

Pupil Premium Review 2022-23

1. Summary information					
School	Penruddock Primary School				
Academic Year	2022/23	Total PP budget	£2770 + £2000 Recovery premium	Date of most recent PP Review	November 2023
Total number of pupils	47	Number of pupils eligible for PP	2		

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues addressed in school, such as poor oral language skills)</i>	
A.	Emotional well being
B.	Impact of specific and moderate learning difficulties on recall facts and application of reasoning skills
C.	Language processing skills ability to organise thinking and instructions.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Early life experiences – supported through health services
G.	

3. Review of expenditure				
Previous Academic Year 2018/19				
i. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>To develop more self-worth, self-confidence and resilience for learning Pastoral care in class and through 1:1 nurture time</p>	<p>Pastoral care in class and through 1:1 nurture time</p>	<p>Target in progress and impacted by external factors identified through EHCP and EHA. School has worked hard to model strategies and help children to apply these when challenged. Pupils are developing greater self - confidence to have a go and have enjoyed success when things have gone well.</p>	<p>This work should be maintained Nurture/pastoral support and self-esteem work should remain in place for all children. In class intervention is more successful for promoting positive self-esteem.</p>	<p>£500</p>
<p>To achieve the expected outcome in mathematics and English by the end of KS1 and or KS2</p>	<p>Small group and individual learning support</p>	<p>All children work below the expected standard as documented through their EHCP. Good progress has been made with their smaller steps targets and is ongoing.</p>	<p>Same day intervention has been very effective to support specific skill learning across the curriculum. Continue to target inclusive 1:1 or small group support and scaffolded working within whole class provision.</p>	<p>£1000</p>
<p>To become more independent Pastoral support in class and through 1:1 nurture time</p>	<p>Pastoral support in class and through 1:1 nurture time</p>	<p>Younger children are learning through adult modelling to socialise more successfully during play although independence when learning is still challenging. All children are learning to work more independently in class and beginning to understand better how to seek support when it is needed.</p>	<p>Setting more accessible independent tasks to establish systems which promote less reliance on adults when help is not needed has worked well with all children. Local presence of key workers rather than direct reliance has been beneficial for supporting emotional security and in turn greater independence. Paired or small group work has also worked well.</p>	<p>£1000</p>

<p>To make at least expected progress in all areas of the curriculum and particularly maths reading phonics and spelling. Targeted intervention support to close gaps when progress slows.</p>	<p>Targeted intervention support to close gaps when progress slows</p>	<p>Although children are working below expected standards their rate of progress falls only slightly below that of their peers. Older pupils find this more challenging as they are unable to access lessons consistently. When engaged these pupils also make some good progress in lessons.</p>	<p>Introduction of Little Wandle Catch Up phonics has impacted significantly on rates of progress in reading and writing for younger children. A flexible approach to curriculum delivery enables pupils to make better progress than would otherwise be possible.</p>	<p>£1500</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>To develop more self-worth, self-confidence and resilience for learning Extra-curricular provision</p>	<p>Extra-curricular provision</p>	<p>Raised self-esteem and widened opportunity for all</p>	<p>Good use of pupil premium to widen opportunity and develop new skills. Supporting extra curricular activities has been beneficial for raising self-worth and opportunity.</p>	<p>£770</p>