

Hurst Hill 2021 – 2024 Pupil premium strategy and impact statement.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data 2021 - 2022
School name	Hurst Hill
Number of pupils in school	236 inc Nursery
Proportion (%) of pupil premium eligible pupils	20.34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -2024
Date this statement was published	September 2021 / revised 6th November 2021
Date on which it will be reviewed	March 2023 to evaluate mid-point impact. September 2023 March 2024 Sept 2024
Statement authorised by	Rebecca Keen

Pupil premium lead (Head of School)	Claire Johnson
Governor / Trustee lead	Mrs J Gover

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year & Recovery premium funding allocation this academic year	£ 91,410.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£91,410

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium grant is provided by the Government and is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

The government has said that it's up to school leaders to decide how to spend pupil premium funding. This is because school leaders are best-placed to assess their pupils' needs and use funding to improve attainment. This strategy is broken down into three aspects because evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas: **teaching, academic support and wider approaches**. Hurst Hill follow the recommendations of the

<https://educationendowmentfoundation.org.uk/evidencesummaries/pupil-premium-guide/> and link elements of our actions to their research based approaches.

Hurst Hill Primary school is IDACI 3, situated in 20-30% of most deprived areas in the country (2021). Many children do not have opportunities to explore the wide range of real- world life experiences that less disadvantaged may receive. Pupil voice has revealed that aspirations are low, as is social mobility. Education is not perceived as a priority for some disadvantaged families. This echoes evidence from research conducted by the EEF, which confirms that children from disadvantaged backgrounds **generally face extra challenges in reaching their potential at school and often do not perform as well as their peers.**

Hurst Hill Objectives: Hurst Hill strives to facilitate engaging, challenging, creative and fun learning; we aim to broaden children's real-life experiences; to improve their confidence, vocabulary, resilience and sense of personal achievement. Staff aim to develop the wellbeing and maximise progress for every child, providing them with the foundations for successful attainment and smooth transition into secondary school. Consequently, opening career pathways for disadvantaged children to follow and achieve their dreams, and be the best possible version of themselves.

Attainment, progress, wellbeing and personalised care is at the heart of all pupil premium grant funding decisions made. By monitoring and developing positive relationships with our pupils, we target their individual needs. Senior leaders decide on the main issues preventing their pupils from succeeding at school and use the pupil premium to buy extra help in the context of:

- Quality CPD for all staff for specific target areas linked to the school improvement plan.
- Quality resources, schemes of work and assessments to support the National Curriculum and the new EYFS framework.
- Effective modelling and teaching, which is monitored regularly by the senior leadership team.
- Exposing all children to a wider range of vocabulary and quality phonics.
- Providing extra-curricular activities / residentials and trips to venues they may otherwise never experience.

- Providing meet and greet sessions and breakfast so that children are in a positive mind-set at the start of the school day.
- Well-being check ins with children who need additional support.
- Acting early to intervene at the point need is identified.
- In class support, interventions and booster sessions
- Attendance clinics and attendance officers.
- Ensuring all children have quality reading materials at home in addition to school.
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Evidence shows that writing attainment has declined across the school for disadvantaged children as independent writing has been the most complex aspect to facilitate during COVID lockdown.
2	Persistent absence of disadvantaged children is above national average at 25%
3	Pupils enter school with poor language /phonics skills and some children have limited vocabulary. For the past three years, EYFS baselines have shown a decline in communication and language skills.
4	New phonics programme in place – still reviewing impact and consistency in line with a systematic synthetic approach.
5	Pupil premium children do not have access to quality texts at home – many home reading books are not returned to school.

6	Some pupils' do not have access to transportation and funds to access wider experiences. This in turn has a negative impact on their ability to draw on real life experiences. This links to their limited vocabulary and consequently their writing.
7	The current year 6 cohort 29.73% PP children and the current year 5 cohort encompasses 44% pupil premium and 41% SEN. The current year five class also currently consists of 35 children - their PAG grouping from KS1 shows that 58% did not make age related attainment expectations. 75% of disadvantaged children did not make are related attainment expectations.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria	Impact Sept 2022	Impact Sept 2023
1. To improve the percentage of children achieving ARE for writing.	All children in KS2 will make at least expected progress in writing. This will be evident in end of year writing attainment. It will be evaluated during book monitoring, pupil progress meetings and through writing moderation with other schools.	English leader/SLT and MAT have moderated writing. All writing levels during MAT moderation were quality assured and the TRUST were in agreement with judgements. This was from EYFS – Year 6 39% of the whole school were at ARE. Reception, year 5 and year 6 exceeding 60% 5.5% of the school exceeding ARE progress. We are still currently below national	

