 1727 1161">115</td> </tr> </tbody> </table> <p>Evaluation of Year 4 PP Pupil The Yr 4 PP Pupil made accelerated progress, closing the gap on his non-PP peers, in Reading. However, this was not the case for Maths so this pupil has been identified for the NTS Scheme 2022/23.</p> <table border="1" data-bbox="808 1246 1727 1460"> <thead> <tr> <th data-bbox="808 1246 974 1281"></th> <th colspan="2" data-bbox="974 1246 1337 1281">MATHS - SS</th> <th colspan="2" data-bbox="1337 1246 1727 1281">READING - SS</th> </tr> <tr> <th data-bbox="808 1281 974 1358">PUPILS NAME</th> <th data-bbox="974 1281 1158 1358">July 21 NTS Test</th> <th data-bbox="1158 1281 1337 1358">July 22 NTS Test</th> <th data-bbox="1337 1281 1532 1358">July 21 NTS Test</th> <th data-bbox="1532 1281 1727 1358">July 22 NTS Test</th> </tr> </thead> <tbody> <tr> <td data-bbox="808 1358 974 1460">Pupil R (Tests one year below Chron. 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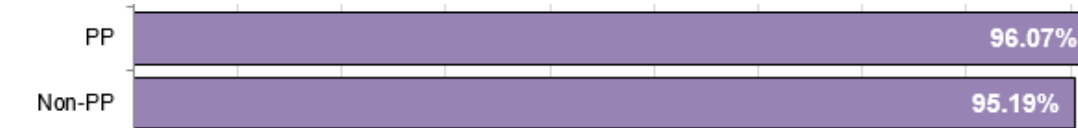
Evaluation of Year 3 PP Pupils The impact of the NTS Tutoring, coupled with quality first class teaching, has been overwhelmingly positive. Both Y3 PP children made accelerated progress in reading. One PP child went from well below expected in maths to meeting the expected standard for Year 3. In reading both pupils attain in line with, or better than, non-PP Peers. However, this was not the case for Maths, for Pupil B, so this pupil has been identified for the NTS Scheme 2022/23.

Year 3 NTS Group	MATHS - SS		READING - SS	
PUPILS NAMES	July 21 NTS Test	July 22 NTS Test	July 21 NTS Test	July 22 NTS Test
Pupil I	89	112	115	124
Pupil B	87	87	98	111

PP pupils will have equal access to curriculum enrichment activities so that their resilience, personal independence and self-confidence develops. PP pupils will have experienced additional enrichment activities to help close the gaps on their Non-PP peers when it comes to the area of life experience and developing cultural capital.

- Evaluation of activity impact monitoring, and feedback from PP children / families, demonstrates that PP pupils have developed in the areas of:
 - personal independence
 - self-confidence
 - level of cultural capital built up
 - personal resilience

- Both Year 6 Pupils and all 3 Year 5 pupils were subsidised so that they could go on the Year 6 Residential Trip to PGL at Windmill Hill in June 2022.
- Five of the 9 PP pupils attended an after school football club for free throughout the Autumn and Spring Terms. One of these pupils was provided with shin-pads and football boots to enable them to partake. All pupils reported greater personal confidence after getting involved in the club. One of these pupils went on to captain the school team, leading them to a third place finish in the Sussex County Finals at Lancing FC. This pupil also had a trial for the Sussex County U11 Team at Eastbourne Town FC. Both events contribution hugely to the child's cultural capital and giving all these children opportunity they might not have had.
- Likewise, one pupil was financed to attend our after school netball club.
- For the Year 3, 4 & 5 pupils it was a Viking Experience Day that was funded.
- All PP children, and their families, had access to free swimming sessions in the Cowfold Community Swimming Pool.
- Feedback from PP children / families, about the events listed above, demonstrated that the PP pupils developed in the areas of:
 - personal independence
 - self-confidence
 - level of cultural capital
 - personal resilience
- 2021-22 Ofsted Parent-view Survey found 92% of parents surveyed agreed that the school offered a wide range of clubs and 92% agreed that the school supported their child's wider development.

<p>Ensure PP pupils' mental health and well-being is looked after so that they are in an emotionally strong position to learn and enjoy school.</p>	<ul style="list-style-type: none"> - PP pupils and their parents to give positive responses in our Pupil Well-Being and Safety Questionnaire in April 2022, and our Ofsted Parentview questionnaire for 2021-22. - PP pupils to attend school at a level in line with/better than their Non-PP peers. 	<ul style="list-style-type: none"> - One Y5 PP pupil had weekly counselling with a qualified counsellor. This had a real impact on his well-being / mental health and an improvement in his behaviour, and readiness for learning, has been observed. Evidence of this improvement can be seen in the number of major behaviour incidents recorded on CPOMS. In the first half of the summer term 2022, he recorded 9 major incidents and had one fixed term exclusion. This fell to a single major behaviour incident in the second half of the summer term 2022. - One Y5 PP pupil had weekly Learning Mentor sessions. The child visibly benefited from the support and was stepped down from a Child Protection Plan to Child in Need, and then was removed from Children's Social Care support because it was felt that he no longer had the level of need. - In our Pupil Well-Being and Safety Questionnaire (May 2022) 100% of Pupil Premium children responded that they felt safe and happy at both home and school. 100% said that they had not got a significant worry at home or school. - 2021-22 Ofsted Parent-view Survey found 100% of parents surveyed agreed that their child felt safe and happy at St Peter's. 92% agreed that their child does well at St Peter's. - Attendance of Pupil Premium children was better than their non-PP peers. See below:  <table border="1"> <tr> <td>PP</td> <td>96.07%</td> </tr> <tr> <td>Non-PP</td> <td>95.19%</td> </tr> </table>	PP	96.07%	Non-PP	95.19%
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Non-PP	95.19%					

