

PPG Impact review for 2020-21

Table 1:

Figures of attainment for PPG children

The data for the LA (grey rows) is taken from the academic year 2018-19 as there is no National data from 2019-20

	Rec = 5 pupils	Y1 = 7 pupils	Y2 = 1 pupil	Y4 = 16 pupils
GLD DILS - % on track or higher to achieve GLD	40%			
GLD LA				
DILS - % pupils working at expected standard or greater depth in reading, writing and maths			100; 0; 0 [GDS 0; 0; 0]	47; 25; 47 [GDS 20; 6; 13]
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		43		
PHONICS LA		62		

Table 2:

% Figures for progress from KS1 to Year 4 – 16 pupils

The data for the LA (grey rows) is taken from the academic year 2018-19 as there is no National data from 2019-20

	Reading	Writing	Maths
DILS - % pupils making expected and above expected progress in reading, writing and maths	55	18	45
LA - % pupils making expected and above expected progress in reading, writing and maths	88	88	90

There is no comparative assessment data from the LA or Nationally since 2019 as schools did not report academic attainment in 2020 or 2021 due to the impact of the Covid-19 pandemic. The data from 2019 reflects attainment from schools where education has not been disrupted by school closures.

Attainment and progress has been impacted by 2 years with school closures due to Covid-19. Some children were invited to attend school during the Lockdown and 9 children in KS2 received devices (Chromebooks) from the DfE to support with home learning.

Target for 2021-2022 is to improve the percentage of children attaining the expected standard for Year 2.

Attainment and progress are below national averages for Year 4 in all areas. This is due to the impact of the school being closed in both 2020 and 2021 due to Covid-19. Teaching intervention this year has enabled some children to reach national expectations, despite this disruption to their education.

Targets for 2021-2022 are to improve progress in reading, writing and maths for Year 4.

Nurture Work

59% of children receiving PPG funding accessed Nurture sessions supporting behavioural, social and emotional development. 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.

One child was assessed using the Boxall Profile twice during the year. The review showed that they had made progress in SEMH areas.