



Warton St Paul's

Church of England Primary Academy

A member of **CDARI**

## Evaluation of The Pupil Premium Impact 2021-22

<b>Outcomes</b>			
<b>Desired outcomes and how they will be measured</b>		<b>Success Criteria</b>	<b>Review of impact</b>
<b>A</b>	Emotional and behavioural problems are a problem for some of the pupil premium children which acts as a barrier to learning. PP children are less resilient learners.	Emotional support provided for all PP children throughout the year in order to ensure that they are able to focus on learning. Observations show that PP children are developing into resilient learners and are making rapid progress. Individual support made available to parents and families when required.	Families supported through outside agencies. Behaviour for learning has been monitored and is judged to have improved. Identified children having weekly interventions from SEMH support worker.
<b>B</b>	PP children working below ARE.	Intervention and provision is being embedded leading to pupil premium making good progress throughout the year. More PP children reaching expected levels of attainment in reading, writing and maths. Develop the teaching of spellings in a structured and systematic way in order to support all PP pupils. Use of IDL Cloud for PP children with difficulties in spelling to support quality first teaching.	School tracking system identifies all PP children making progress with the interventions and provision in place. In KS1, due to additional needs being identified, a proportion of PP children are working below ARE. This needs to be maintained and continued next year. End of KS2 data shows 78% of PP children attained ARE. However, the 22% of PP were already identified on SEN register.

		Additional and some 1:1 support for children in phonics / basic number skills	
<b>C</b>	To provide enhanced learning opportunities and support for the PP children as a consequence to limited resources within some families and households.	Children to take part in a variety of enrichment experiences to enhance learning and skill development. Such as specialised Sports teaching, Music teaching, Forest Schools and Resilience activities.	Activities such as School trips/residential, Forest school, Commando Jo, Music Teaching and visitors to the school have been successful in enriching children's experiences and increasing the children's love of learning.
<b>D</b>	Access to support with home learning.	Increased numbers of PP children completing their homework and increased one to one reading through the weekly provision of a homework club. This is led and organised by staff and supported by governors of the school. PP children are targeted to attend. Access to computers, school equipment and other learning resources.	Children were supported during home learning through the loan of devices and given access to internet. Staff spent time with individual children during break times to complete home learning and reading.
<b>E</b>	Challenge for high ability PP children to ensure sustained rates of progress.	More able PP children accessing more challenging texts and reaching a high standard. Q of T improved to ensure that all children are challenged across the curriculum.	Focused interventions were planned and delivered for PP high achievers. This work was presented to stakeholders as a celebration of their achievements. Curriculum reviewed to ensure all PP children were able to access the curriculum through progression of skills and high quality teaching. Stretch and challenge evident across the curriculum.