



Lapal Primary School

Impact of Pupil premium – July 2024

Summer 2 2024 Data

Pupils Making Expected Progress							
		Reading		Writing		Maths	
Year	Total	PP Children	Non-PP Children	PP Children	Non-PP Children	PP Children	Non-PP Children
EYFS	3	100%	100%	100%	100%	67%	98%
1	3	67%	93%	100%	89%	100%	96%
2	7	86%	94%	71%	85%	100%	98%
3	6	83%	74%	67%	76%	83%	93%
4	6	33%	90%	33%	71%	33%	93%
5	4	50%	88%	75%	73%	75%	83%
6	11	91%	86%	91%	88%	91%	96%

Pupils Reaching Expected Standard (ARE)							
		Reading		Writing		Maths	
Year	Total	PP Children	Non-PP Children	PP Children	Non-PP Children	PP Children	Non-PP Children
EYFS	3	67%	83%	67%	83%	67%	88%
1	3	0%	91%	33%	85%	33%	93%
2	7	86%	91%	57%	77%	86%	91%
3	6	83%	80%	67%	81%	83%	91%
4	6	33%	90%	33%	85%	33%	95%
5	4	25%	88%	50%	78%	50%	83%
6	11	73%	76%	82%	80%	82%	90%

Targeted academic support	Actions/Impact			
<p>Reduction of class sizes in parts of Key Stage 2 for reading and maths:</p> <ul style="list-style-type: none"> Y6 - 3 groups (smaller group for targeted pupils) Y3 - 2 groups for each subject with extra TA support Y4 - 2 groups for each subject (no more than 22/23 pupils) The additional groups were facilitated by non-class-based Assistant Head of School teaching. 	Pupils achieving the expected standard (2.6) or higher by the end of year: 			
	Year 3			
	Child	Reading	Maths	
	Child A	3.6	3.6	
	Child B	3.6	3.6	
	Child C	3.6	3.6	
	Child D	3.6	3.6	
	Child E	2.6	2.6	
	Child F	3.6	3.6	
	Year 4			
	Child	Reading	Maths	
	Child A	4.2	4.1	
	Child B	3.5	3.5	
	Child C	4.6	4.6	
	Child D	3.6	3.6	
	Child E	4.2	4.3	
	Child F	4.7	4.7	
	Year 6			
	Child	Reading	Maths	
	Child A	6.6	6.6	
	Child B	6.5	6.6	
	Child C	6.6	6.6	
	Child D	6.6	6.6	
	Child E	6.7	6.6	
	Child F	6.7	6.6	
	Child G	6.6	6.6	
	Child H	6.6	6.6	
	Child I	6.6	6.6	
	Child J	6.5	6.5	
	Child J	3.1	3.3	
<ul style="list-style-type: none"> To provide targeted intervention. This will be overseen by the SENCo, ensuring children who require the support are identified and targeted fairly and transparently. Teaching Assistants and catch-up tutor will be up skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach, and that intervention is high quality. Focus interventions will be Toe by Toe, power of 2, speedy reader and speedy maths (precision teaching) 	Toe by Toe has had a positive impact across school from years 5-6. See below for examples of children's progress from this intervention:			
	Year 5			
	Child	Autumn	Spring <small>(5 months expected progress)</small>	Summer <small>(5 months expected progress)</small>
	Child A	7y 6 months	8y 4months (+ 10 months)	8y 9months (+5 months)
	Child B	6y 5 months	7y 7months (+ 1 yr 2 months)	9y 2months (+ 1 yr 7 months)
	Year 6			
	Child	Autumn	Spring <small>(5 months expected progress)</small>	Summer <small>(5 months expected progress)</small>
	Child A	9y 1 month	10y 5 months (+ 1yr 4 months)	10y 11 months (+6 months)
	Child B	12y 9 months	14 years (+ 2 yr 3 months)	No longer required intervention.
	Child C	12y 9 months	13y 2 months (+ 5 months)	13y 6 months (+4 months)
	Child D	11 years	13y 2 months (+2 yr 3 months)	13 y 8 months (+6 months)

The catch-up tutor delivered phonics intervention in year 1 with children who were identified as at risk of not passing the phonics screening test.

	Number of Pupils in Cohort	Cohort passed PSC	Number of Pupil Premium	Pupil Premium Passed PSC
Year 1	49	86%	3	0%
Year 2	60	98%	7	100%
Year 3	60	98%	6	100%

- 86% of year 1 children passed the phonics screening check with no pupil premium pupils passing. The 3 children scored as follows:
 - Child A – 28 out of 32
 - Child B – 31 out of 32
 - Child C – 26 out of 32
- 100% of year 2 PP children have passed the phonics screening check.
- 100% of year 3 PP children have passed the phonics screening check.

2024 Multiplication Tables Checking Results for year 4 pupils.

A total of 25 questions:

- Pupil A – 25/25
- Pupil B – 22/25
- Pupil C – 20/25
- Pupil D – 19/25 (SEND and currently under Early Help)
- Pupil E – 10/25 (Poor attendance and SEMH issues)
- Pupil F – 4/25 (SEND)

Nurture provision to restart across the school with 3 trained TAs delivering nurture/ wellbeing provision for KS1, year 3 and 4 and year 5 and 6. Self-esteem and resilience.

- Bee-well group (a sourced nurture provider) have provided further nurture support for 36 different children (6 pupil premium) across this academic year from years 2-6.
- 3 mental health first aiders trained in school.
- Nurture trained TAs conducted 1 to 1 sessions with a number of identified children across school who are in need of additional support.

Wider Strategies:
Attendance for disadvantaged pupils will be better than or similar to that of peers. School will continue to follow the attendance policy and work with the Education Welfare Officer/school nurse to support with school attendance. Attendance meetings will be held with a designated member of staff. Referral to Early help may be made in order to offer further support

	Overall Attendance %
Pupil Premium	94% (1% increase from last year)
Non-Pupil Premium	96% (Maintained from last year)

- Letters sent to parents.
- Phone calls to parents
- Attendance meetings held with Head of School and school nurse if attendance is linked to medical.
- Support plan put in place for families where appropriate.
- Support with transport via school minibus (when appropriate)