



# The Smallberry Green Primary Pupil Premium Strategy Statement



## 1. Summary information

|                               |                                     |                                         |           |                                                       |                |
|-------------------------------|-------------------------------------|-----------------------------------------|-----------|-------------------------------------------------------|----------------|
| <b>School</b>                 | The Smallberry Green Primary School |                                         |           |                                                       |                |
| <b>Academic Year</b>          | 2021/2022                           | <b>Total PP budget</b>                  | £109,415  | <b>Date of most recent PP Review</b>                  | September 2022 |
| <b>Total number of pupils</b> | 388 pupils                          | <b>Number of pupils eligible for PP</b> | 79 pupils | <b>Date for next internal review of this strategy</b> | July 2023      |

## 2. Current attainment (KS2)

|                                                                                      | <i>Smallberry Green Pupils eligible for PP (excluding Evergreen) 11 children</i> | <i>All Pupils Nationally</i> |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------|
| % achieving in reading, writing and maths                                            | 63%                                                                              | 59%                          |
| % achieving at the expected standard or better in reading                            | 81%                                                                              | 74%                          |
| % achieving at the expected standard or better in writing                            | 81%                                                                              | 69%                          |
| % achieving at the expected standard or better in maths                              | 100%                                                                             | 71%                          |
| % achieving at the expected standard or better in grammar, punctuation and spelling. | 90%                                                                              | 72%                          |
| % making progress in reading                                                         | Not yet available                                                                | 0.0                          |
| % making progress in writing                                                         | Not yet available                                                                | 0.0                          |
| % making progress in maths                                                           | Not yet available                                                                | 0.0                          |

## 3. Current attainment (KS1)

|                                                           | <i>Smallberry Green Pupils eligible for PP 15 children</i> | <i>All Pupils Nationally</i> |
|-----------------------------------------------------------|------------------------------------------------------------|------------------------------|
| % achieving in reading, writing and maths                 | 60%                                                        | N/A                          |
| % achieving at the expected standard or better in reading | 66%                                                        | N/A                          |
| % achieving at the expected standard or better in writing | 60%                                                        | N/A                          |

|                                                                           |     |     |
|---------------------------------------------------------------------------|-----|-----|
| % achieving at the expected standard or better in maths                   | 73% | N/A |
| % making expected or better progress in reading from EYFS to end of KS1   | 66% | N/A |
| % making better than expected progress in reading from EYFS to end of KS1 | 50% | N/A |
| % making expected or better progress in writing from EYFS to end of KS1   | 83% | N/A |

#### 4. Current attainment (EYFS)

|                                                                                                     |                                                                    |                              |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------|
|                                                                                                     | <i>Smallberry Green Pupils eligible for PP (2022) – 6 children</i> | <i>All Pupils Nationally</i> |
| % of children achieving a good level of development                                                 | 50%                                                                | Not yet available            |
| % achieving at the expected standard or better in reading                                           | 50%                                                                | Not yet available            |
| % achieving at the expected standard or better in writing                                           | 50%                                                                | Not yet available            |
| % achieving at the expected standard or better in number                                            | 50%                                                                | Not yet available            |
| % making expected or better progress in reading from beginning of Reception to the end of Reception | 50%                                                                | Not yet available            |
| % making expected or better progress in writing from beginning of Reception to the end of Reception | 50%                                                                | Not yet available            |
| % making expected or better progress in number from beginning of Reception to the end of Reception  | 50%                                                                | Not yet available            |

#### 5. Barriers to future attainment

##### In-school barriers

|           |                                                                                     |
|-----------|-------------------------------------------------------------------------------------|
| <b>A.</b> | Identified gaps in prior learning not being addressed particularly at higher levels |
| <b>B.</b> | PPG Boys not performing as well as PPG girls.                                       |
| <b>C.</b> | Language and communication skills of PPG pupils were not sufficiently met.          |

##### External barriers

|           |                                                             |
|-----------|-------------------------------------------------------------|
| <b>D.</b> | Low or inconsistent attendance for pupils eligible for PPG. |
| <b>E.</b> | Aspirations of pupils being lower of those non-PPG children |

