

**Lapal Primary School**

**Impact of Pupil premium – September 2023**

**Summer 2 2023 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	Baseline	100%	Baseline	100%	Baseline	100%
1	8	100%	98%	57%	87%	100%	98%
2	4	100%	89%	100%	89%	100%	91%
3	5	40%	79%	20%	67%	40%	86%
4	5	60%	85%	60%	56%	60%	80%
5	10	90%	88%	80%	88%	80%	96%
6	11	73%	86%	55%	62%	64%	68%

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	33%	88%	33%	88%	33%	93%
1	8	88%	96%	67%	75%	88%	94%
2	4	100%	80%	100%	80%	100%	86%
3	5	40%	83%	40%	79%	40%	88%
4	5	60%	88%	40%	73%	60%	85%
5	10	80%	75%	70%	75%	50%	71%
6	11	64%	90%	73%	84%	73%	92%

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"> <li>Y6 - 3 groups (smaller group for targeted pupils)</li> <li>Y3 - 2 groups for each year (no more than 22/23 pupils)</li> <li>Y4 - 2 groups for each year (no more than 22/23 pupils)</li> <li>The groups were facilitated by non-class-based Assistant Head teaching.</li> </ul>	Pupils achieving the expected standard (≥6) or higher by the end of year: <input type="text"/>		
	<b>Year 3 Reading</b>		
	<b>Child</b>	<b>Autumn Term Reading</b>	<b>Summer Term Reading</b>
	Child A	3.3	3.7
	Child B	2.4	3.1
	Child C	3.2	3.6
	Child D	2.2	2.5
	Child E	2.3	3.1
	<b>Year 3 Maths</b>		
	<b>Child</b>	<b>Autumn Term Reading</b>	<b>Summer Term Reading</b>
	Child A	3.2	3.7
	Child B	2.4	3.3
	Child C	3.2	3.6
	Child D	2.1	2.5
	Child E	2.5	3.1
	<b>Year 4 Reading</b>		
	<b>Child</b>	<b>Autumn Term Reading</b>	<b>Summer Term Reading</b>
	Child A	4.3	4.7
Child B	4.2	4.6	
Child C	PKS3	1.4	
Child D	3.6	4.6	
<b>Year 4 Maths</b>			
<b>Child</b>	<b>Autumn Term Reading</b>	<b>Summer Term Reading</b>	
Child A	4.3	4.7	
Child B	4.1	4.6	
Child C	1.5	2.4	
Child D	4.1	4.6	
<b>Year 6 Reading</b>			
<b>Child</b>	<b>Autumn Term Reading</b>	<b>Summer Term Reading</b>	
Child A	6.2	6.6	
Child B	6.3	6.7	
Child C	4.3	4.4	
Child D	6.3	6.7	
Child E	6.2	6.7	
Child F	6.1	6.5	
Child G	5.1	6.5	
Child H	6.2	6.6	
<b>Year 6 Maths</b>			
<b>Child</b>	<b>Autumn Term Reading</b>	<b>Summer Term Reading</b>	
Child A	6.2	6.6	
Child B	6.2	6.6	
Child C	4.4	4.6	
Child D	6.2	6.6	
Child E	6.2	6.6	
Child F	6.1	6.5	
Child G	5.1	6.5	
Child H	6.2	6.6	

- 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 3-6  
Please see example of progress – Year 5 and 6 Toe by Toe impact examples:

Child	Autumn	Spring (5 months expected progress)	Summer (5 months expected progress)
Child A	7y 5 months	7y 9 months (+ 4 months)	8y 4 months (+11 months)
Child B	11y 7 months	12y 9 month (+ 1 yr 2 months)	13y 1 month (+ 1yr 6 months)
Child C	8y 8 months	8y 10 months (+ 2 months)	11 y 5 months (+ 2 yr 9 months)
Child D	5 y 6 months	6y 6 months (+1 yr)	6 y 4 months (+10 months)

Power of 2 also had a positive impact on place value and number retention.

The catch-up tutor is delivered phonics intervention in year 1 with children who have been 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	60	95%	8	88%
Year 2	60	92%	4	100%
Year 3	47	98%	4	100%

- 95% of year 1 children passed the phonics screening check with 88% of pupil premium pupils passing.
- 1 child will continue phonics into year 2 and be re-checked to build on score of 24/32 in year 1.
- 100% of year 2 PP children have passed the phonics screening check.
- 100% of year 3 PP children have passed the phonics screening check.

2023 Multiplication Tables Checking Results for year 4 pupils. A total of 25 questions:

- Pupil A – 25/25
- Pupil B – 24/25
- Pupil C – 20/25
- Pupil D – 12/25 (SEND and currently under Early Help)
- Pupil E – 10/25 (Very poor attendance and currently under children’s services – housing. Pupil is now off-role and moved to a new Local Authority)

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.

- Be well group (a sourced nurture provider) are providing a further nurture group for a set of 15 different children across school.
- Emotion coaching and SEMH training delivered during whole school INSET to teaching and support staff.
- Lauren Knott attended emotional coaching & well-being training from West Minster School.
- Nurture trained TAs conduct 1 to 1 sessions with a number of identified children across school who are in need of additional support.
- All teaching staff have completed ACES training to support their understanding of possible needs and support for nurture.

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

- Non-PP – 96% PP – 93%
- 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)

<p>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</p>	
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