

Summary of Impact:

Review 2022-23

- The rounded approach and interconnected support provided has enabled each individual to develop holistically. From their starting point individual pupils have made good progress across the curriculum.
- TA2 assistant support for small intervention groups across KS1 & 2 has been used to address gaps in Reading, Writing and Mathematics.
- The skilled communicative team has ensured a supportive model that is flexible to the needs of individuals in response to learning review meetings and pupil progress.
- Working with outside agencies, including educational psychologists and well-being workers, has continued to benefit staff in their skills and expertise. Further, this support has proved beneficial in relation to the common needs and barriers facing our pupils who receive PPG funding e.g. attachment, emotional resilience and self-regulation.
- 1:1 intervention support in Early Years has allowed individual pupils to remain on track in areas of phonics and reading. TA support has also been used to support the holistic needs of PP children.
- The very positive impact on self-esteem and confidence is evident following the support provided for vulnerable families. This includes the cost of milk and the STAR barn for sourcing of school uniform items.
- Resources to aid PP pupils to work independently, build confidence and engage in reading and number through technology (Lexia and TT Rockstars).
- PP Reports and learning review meetings continue to lead to greater awareness of PP pupils by all staff and the need to prioritise their support with mainstream lessons and interventions.

Key:	
Pupil Outcome	Code
Working towards the expected standard	T
Expected standard	E
Greater depth	D

PP	Reading	Writing	Maths
Ever 6			
3	1	1	1
	2	1	1
		1	1
Service			
3		1	1
	2	2	1
	1		1
Adoption			
3		1	1
	2	2	2
	1		
% EXP & GD	89%	67%	67%