



Staplehurst School

Pupil Premium Strategy Statement 2021 2022

Intended Outcomes - EVALUATED

Evaluation of Intended outcomes 2021 2022

Intended outcome	Success criteria	Evaluation of intended outcome July 2022																																				
<p>To ensure that disadvantaged pupils achieve at least as well as all pupils nationally in the phonics check, timestable check, at the end of KS1 in reading, writing and mathematics and by the end of KS2 in reading, writing, mathematics and GSP. To ensure that disadvantaged pupils in EYFS close the gap between baseline and the end of their Reception year.</p>	<ul style="list-style-type: none"> • % of pupils reaching expected standard in comparison to other pupils nationally. • Achievement of disadvantaged pupils across school in comparison to all pupils nationally. <p>PP vs Non PP Reading data 2020 2021 58 Pupils</p> <table border="1" data-bbox="376 722 768 874"> <tr> <td>PP</td> <td>33% Exp</td> </tr> <tr> <td>Non PP</td> <td>38% Exp</td> </tr> <tr> <td>Gap</td> <td>-5%</td> </tr> </table> <p>PP vs Non PP Writing data 2020 2021 58 Pupils</p> <table border="1" data-bbox="376 970 768 1121"> <tr> <td>PP</td> <td>34% Exp</td> </tr> <tr> <td>Non PP</td> <td>45% Exp</td> </tr> <tr> <td>Gap</td> <td>-11%</td> </tr> </table> <p>PP vs Non PP Maths data 2020 2021 58 Pupils</p> <table border="1" data-bbox="376 1297 768 1449"> <tr> <td>PP</td> <td>36% Exp</td> </tr> <tr> <td>Non PP</td> <td>48% Exp</td> </tr> <tr> <td>Gap</td> <td>-12%</td> </tr> </table>	PP	33% Exp	Non PP	38% Exp	Gap	-5%	PP	34% Exp	Non PP	45% Exp	Gap	-11%	PP	36% Exp	Non PP	48% Exp	Gap	-12%	<p>National PP= unavailable at present School PP = see below</p> <p>PP vs Non PP Reading data 2021 2022 72 Pupils</p> <table border="1" data-bbox="1014 738 1406 890"> <tr> <td>PP</td> <td>20% Exp</td> </tr> <tr> <td>Non PP</td> <td>28% Exp</td> </tr> <tr> <td>Gap</td> <td>-8%</td> </tr> </table> <p>PP vs Non PP Writing data 2021 2022 72 Pupils</p> <table border="1" data-bbox="1014 986 1406 1137"> <tr> <td>PP</td> <td>23% Exp</td> </tr> <tr> <td>Non PP</td> <td>31% Exp</td> </tr> <tr> <td>Gap</td> <td>-8%</td> </tr> </table> <p>PP vs Non PP Maths data 2021 2022 72 Pupils</p> <table border="1" data-bbox="1014 1273 1406 1425"> <tr> <td>PP</td> <td>36% Exp</td> </tr> <tr> <td>Non PP</td> <td>30% Exp</td> </tr> <tr> <td>Gap</td> <td>+6%</td> </tr> </table>	PP	20% Exp	Non PP	28% Exp	Gap	-8%	PP	23% Exp	Non PP	31% Exp	Gap	-8%	PP	36% Exp	Non PP	30% Exp	Gap	+6%
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- Progress of identified disadvantaged pupils reaching the higher standard because of intervention.

Targets tracked via PP Conferencing provision maps: Year Group	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6
	Targets met per class at end of Term 5	50%	66%	100%	25%	24%	60%	57%	40%	45%	
Targets met per year group at end of Term 5	44%		50%		44%		50%		40%		72%
Targets met per class at end of Term 3	33%	50%	100%	60%	40%	50%	60%	0%	60%	11%	80%
Targets met per year group at end of Term 3	44%		67%		44%		60%		35%		85%
Targets met per year group at end of Term 1	63%		0%		30%		50%		Staffing issues delayed progress		57%

	<p>Phonics check data for disadvantaged pupils is above that of all pupils nationally.</p>	<p>Actions for 2022/23:</p> <ol style="list-style-type: none"> 1. Transition documents to be completed in T6, and reviewed at INSET in T1 to secure transition of targets to new teachers. 2. Less targets to be completed which rely upon home support. 3. Support for Yr 6 staff to be able to complete targeting for the 20 students in Y6 – VF to review T1. <p>Phonics check – National PP= unavailable at present School PP/Non PP=</p> <table border="1" data-bbox="1010 491 1554 595"> <thead> <tr> <th>Score</th> <th>PP%</th> <th>Non PP%</th> </tr> </thead> <tbody> <tr> <td>Pass</td> <td>30%</td> <td>93%</td> </tr> </tbody> </table>	Score	PP%	Non PP%	Pass	30%	93%																					
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<p>To increase the number of disadvantaged pupils who</p>	<ul style="list-style-type: none"> • Data collection show progress in disadvantaged pupils attaining the higher standard. 	<p>Completed by SLT</p>																											

