

PPG Impact review for 2019-20

Table 1:

Figures of attainment for PPG children

The data for DILS children (white rows) is taken from March 2020 when the schools closed due to Covid-19.

The data for the LA (grey rows) is taken from the academic year 2018-19

	Rec = 4 pupils	Y1 = 0 pupils	Y2 = 5 pupils	Y4 = 8 pupils
GLD DILS - % on track to achieve GLD	25%			
GLD LA				
DILS - % pupils working at expected standard or greater depth in reading, writing and maths			20; 20; 20 [GDS 20; 20 ; 20]	63; 50; 63 [GDS 38 ; 25 ; 38]
LA - % pupils working at expected standard or greater depth in reading, writing and maths			57; 52 ; 57 [GDS 14 ; 6 ; 11]	65; 51 ; 58 [GDS 19 ; 11 ; 15]
PHONICS DILS		n/a		
PHONICS LA		62		

Table 2:

% Figures for progress from KS1 to Year 4 – 8 pupils

The data for DILS children (white rows) is taken from March 2020 when the schools closed due to Covid-19.

The data for the LA (grey rows) is taken from the academic year 2018-19

	Reading	Writing	Maths
DILS - % pupils making expected and above expected progress in reading, writing and maths	75	75	100
LA - % pupils making expected and above expected progress in reading, writing and maths	88	88	90

Teaching intervention has enabled more children to attain GDS in reading, writing and maths in Year 2 compared to National. It has also had a positive impact on the attainment in reading in Year 2.

Targets for 2020-2021 are to improve EXS attainment for Year 2.

Teaching intervention has enabled Year 4 children to attain as well as National for EXS in reading and writing and more children to attain EXS in maths.

Teaching intervention has enabled more children to attain GDS in reading, writing and maths in Year 4 compared to National.

Progress from Y2 – Y4 in maths is better than LA averages and marginally below in reading and writing.

Targets for 2020-2021 are to improve progress in reading and writing for Year 4.

Nurture Work

Last year 16% of all Nurture sessions supporting behavioural, social and emotional development were delivered to children with PPG funding. Delayed development in these areas has an effect on a child's ability to learn. Support included interventions for individuals, small group session work, liaising with families, liaising with external agencies and liaising with teachers to help and support vulnerable learners.