<p>Ensure PP pupils are not held back by a lack of access to uniform, equipment, IT technology and a poor attendance record.</p>	<ul style="list-style-type: none"> - Teachers know pupils are properly equipped and are completing homework, Spelling Shed, Accelerated Reader Quizzes and younger pupils are reading at home. - Accelerated Reader, Times tables Rockstars, Spelling Shed/ Phonics tracking data will demonstrate good progress. 	<ul style="list-style-type: none"> - School purchased a tablet for the Year R PP child to have at home to practice phonics and basic number skills. This pupil can be seen to have earned 283 coins which shows the Year R PP pupil was well engaged in the online Bug Club practice. - <u>Times Tables Rock Stars Engagement Tracking</u> <table border="1" data-bbox="801 925 1523 1420"> <thead> <tr> <th><u>Name</u></th> <th><u>Position in School - 115 Engagement & speed</u></th> <th><u>Position in Class for Engagement</u></th> </tr> </thead> <tbody> <tr> <td>Pupil J</td> <td>1st</td> <td>1st</td> </tr> <tr> <td>Pupil Z</td> <td></td> <td>17th / 22</td> </tr> <tr> <td>Pupil C</td> <td></td> <td>22nd / 22</td> </tr> <tr> <td>Pupil L</td> <td>15th</td> <td>8th / 22</td> </tr> <tr> <td>Pupil R</td> <td></td> <td>23rd / 27</td> </tr> <tr> <td>Pupil B</td> <td></td> <td>12th / 26</td> </tr> <tr> <td>Pupil I</td> <td></td> <td>13th / 26</td> </tr> </tbody> </table> <div data-bbox="1568 925 2083 1420" style="border: 1px solid black; padding: 5px;"> <p><u>Analysis for Time Tables Rock Stars</u></p> <p>Particularly good that Pupil J had the highest engagement in the school.</p> <p>Pupils L, B & I are interacting at a level in line with Non-PP Peers.</p> <p>Pupil Z and C need urgent intervention to get them to engage.</p> <p>Pupil R has only just begun to use TT Rockstars.</p> </div>	<u>Name</u>	<u>Position in School - 115 Engagement & speed</u>	<u>Position in Class for Engagement</u>	Pupil J	1 st	1 st	Pupil Z		17 th / 22	Pupil C		22nd / 22	Pupil L	15 th	8 th / 22	Pupil R		23 rd / 27	Pupil B		12 th / 26	Pupil I		13 th / 26
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- Spelling Shed Engagement and Progress

There is good evidence that PP Pupils have access & support to practice Spelling Shed online, at home. The progress data for Key Stage 2 PP Pupils has been recorded below. All the pupils have made progress with their spelling and no pupil is stuck on a Stage and not progressing.

F.I. – Spelling Shed has 6 Stages across Key Stage 2. Stage 1 is where pupils start and Stage 6 is the highest. As a rough guide, pupils who get to strong Stage 5 or Stage 6 do comfortably well in the Y6 SATS Spelling Test. When we test a pupil on a Stage, on the diagnostic, the test is out of 30. Score over 25 and they are ready for the next stage up.

<u>Name</u>	<u>Year Group 21-22</u>	<u>Autumn 2021</u> <u>Stage – Score / 30</u>	<u>May 2022</u> <u>Stage – Score / 30</u>	<u>September 2022</u> <u>Stage – Score / 30</u>
Pupil C	5	Stage 3 - 9	Stage 3 - 19	Stage 4 - 11
Pupil Z	5	Stage 4 - 19	Stage 4 - 23	Stage 5 - 21
Pupil L	5	Stage 4 - 8	Stage 4 - 20	Stage 5 - 21
Pupil R	4	Stage 2 - 7	Stage 2 - 18	Stage 4 - 2
Pupil I	3	Stage 1 - 8	Stage 1 - 13	Stage 3 - 1
Pupil B	3	Stage 1 - 10	Stage 1 - 21	Stage 3 - 5
Pupil G	6	Stage 3 - 23	SATS – 7/20	Left
Pupil J	6	Stage 3 - 22	SATS – 13/20	Left

- Accelerated Reader Progress (for pupils with available data)

Over a period of 10 months – Sept. 2021 to July. 2022 – Increase in Reading Age on AR Star Tests.

Positive impact for 50%.

Three pupils need further support and follow up on accessing Accelerated Reader.

Name	Progress	Name	Progress
<i>Pupil Z</i>	+3 months	<i>Pupil C</i>	-4 months
<i>Pupil I</i>	+14 months	<i>Pupil L</i>	+ 8 months
<i>Pupil R</i>	+ 23 months	<i>Pupil B</i>	+ 6 months