	By 2024 writing attainment will be in line with national.		
2. Attendance for disadvantaged pupils will improve.	The attendance gap will be reduced by July 2022 Current statistics are: PP 25% Non- PP 12% By 2024 the gap between disadvantaged and non-disadvantaged attendance will be narrowed by 10%	<p>Whole school 94%</p> <p>PA 21% Ex Covid 14%</p> <p>PP Children 90%</p> <p>PA 38% Ex Covid 31% PP Non SEND 21% PP SEND 28%</p> <p>SEND 91% SEND EHCP PA 33% SEND Support PA 30%</p>	
	All children's knowledge of vocabulary will improve and this will be evident in: speaking and listening, reading and writing attainment. Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including	<p>Nursery - CL 78.1</p> <p>Reception - CL 86.2</p> <p>Oracy – Ongoing – 100% of teachers observations during the summer term on Iris demonstrated the promotion of Oracy.</p> <p>The Write Stuff – All working walls promoting the use of vocabulary. Books show the impact of the vocab thermometer.</p>	

	engagement in lessons, book scrutiny and ongoing formative assessment.		
4. To deliver effective phonics lessons in line with latest government guidance and the new EYFS framework	All disadvantaged children in year 1 and year 2 will pass their phonics screening by 2024	Little Wandle 73% prediction for year 1 72% on track in Reception 50% year 1 PP passed 100% year 2 PP passed	
5. Improve resilience when problem solving – especially maths.	Children will be more confident during statutory testing and reasoning. MATHS attainment will increase to be generally in line with national statistics by 2024	Oracy – reasoning out loud to improve confidence. Oracy evidenced in Iris (recorded teaching and learning) 100% of lessons using more oracy to reason. Maths SATS results compared to national: Paper 1 Hurst Hill 72% of questions correct Nat:74% Paper 2 H Hill 50% correct Nat 63% Paper 3 Hurst Hill 52% correct Nat 64%	
6. Increase the opportunities for children to take part in enrichment and enhancement activities - both in school and externally.	Children will be able to relate to real life contexts. They will have a greater understanding of the wider curriculum and will be able to refer to such experiences through oracy and in	Timezone 4 visits last year Animal visited twice Now press play used half termly by all classes. Trip to BC Museum Trip to Baggeridge Trip to the Sycamore Centre Visits from The Mayor/Olympic athletes. Inspire sessions for all classes	

	their writing. Writing attainment will increase	All events were used as motivation and engagement in writing.	
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Budgeted cost: £ 46,706.00

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact July	
	<i>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</i>			

<p><i>All staff to receive quality paid for CPD to improve oracy across the school</i></p>	<p>In 2018 The EEF supported the trial of voice 21 to improve oracy- recognising there was a need for children to improve their ability to express their thoughts and improve communication. Cultural capital is vital in order to prevent the Mathew Effect – with the poor getting poorer, Cultural capital takes one tangible form: a pupil's vocabulary. The size of a pupil's vocabulary in their early years of schooling (the number and variety of words that the young person knows) is a significant predictor of academic attainment in later schooling and of success in life. (Daniel Rigney) 6000 = resource to improve teaching.</p>	<p>3 & 1</p>	<p>Leader has attended all CPD sessions. Oracy has been rolled out across the school following two staff meetings. Reasoning in maths– explaining strategies to peers, talk detectives, trios and concept cartoons are currently being incorporated into the foundation subjects by subject leaders. This is ongoing</p>	
<p><i>Leadership team will be released to monitor the impact of oracy and attend workshops.</i></p>		<p>3 & 1</p>	<p>Leaders released to receive CPD and this was disseminated across the school. New leader and two champions in place for next year. 85% of Oracy action plan achieved already. Rolling this over for another year and renewing subscription.</p>	
<p><i>Purchase more texts for the DfE validated Systematic Synthetic Phonics programme and quality texts to support</i></p>	<p>Little Wandle and synthetic phonics books to match. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: £6000</p>	<p>3</p>	<p>Little Wandle purchased and CPD delivered across the whole school. Quality assured provision by the English Hub. Phonics provision was good –Ofsted quality assured.</p>	