<p>achieve at a greater depth at the end of KS1 and KS2 across reading, writing, mathematics.</p>	<ul style="list-style-type: none"> Year 2 and Year 6 meetings demonstrate progress for key pupils through gap analysis <p>PP vs Non PP Reading data 2020 2021 58 Pupils</p> <table border="1"> <tr><td>PP</td><td>10% GD</td></tr> <tr><td>Non PP</td><td>32% GD</td></tr> <tr><td>Gap</td><td>-22%</td></tr> </table> <p>PP vs Non PP Writing data 2020 2021 58 Pupils</p> <table border="1"> <tr><td>PP</td><td>7% GD</td></tr> <tr><td>Non PP</td><td>21% GD</td></tr> <tr><td>Gap</td><td>-14%</td></tr> </table> <p>PP vs Non PP Maths data 2020 2021 58 Pupils</p> <table border="1"> <tr><td>PP</td><td>5% GD</td></tr> <tr><td>Non PP</td><td>24% GD</td></tr> <tr><td>Gap</td><td>-19%</td></tr> </table>	PP	10% GD	Non PP	32% GD	Gap	-22%	PP	7% GD	Non PP	21% GD	Gap	-14%	PP	5% GD	Non PP	24% GD	Gap	-19%	<p>PP vs Non PP Reading data 2021 2022 72 Pupils</p> <table border="1"> <tr><td>PP</td><td>14% GD</td></tr> <tr><td>Non PP</td><td>21% GD</td></tr> <tr><td>Gap</td><td>-7%</td></tr> </table> <p>PP vs Non PP Writing data 2021 2022 72 Pupils</p> <table border="1"> <tr><td>PP</td><td>1% GD</td></tr> <tr><td>Non PP</td><td>8% GD</td></tr> <tr><td>Gap</td><td>-6%</td></tr> </table> <p>PP vs Non PP Maths data 2021 2022 72 Pupils</p> <table border="1"> <tr><td>PP</td><td>7% GD</td></tr> <tr><td>Non PP</td><td>20% GD</td></tr> <tr><td>Gap</td><td>-13%</td></tr> </table>	PP	14% GD	Non PP	21% GD	Gap	-7%	PP	1% GD	Non PP	8% GD	Gap	-6%	PP	7% GD	Non PP	20% GD	Gap	-13%
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<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2021/22 demonstrated by:</p> <p>The overall attendance for whole school to move from 93.2% to 97%</p> <p>The overall attendance for PP children to move from 87.3% to 93.2%, reducing the gap to 4% between PP and Non PP</p>	<p>Whole school attendance = 92.3%</p> <p>The total this academic year for PP is: 85%</p> <p>The total this academic year for NON PP is: 94%</p> <p>(Gap = 9%)</p>																																				

	<p>(Current gap is 7.2%)</p> <p>The overall attendance for PA for whole school to move from 23.7% to 11%.</p> <p>The overall attendance for the PP PA group to move from 34.7% to 15.9%, reducing the gap to 6 % between the PP and Non PP (Current gap is 13.6%)</p>	<p>The overall attendance for PA for whole school = 25.2%</p> <p>The overall attendance for the PP PA group 38.4%</p> <p>Non PP = tbc Gap = tbc</p> <p>Actions for 2022/23</p> <ol style="list-style-type: none"> 1. EWO and FLO working closely together to target vulnerable families to close attendance gap. 2. EWO to prioritise Below 90% families and FLO to prioritise Below 95% families. 3. Late arrivals to be targeted by FLO. 4. Medical evidence to be priority for identified families. 5. FLO to utilise support from Inclusion Service to support GRT attendance. 							
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<p>To ensure parental engagement for PP group is improved through close monitoring of attendance for events and engagement with 1:1 PP conferencing.</p>	<p>% of PP parents attending consultations is at least in line with Non PP Parents.</p>	<p>Feb 2022 Consultations</p>	<p>EY</p>	<p>Y1</p>	<p>Y2</p>	<p>Y3</p>	<p>Y4</p>	<p>Y5</p>	<p>Y6</p>
		<p>PP</p>	<p>75%</p>	<p>66%</p>	<p>66%</p>	<p>17%</p>	<p>42%</p>	<p>55%</p>	<p>38%</p>
		<p>Non PP</p>	<p>79%</p>	<p>86%</p>	<p>85%</p>	<p>79%</p>	<p>90%</p>	<p>65%</p>	<p>95%</p>
		<p>Action for 2022/23:</p> <ol style="list-style-type: none"> 1. Zoom /telephone appointments to be reviewed by SLT – priority for PP parents next year – SLT to discuss T1. 							