#### 6. Desired outcomes

|           | <i>Desired outcomes and how they will be measured</i>                                                                                                                                          | <i>Success criteria</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A.</b> | Barriers to children achieving at expected and higher levels are identified and addressed through targeted support, a robust assessment system and an effective broad and balanced curriculum. | <p>A higher percentage of PPG pupils achieve at a greater depth in all areas.</p> <p>Identified PPG pupils make accelerated progress to ensure that they achieve expected level.</p> <p>Assessment system (PiXL) is more robust tracking previous attainment of all pupils from EYFS and KS1.</p> <p>Pupil progress meetings held termly by all of SLT &amp; PPG chn targeted through teacher support and interventions including PiXL therapies and phonics groups. After school booster groups and 1:1 sessions for identified PPG children.</p> <p>Additional staffing used to support PPG catch-up</p> <p>Targetted intervention in place to engage parents of PPG children to support attitudes to learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>B.</b> | Curriculum delivery and lesson delivery engages, motivates and challenges all PPG children across the school.                                                                                  | <p>Monitoring of lessons, particularly outcomes for PPG children, indicates improved engagement, behaviour for learning and a higher percentage working at the expected standard or better or making improved progress.</p> <p>Curriculum medium term plans are robust and provide a progressive and broad curriculum in all subjects, which are supplemented through a carefully planned cultural capital grid for all subjects across the school, throughout the academic year. Curriculum fact sheets are disseminated to parents and adhered to across the curriculum. The curriculum is continually adapted to meet the needs of PPG learners across the school, eg. Class texts. Attainment and progress of PPG children is tracked as a specific group throughout the year.</p> <p>Free lunchtime clubs for PPG children are provided to ensure that children are active and alert.</p> <p>The school invests in highly engaging schemes of work and resources, e.g. Teach Active, Reading furniture and new books, and Flash Academy, to inspire and motivate all children, and these ensure that PPG children are making accelerated progress in all curriculum areas.</p> |
| <b>C.</b> | Assessment system identifies issues with pupil language and communication development and curriculum is developed to match and meet needs of pupils.                                           | <p>Children have frequent opportunities to develop language skills throughout the curriculum through a rich diet of debate, discussion and recital. This is promoted through home learning as well as in school.</p> <p>EAL children are assigned to specific interventions which include pre-teaching and PiXL EAL resources. Speech Therapy and Speech and Language interventions are successful and target children with specific needs.</p> <p>Class assemblies and other performances, eg regular music performance assemblies, singing at the O2 and Hampton Court, allow children the opportunity to develop their confidence and practise their performance skills.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>D.</b> | Increased attendance and punctuality rates for pupils eligible for PPG                                                                                                                         | <p>Reduce the number of persistent absentees among pupils eligible for PP to 8% or below. Overall PP attendance improves to at least 96%. School employs own Attendance Officer to support and address persistent absenteeism. PPG children encouraged to join lunch-time sports clubs to encourage good attendance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|           |                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|           |                                                                                                            | <p>Embedded behaviour culture throughout the school supports the increased attendance and punctuality rates for PPG children.</p> <p>ELSA and wellbeing support in school results in increased attendance and punctuality.</p> <p>Charity based Play therapy commissioned who will support parents and lead parental engagement groups.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>E.</b> | To develop pupils own ambitions and aspirations of how successful they can be in education and employment. | <p>Increasingly clear and accessible communication with parents regarding curriculum learning ensures that all parents are aware of the importance of education.</p> <p>Improved rates of attainment and progress of pupils eligible for PPG through developing the 'whole child' and robust tracking and provision.</p> <p>Planned programme of trips/visitors/wellbeing activities for each year group. Each year group provides consistently high quality enriching experiences for groups of children which are subsidised for PPG children.</p> <p>Increase sporting competitions, teams and challenges for PPG children through Sports Impact, Conquest and C8. After school clubs are targeted towards PPG children.</p> <p>Further links established with secondary schools and other organisations to promote ambition towards future interest and learning.</p> |

## 7. Planned expenditure

**Academic year** £109,415

The three headings below enable our school to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

| Desired outcome | Chosen action / approach                                                                                                                                                                                                                                                                                                                              | What is the evidence and rationale for this choice?                                                                                                                                                                                               | How will you ensure it is implemented well?                                                                                                                                                                                                                                                                                                                                                      | Staff lead                              | When will you review implementation? |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------|
| A               | <ul style="list-style-type: none"> <li>- Monitoring of PiXL throughout the school</li> <li>- Assessment for learning informs future targeted support</li> <li>- Bespoke intervention to support pupil catch-up</li> <li>- Continue to improve use of management system for assessment to identify vulnerable groups within the PPG cohort.</li> </ul> | <ul style="list-style-type: none"> <li>-Evidence from Pupil progress meeting in relation to pupil's prior learning.</li> <li>- Pupil's work</li> <li>-</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>-whole school strategy</li> <li>-SLT responsible for key areas</li> <li>-Regular monitoring and feedback</li> <li>-Review of systems</li> </ul>                                                                                                                                                                                                           | HLH<br>DW<br>CF<br>SS                   | termly                               |
| B               | <ul style="list-style-type: none"> <li>-In school training</li> <li>-Tailored resources to motivate all children curriculum</li> <li>- Well established and knowledgeable subject leads.</li> <li>- learning from best practice</li> <li>- High quality, targeted CPL</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>-pupil outcomes</li> <li>-lesson monitoring</li> <li>-Pupil voice</li> <li>- Gaps in attainment between groups reduce</li> <li>- increased attendance</li> <li>- Feedback from external sources</li> </ul> | <ul style="list-style-type: none"> <li>-whole school strategy</li> <li>-SLT &amp; MLT responsible for key areas</li> <li>-Regular monitoring and feedback</li> <li>-Review of system</li> <li>-Targeted training for staff and induction</li> <li>- Appropriate support and CPL for all subject leaders.</li> <li>- Release time for subject leads to complete actions and monitoring</li> </ul> | HLH<br>DW<br>CF<br>SS<br>ST<br>ED<br>HB | termly                               |