<p><i>so as to secure stronger phonics teaching for all pupils.</i></p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>		<p>Phonic observations by HVT catch up funding leader: show that catch up staff are making an impact.</p> <p>72% of Reception achieved GLD</p> <p>Adding additional books to the scheme next year as children progress through school.</p>	
<p><i>Year four and year six – additional in class support during wave one teaching for on the spot verbal feedback / address misconceptions.</i></p>	<p>EEF - Evidence suggests that verbal feedback can result in up to 8 months accelerated progress.</p> <p>One full time member of support staff will support with on the spot verbal feedback.</p> <p>One part time teacher will help address misconceptions in year 6.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?qclid=EA1aIQobChMIsfu0k-CI9AIVSLTtCh0VNwO2EAAYASAAEgIS4PD_BwE#nav-download-the-guidance-report-and-poster</p> <p>Salaries £23,000</p>	<p>1,3</p>	<p>Support with verbal feedback against targets in year 6 during wave one teaching. This has had a positive impact on writing. (AR)</p> <p>67% achieved ARE in year 6 – this provision will remain in place next year.</p>	

<p><i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</i></p>	<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>5</p>	<p>R Weaver and J Abley have been released for all sessions and supply has been used during COVID hotspots. 5 sessions /visits attended and there are 3 left to attend.</p> <p>The content has been disseminated during staff meetings as CPD.</p> <p>Maths hub quality assurance visit – outcome was that provision was good and that Reception’s maths was a strength.</p> <p>56% of the whole school achieved ARE 67% made expected progress 20% of all pupils made exceeding progress.</p>	
<p><i>Senior leadership – will monitor the impact of teaching and learning through book scrutiny and environment checks. CPD to</i></p>	<p>Quote from EEF: https://educationendowmentfoundation.org.uk/tools-assessing-and-monitoring-pupilprogress/measuring-impact/ ‘So a focus on improving assessment and monitoring practices in school is important for ensuring an accurate picture of student attainment and progress is generated, but it also make the process of</p>	<p>1,3,4,5</p>	<p>Weekly monitoring calendar ensures that the whole school is quality assured. Learning walks, environment checks, book scrutiny, teaching and learning. Leaders released weekly:</p>	

<i>be offered to staff.</i>	<i>evaluating impact robustly an easier and more fruitful one.' SLT - £82 per week = £2706</i>		End of year monitoring outcomes revealed that teaching in school was good. Ofsted grading of good in all areas.	
<i>Total</i>	<i>£40,706.00</i>			

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 24,965.62

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact Sept 2022	
<i>Reading and writing resources inclusive of CPD for new Phonics scheme and subscriptions.</i>	Wandle £935, AR, Jane Considine, Century, White Rose, TTRS and My On £9030.62 Recommended technology / resources to support wave one teaching and small group work. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,3,4,5,6	JC, White Rose and now Little Wandle in use across the whole school and embedded. My On, Century, TTRS – used by children during remote provision and for homework. Reading: Y6 SATs up 14% to 54% are Whole school 59% at ARE Whole school exceeding expected progress 22%	

<p><i>Senior Team released to conduct at least weekly check ins with vulnerable children to support their social and emotional wellbeing – improve self-awareness and self-regulation.</i></p>	<p>Poor mental health impacts on an individual's ability to perform and achieve. EEF: Evidence reviews including over 700 studies show that on average SEL has a positive impact on academic attainment, equivalent to 4 additional months' progress.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3,4,5</p>	<p>Checks in conducted on a weekly basis or more regularly (if and when required depending on the CP register) and CPOMS is updates if there are concerns.</p> <p>This supports their behaviour in school and reduces potential triggers.</p> <p>Staff have a list of vulnerable children in their class – to be called as per the CP/remote policies in the event of absences.</p> <p>Referrals EP / support from sycamore builds on this where required.</p> <p>Result – calm school environment – key children receive additional support they need</p> <p>Safeguarding audit – good behaviour.</p> <p>Ofsted – good behaviour and good relationships with children.</p>	
<p>New EYFS team to receive CPD for speech and language intervention (Talk boost)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p>	<p>3</p>	<p>EYFS – using WELLCOMM Talk Boost – training to follow as we have had to re-schedule. 72% of Reception achieved GLD following good teaching. CPD enabled staff to adapt</p>	