	<p>PP parents consulted re supporting improved attendance of Parent Consultations and preferred options supported (eg Zoom, Daytime appointments, Telephone appointments, Child care on school site) leading to improved % attendance for this group</p> <p>1:1 PP conferencing provision maps record parent voice feedback - % of parents providing feedback tracked</p> <p>Parent workshops recorded and sent to all PP parents who are unable to attend – % attendance recorded and tracked</p>	<p>Zoom meetings and telephone meetings offered to support some parents with attendance difficulties in February.</p> <p>Pupil Premium targets to parents– whole school recorded communications with PP parents:</p> <p>Term 1 63%</p> <p>Term 2 53%</p> <p>Term 3 65%</p> <p>Term 4 55%</p> <p>Term 5 44%</p> <p>Action for 2022/23: Parent comments to be recorded more accurately, as staff have recorded target discussion with parents, but not significant detail for parent view to be established for <i>all</i> PP parents. VF to review T1 INSET.</p> <p>Action completed and recordings sent to all parents. Tracking of viewing for workshops tbc.</p>
<p>To ensure early identification of Speech and Language concerns in Early Years</p>	<p>NELI - children identified and impact recorded on provision maps</p> <p>Speech Link – programmes identified and impact recorded on provision maps</p>	<p>Action for 2022/23: Staff trained to complete intervention, but subsequently left. Provision to be reviewed and staff trained to deliver by Term 2 2022.</p> <p>Exit data completed by staff, reviewed and provision adjusted</p>

	<p>Language Link – programmes identified and impact recorded on provision maps</p> <p>School contract with independent Speech and Language Therapist – termly visits to assess and evaluate SaLT progress for children, and providing training for staff - impact data on provision maps</p>	<p>Exit data completed by staff, reviewed and provision adjusted</p> <p>Staff evaluations indicated that all felt fully supported to be able to deliver interventions after advice from SALT</p> <p>Successful referral to Speech and Language Therapy Dept at Coxheath for one child following support.</p>														
<p>To ensure participation in enrichment activities for PP group</p>	<p>School club places offered to PP children first and attendance recorded and monitored by PE Lead to secure improved % attendance</p> <p>Educational school visits funded for PP children – attendance recorded and monitored by class teachers to secure improved % attendance</p> <p>% of visits funded for PP Group – monitored by Admin Officer – Finance</p> <p>External visitors funded to support enrichment activities for PP children in school – attendance recorded and monitored by subject leads to secure improved % attendance</p>	<table border="1" data-bbox="1014 443 1525 576"> <thead> <tr> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>3</td> <td>5</td> <td>6</td> <td>1</td> <td>27</td> </tr> </tbody> </table> <p>Increase in attendance – targeting of Lunchtime SEN Inclusion clubs and also Boxing clubs, to support difficulties with after school attendance and sports of special interest for vulnerable groups.</p> <p>Chessington visit – 100% attendance Kentish Lady – 80% attendance Kingswood residential – One PP child place subsidised and then able to attend (Educational visit information from Sept 21 to Mar 2022 as last financial year. New year so far without costs as yet.)</p> <p>Science workshop 1 – 100% attendance Science workshop 2 – 80% attendance</p>	Y1	Y2	Y3	Y4	Y5	Y6	Total	6	6	3	5	6	1	27
Y1	Y2	Y3	Y4	Y5	Y6	Total										
6	6	3	5	6	1	27										
<p>To ensure social and emotional wellbeing is supported for our PP pupils</p>	<p>Fegans Counsellor – impact data</p> <p>Fegans ‘Parents Supporting Parents’ – impact data</p>	<p>TBC - end of year data</p> <p>1 referral tbc</p>														

<p>and their families.</p>	<p>Emotional Wellbeing Counsellor – impact data</p> <p>Wellbeing targets incorporated into 1:1 PP conferencing provision maps and impact recorded.</p>	<p>5 x referrals: 1 parent presently successfully engaged, 2 staff engaged and supported, 2 parents disengaged from support once started.</p> <p>Action 2022/23: New Boxall assessments from Nurture training to support better entry and exit data for wellbeing targets. VF to action on INSET</p>
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