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                  |                   |                                             |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------------------------|
| C                           | <ul style="list-style-type: none"> <li>-Development of language across the curriculum</li> <li>-exposure to quality and engaging text.</li> <li>- Continue to increase exposure to reading across the school</li> <li>- Whole school focus on debate/discussion/recital.</li> <li>- Continue to increase enthusiasm for reading.</li> <li>- Commissioned Speech and Language Therapist to work with targeted children.</li> <li>- Targeted training for new staff to ensure best practice and consistency across the school.</li> </ul> | <ul style="list-style-type: none"> <li>-pupil outcomes</li> <li>-lesson/book/pupil-conference monitoring</li> <li>-staff feedback</li> </ul>                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>-whole school strategy</li> <li>-SLT/MLT responsible for key areas</li> <li>-Regular monitoring and feedback</li> <li>-Review of system</li> <li>-Continued training/resourcing for staff</li> </ul>                                                                                      | HB<br>DW<br>SS    | termly                                      |
| E                           | <ul style="list-style-type: none"> <li>- continue to improve relationships with families</li> <li>- continue to remove barriers between home and school</li> <li>-Creation of cultural capital grid to ensure consistent high quality experiences for all children across all areas of the curriculum.</li> <li>- Use of technology to inform parents of children's learning and experiences.</li> <li>- Surveys for all stakeholders to ensure that all views are considered.</li> </ul>                                               | <ul style="list-style-type: none"> <li>-some pupils not achieving to their potential</li> <li>-engagement of some families and children</li> <li>- limited exposure to a variety of rich experiences of children</li> <li>- Due to cost of living crisis, awareness of the lack of opportunities that many children will have for enrichment opportunities outside school.</li> </ul> | <ul style="list-style-type: none"> <li>-whole school strategy</li> <li>-SLT/MLT responsible for key areas</li> <li>-Regular monitoring and feedback</li> <li>-Review of system</li> <li>-Monitoring of quality &amp; consistency of enrichment across the school.</li> <li>- Monitoring of extra-curricular provision</li> </ul> | HLH<br>SS         | termly                                      |
| <b>Total budgeted cost</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                  |                   | £4200<br>£6250<br>£6039                     |
| <b>ii. Targeted support</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                  |                   |                                             |
| <b>Desired outcome</b>      | <b>Chosen action/approach</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>What is the evidence and rationale for this choice?</b>                                                                                                                                                                                                                                                                                                                            | <b>How will you ensure it is implemented well?</b>                                                                                                                                                                                                                                                                               | <b>Staff lead</b> | <b>When will you review implementation?</b> |

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                         |                                                                                                                                      |                                         |                                             |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------|
| A and C                      | -targeted support in English (esp reading and Speaking and Listening) and maths led by TAs & teachers to meet pupils needs. (Overseen and organised by DW and phase leaders).<br>Hounslow Reading Project<br>- PPG children are prioritised for Speech and Language Therapy and intervention groups.<br>- Vocabulary extension groups<br>- Extra reading opportunities with adults and older children.<br>- Visibility of language and vocabulary across the school through display, etc.<br>- Booster groups identified for phonics, maths and reading in all areas of the school. | -pupil outcomes                                                                                                                                                                         | -monitoring of impact of intervention programmes<br>-Setting targets and measuring progress                                          | HLH<br>DW<br>CF<br>SS<br>ST<br>ED<br>HB | Half termly                                 |
| <b>Total budgeted cost</b>   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                         |                                                                                                                                      |                                         | £44,016<br>£40,100                          |
| <b>iii. Other approaches</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                         |                                                                                                                                      |                                         |                                             |
| <b>Desired outcome</b>       | <b>Chosen action/approach</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>What is the evidence and rationale for this choice?</b>                                                                                                                              | <b>How will you ensure it is implemented well?</b>                                                                                   | <b>Staff lead</b>                       | <b>When will you review implementation?</b> |
| D                            | -increased monitoring by Attendance Officer<br>-work with families<br>-First day contact for absences<br>- Budget provided for children to choose attendance treat.<br>- Promotion of term time dates<br>- Promotion and analysis of punctuality.                                                                                                                                                                                                                                                                                                                                   | -absence rates of PPG pupils<br>-Number of PPG pupils being judged to be persistent absentees.<br>-Gaps in learning for some pupils with poor attendance.<br>-Punctuality of PPG pupils | -monitoring by HT and regular data collection.<br>-targeting of families.                                                            | HLH                                     | Weekly by GR                                |
| E                            | Increased emotional support for specific children across the school, including ELSA, play therapy and wellbeing weeks.<br>School visits and after school clubs subsidised<br>Free lunchtime clubs and subsidised after school clubs.                                                                                                                                                                                                                                                                                                                                                | -children with emotional issues attain less well & come to school less regularly<br>-emotional issues provide a barrier to learning                                                     | - ELSA run across the school for targeted children<br>- targeted play therapy sessions<br>- Visitors into school.<br>- CPL for staff | KB<br>CF                                | Half-termly by CF                           |
| <b>Total budgeted cost</b>   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                         |                                                                                                                                      |                                         | £8063.00                                    |