	Oral language interventions EEF (educationendowmentfoundation.org.uk)		pedagogy to the new framework.	
Academic mentors specific targeted interventions for disadvantaged children	<p>Mentors can be used to target specific needs within the school. Bottom 20% have gaps in learning that have grown due to the pandemic. Mentors will target a specific group of children / 1:1 sessions every day for a term. The EEF toolkit states that collaborative learning and small group work can accelerate progress to narrow gaps by four months.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,3,5	<p>Mentor in year 2 – QA by ET Impact – moving phonics forward. Groups revised as and when required.</p> <p>Two mentors – both quality assured by catch up funding leader and one by Ofsted. We shall continue with one tutor next year to reduce the COVID gap further</p>	
<p><i>Talk-Boost interventions for year one.</i></p> <p><i>Structured language interventions in EYFS</i></p>	<p>EEF reveals that targeted language interventions can accelerate progress by five months through: targeted reading aloud & book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured</p>	3	<p>WELLCOMM Nursery Talk boost – new CPD for early years to be completed next year.</p> <p>Followed through with WELLCOMM this year – GLD 72%</p>	

	questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.			
<i>Total</i>	£24,965.62			

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,123.15

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact July 2022	
<i>Reading packs for disadvantaged children so they have quality texts to access from home.</i>	Case studies reveal that children who read books at home are more likely to develop a passion for reading. £135 per child £8,775	3 & 6	Reading Rocks Packs... Match children's ZPD (reading ages) Pupil premium pupil voice outcomes – 93% of children liked reading the Reading Rocks books. Ofsted – approved of the use and checked the ZPD in texts received. This will continue next year.	
<i>Support for PP families to attend termly trips/residentials. One trip funded by school per PP child.</i>	Matt Bromley (2018) highlights that we should ensure disadvantaged pupils have equal access to a knowledge-rich diet and provide cultural experiences in addition to, not in place of, the school curriculum. This might involve spending Pupil Premium money on museum	1,3,6	Experiences so far since restrictions lifted: Timezone x 2 Animal man x 2 Author visit Cosford Music lessons	

	<p>and gallery visits, or on mentors who talk with pupils about what's happening in the world. Trips - £18 per child =£1170 NOW PRESS PLAY – 2395.20</p>		<p>Junior PCSO lessons – rotates Will be having chicks/ lamb Xmas parties Now press play is used by every year group Planned in: Year 6 residential and one trip per term. Pupil Voice – children enjoy the wider experience – the content stays in their long term memory.</p> <p>These will continue next year.</p>	
<p><i>Additional enrichment resources purchased do develop a love of reading and engagement with texts.</i></p>		<p>1,3,6</p>	<p>Inspire sessions with parents Feedback from parents available. All positive – enjoyed being able to see their children learn and in turn learn how to support at home. Requested more sessions. Planned in for next year.</p> <p>Author visits Reading buddies – Y6 children with younger children Reading to children for 15mins at the end of every day. Now press play</p>	

<i>Enrichment clubs facilitated after school:</i>	As above. EEF research also concludes that additional exposure to the arts, outdoor learning and sports, can lead to an additional 4 months progress. Staff incentive to run clubs – release time provided and covered by supply Average of four staff members released per term. £166 per day = £1992	1,6	Three clubs a week on average Cooking x 2 Art Film Football / multi sports (SP P Funds) SATs Gardening Music and sports clubs – all offered to PP children first. £1322 spent on funding PP pupils.	
<i>Development of the forest school and CPD for a Forest School Leader.</i>	As above. Development of forest school – to ensure safety and inclusive of equipment. http://outdoorcitizens.uk/wp-content/uploads/2018/10/Education-Endowment-Foundation.pdf £5000 allocated Leader CPD - £750	1,6	Quotes for the removal of the trees. This has been rolled over to the following year – not all work completed; it is in progress.	
<i>Attendance clinics for specific target families. Release time for attendance lead to monitor and liaise with attendance team and Early Help support.</i>	Instil £2160 Salary of attendance team: £72.5 PER WEEK £2380.95 <i>Magic Breakfasts for all children. £1000</i> The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Evidence to support targeting attendance also available on the EEF guidance	2	Attendance outcomes were good ref Ofsted. Still working on PA Renewing provision for next year.	
<i>Total</i>	£27,123.15			

Total budgeted cost: £ 90,794.77

Part B: Review of outcomes in the previous academic year

2022 Impact Statement Pupil Premium Spend – Year One Outcomes Of The Three Year Plan.

Year 1 Phonics Screening Check

% of Pupil Premium children working at the expected standard in phonics in year 1				
	Number of PP children in class	School Pupil Premium % who PASSED	National others (non pp) Percentage who PASSED	National average
2021				85% (2019)
2022	5	50%	68%	82%

Year 2 Phonics Retakes

% of Pupil Premium children working at the expected standard in phonics retakes in year 2				
	Number of PP children in class	School Pupil Premium % who PASSED	National others (non pp) Percentage who PASSED	National average
2021				
2022	1/6	100%	40%	91%