| 8. Review of expenditure                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                              |                                                                                                            |                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------|
| Previous Academic Year                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                              | 2021-22 - Total funding £112,980                                                                           |                         |
| i. Quality of teaching for all                                                                                                                                                                                                               |                                                                                                                                                                                                                                                              |                                                                                                            |                         |
| Desired outcome<br>Chosen action/approach                                                                                                                                                                                                    | Estimated impact: Did you meet the success criteria?                                                                                                                                                                                                         | Lessons learned<br>(and whether you will continue with this approach)                                      | Cost                    |
| Barriers to children achieving at expected and higher levels due to access to learning during the pandemic are identified and addressed through targeted support, a robust assessment system and an effective broad and balanced curriculum. | Statutory outcomes were above national average outcomes in all areas.                                                                                                                                                                                        | Targeted addition staffing support improved outcomes for all children, but especially PPG children.        | £4200<br>£6750<br>£6039 |
| Curriculum delivery and lesson delivery engages, motivates and challenge boys across the school.                                                                                                                                             | Feedback from Peer Challenge and external visitors, have specified that our curriculum and lesson delivery are of an outstanding quality.<br><br>Internal monitoring demonstrates that curriculum and lesson delivery motivates and challenges all children. | Providing all subject leaders with appropriate CPL and release time enables them to improve their subject. |                         |
| Assessment system identifies issues with pupil language and communication development and curriculum is developed to match and meet needs of pupils.                                                                                         | Curriculum has been tweaked and additional support has been provided to ensure that identified children meet age appropriate targets or above.                                                                                                               |                                                                                                            |                         |
| ii. Targeted support                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                              |                                                                                                            |                         |
| Desired outcome<br>Chosen action/approach                                                                                                                                                                                                    | Estimated impact: Did you meet the success criteria?                                                                                                                                                                                                         | Lessons learned<br>(and whether you will continue with this approach)                                      |                         |

|                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                              |                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <p>Barriers to children achieving at expected and higher levels due to access to learning during the pandemic are identified and addressed through targeted support, a robust assessment system and an effective broad and balanced curriculum.</p> <p>Assessment system identifies issues with pupil language and communication development and curriculum is developed to match and meet needs of pupils.</p> | <p>Statutory outcomes were above national average outcomes in all areas.</p> <p>Percentage of children reaching great depth in all areas increased significantly from previous years.</p> <p>Feedback from Peer Challenge and external visitors, have specified that our curriculum and lesson delivery including interventions are of an outstanding quality.</p> <p>Curriculum has been tweaked and additional support has been provided to ensure that identified children meet age appropriate targets or above.</p> | <p>Targeted addition staffing support improved outcomes for all children, but especially PPG children.</p> <p>Providing all subject leaders with appropriate CPL and release time enables them to improve their subject.</p> | <p>£46,016<br/>£41,100</p> |
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### iii. Other approaches

| Desired outcome<br>Chosen action/approach                                                                                                                                       | Estimated impact: Did you meet the success criteria?                                                                                                                                                                                                                                                                                              | Lessons learned<br>(and whether you will continue with this approach)                                                                                                                        | Cost            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <p>Increased attendance rates for pupils eligible for PPG</p> <p>To develop pupils own ambitions and aspirations of how successful they can be in education and employment.</p> | <p>The impact of the school's actions are difficult to measure quantitatively due to the isolation rules surrounding covid infections during the 2021-22 academic year.</p> <p>End of KS2 results were better than national average at expected and the percentage of children reaching greater depth was much higher than in previous years.</p> | <p>Continue with proactive approach towards attendance and punctuality with newly appointed Attendance officer leading.</p> <p>Targeted groups are effective for our cohort of children.</p> | <p>£8063.00</p> |

## 9. Additional detail

The following documents have supported the school with writing this PPG strategy:

- School self-evaluation
- School development plan
- School monitoring information
- External reports
- Finance reports
- Governor minutes