Key Stage One – Attainment

Year 1 TA	Number of PP children	Reading % ARE			Writing % ARE			Maths % ARE		
		School PP %	Non PP	Difference	School PP	Non PP	Difference	School PP	Non PP	Difference
Expected 2021	6	17%	13%	+4	17%	4%	+13%	0 (50% progress)	0 (57% progress)	-7%
Exceeding 2021	6	0	0	0	0	0	0	0	0	0
Expected + 2022	5	20%	44%	-24%	0%	15%	-15%	40%	48%	-8%
Exceeding 2022	5	20%	15%	-5%	0%	0%	0%	20%	7%	13%

2022 Impact Statement Pupil Premium Spend – Year One Outcomes Of The Three Year Plan.

Year 2 SATS data	Number of PP children	Reading % ARE			Writing % ARE			Maths % ARE		
		School PP %	Non PP	Difference	School PP	Non PP	Difference	School PP	Non PP	Difference
Expected 2021	7	29%	49%	-20%	0	36%	-36%	0	50%	-50%
Exceeding 2021	7	0	14%	-14%	0	14%	-14%	0	5%	-5%
Expected + 2022	5	6%	52%	-46%	0%	13%	-13%	0%	42%	-40%
Exceeding 2022	5	0%	13%	-13%	0%	0%	0%	0%	10%	-10%

Key Stage Two – Attainment

Year 3 TA	Number of PP children	Reading % ARE			Writing % ARE			Maths % ARE		
		School PP %	Non PP	Difference	School PP	Non PP	Difference	School PP	Non PP	Difference
Expected 2021	17	29%	65%	-36%	6%	43%	-37%	18%	43%	-25%
Exceeding 2021	17	6%	30%	24%	6%	4%	+2%	6%	13%	-7%
Expected + 2022	8%	25%	50%	-25%	0%	32%	-32%	0%	50%	-50%
Exceeding 2022	8%	0%	18%	-18%	0%	9%	-9%	0%	9%	-9%

2022 Impact Statement Pupil Premium Spend – Year One Outcomes Of The Three Year Plan.

Year 4 TA	Number of PP children	Reading % ARE			Writing % ARE			Maths % ARE		
		School PP %	Non PP	Difference	School PP	Non PP	Difference	School PP	Non PP	Difference
Expected 2021	16	63%	74%	-11%	25%	56%	31%	50%	67%	17%
Exceeding 2021	16	6%	15%	-9%	0%	11%	-11%	6%	19%	13%
Expected + 2022	15	20%	32%	-12%	7%	26%	-19%	33%	37%	-4%
Exceeding 2022	15	7%	11%	4%	0%	0%	0%	0%	5%	-5%

Year 5 TA	Number of PP children	ARE Reading %			ARE Writing %			ARE Maths %		
		School PP %	Non PP	Difference	School PP	Non PP	Difference	School PP	Non PP	Difference
Expected 2021	10	10%	39%	29%	0%	11%	-11%	10%	29%	-19%
Exceeding 2021	10	0%	0%	0%	0%	0%	0%	0%	0%	0%
Expected + 2022	14	71%	56%	15%	43%	64%	-21%	43%	72%	-29%
Exceeding 2022	14	7%	20%	-13%	7%	4%	3%	14%	8%	6%

2022 Impact Statement Pupil Premium Spend – Year One Outcomes Of The Three Year Plan.

Year 6 SATS results	Number of children	ARE Reading %				ARE Writing %				ARE Maths %				ARE GPS %				ARE RWM Combined %		
		School Pupil Premium	Non PP	National others	Difference	School Pupil Premium	Non PP	National others	Difference	School Pupil Premium	Non PP	National others	Difference	School Pupil Premium	Non PP	National others	Difference	School Pupil Premium	National others	Difference
2021 – TA																				
Predicted Expected + 2021	16	29%	58%	/	-29%	14%	42%	/	-28%	29%	48%	/	-19%	-		-	-	-	-	-
Predicted Exceeding 2021		7%	16%	/	9%	7%	10%	/	-3%	0	23%	/	-23%	-		-	-	-	--	
Expected + 2022	10	57%	47%	TBC	+10%	71%	69%	TBC	+2%	57%	56%	TBC	+1%	71%	53%	TBC	+18%	57%	47%	+10%
Exceeding 2022		10%	11%		-1%	0	7%	TBC	-7%	10%	11%	TBC	-1%							