

Pupil Premium Strategy Statement - Sylvester Primary Academy

6. Review of expenditure				
Previous Academic Year	September 2020 to July 2021			
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lesson learned (and whether you will continue with this approach)	Cost
<p>Assessment tracking to improve outcomes for lower attaining PP pupils in all year groups with a focus on end of Key Stage attainment and progress.</p>	<p>SLT to review the current process of Pupil Premium tracking.</p> <p>SLT to decide the tracking information which should be recorded and the frequency of this.</p> <p>Moving forward, tracking information/support should be entered into Incite Tracker by class teachers allowing access by SLT.</p> <p>Teachers will plan bespoke small group interventions and learning strategies for all disadvantaged pupils.</p> <p>Decision made by SLT regarding implementation and frequency of any additional 'mini assessments' between formal assessment periods, and what form these may take.</p>	<p>We have moved away from the 'old' trackers which we were using as these were no longer proving effective. The time spent updating these is now spent planning and assessing bespoke interventions and updating interventions and groups in light of outcomes on an ongoing basis.</p> <p>The HT has devised a comprehensive format which draws data from Insight Tracker to track PP (and other) who are not making good or better progress year on year and from EYFS and KS1 assessment results. Targets groups for in class interventions and additional interventions were provided to teachers and interventions and support planned and implemented. Target groups include all abilities (including SEN and more able) and focus on PP-eligible children. These groups/individuals are reviewed on a termly basis.</p> <p>Ongoing assessment by class teachers in class and in the form of informal mini assessment tasks are completed on an ongoing basis.</p>	<p>This approach works better as more time is spend on the planning and implementation of interventions which inevitable has greater impact on children's progress as well as teacher workload.</p>	

<p>Raise attainment and progress for Pupil Premium eligible pupils in Reading, Writing and Mathematics in all year groups.</p> <p>Maintain or improve outcomes across school (in comparison to 2019 school Spring data).</p> <p>Diminish the gap between Pupil Premium eligible pupils and their non-disadvantaged peers at the expected+ standard in all year groups.</p> <p>Links: Recovery Curriculum and Catch Up Funding</p>	<p>'Recovery curriculum' to be implemented in all classes. 'Catch up' programmes to be planned and implemented. PP funding will supplement Government 'Catch Up' funding to provide resources to support all PP children. School will purchase subscriptions for 'Reading Eggs/Eggspress' for all KS2 children and 'Fast Phonics' for KS1 while 'My Maths' subscriptions will be purchased for all children. Programmes to be used to set work in school and at home.</p> <p>In house training will take place to support children to 'catch up' in English and mathematics.</p> <p>Teachers will use the White Rose Maths schemes of learning to guide planning which ensure objectives are covered from previous year groups. Where necessary, teachers will access lower year group schemes.</p> <p>Class teachers will provide curriculum coverage in English and mathematics from the 2019/2020 academic year to next teachers (using the National Curriculum programmes of study).</p> <p>PP children at risk of not achieving the expected</p>	<p>In mathematics and English, gaps in learning (created by March to July 2020 school closures) were identified by the previous class teacher using prior year group specific objectives as a starting point for planning across the year. The Ready to Progress materials were also used for mathematics.</p> <p>Assessments in reading, writing and mathematics (using previous year group summer assessments) took place in September to provide a baseline assessment as well as to provide gap analysis and to focus future teaching and learning.</p> <p>Subscriptions for Fast phonics or Reading Eggs/Eggspress were purchased for all KS1 and KS2 children. Individual 'My Maths' subscriptions were purchased for all KS1 and KS2 children. Training was provided by DM to enable staff to use these programmes effectively both in school and when providing homework or remote learning sessions.</p> <p>Both programmes proved invaluable during periods of self-isolation for classes and individuals and during the January to March 2021 lockdown.</p> <p>School also purchased the White Rose Maths premium resources at a cost of £99 to support 'catchup' in mathematics in school and for remote learning. These proved excellent value for money as children who were isolating could complete similar work to their peers via video clips and worksheets to limit the impact of self-isolation along with 'My Maths' lessons.</p> <p>HT / assessment lead identified PP children at risk of not achieving the expected standard in reading, writing and mathematics in each year group; this information was communicated to class teachers during pupil progress meetings. Interventions that would take place, along with frequency and staffing were discussed. These interventions were assessed and reviewed termly.</p> <p>In all year groups, CTA led interventions took place, which were monitored by class teachers, in addition to targeted teacher-</p>	<p>NEXT STEPS: Based upon outcomes of PP-eligible pupils in ALL year groups.</p> <p>PP children in all year groups will need to be targeted and regularly monitored.</p> <p>Consider how the curriculum in each year group caters for, and targets pupil premium boys, to accelerate progress and narrow the gap between PP girls and boys and PP boys and the non-disadvantaged.</p> <p>Covid 19 'bubble' restrictions meant book scrutinies could not take place. Perhaps key staff meetings could be dedicated to scrutinising work in books for PP-eligible children in key stages to determine progress and next steps.</p> <p>Gaps between the disadvantaged and non-disadvantaged suggest PP-tracking via ongoing formal/informal assessment needs to be robust during 2021-22.</p> <p>Further analysis to be carried out in Autumn 2021 to determine barriers as to why individual PP-eligible children performed below their peers.</p> <p>QUESTIONS TO BE ASKED: What is the percentage of PP-eligible children? How many PP-eligible children did not achieve the EXP standard compared to their non-disadvantaged peers? Were these children SEND? Or underachieving? Was attendance an inhibiting factor? What support/intervention did they</p>	
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standard in reading, writing and mathematics in each year group to be identified and communicated to class teachers.

These children will be targeted in class through high quality 'first teaching' and with bespoke interventions planned by the class teacher. SEND interventions to be put in place as necessary.

Children in the above groups should be closely monitored and decisions made as to whether monitoring, in addition to formal assessment periods, is needed for key children.

A review of the new behaviour system to take place and necessary amendments to be made; particularly in terms of sanctions and support.

DHT to manage whole school behaviour, and to devise strategies alongside class teachers and the learning mentor, to support vulnerable children and families in challenging behavioural issues.

Alternative strategies for managing and improving the behaviour of to be devised for those children whom the school behaviour system is not appropriate.

support during whole class teaching.

Teacher and CTA led interventions took place after school for up to 10 weeks in all KS1 and KS2 classes. This was joint-funded by PP and Recovery Curriculum and Catch-up funding. A significant proportion of target children were PP-eligible.

An academic mentor worked with groups of children to provide targeted support in all year groups across the year. Interventions were bespoke and focused on phonics, reading, writing, SPAG or mathematics depending on the assessed need.

Summer 2021 assessments show that the gap between PP-eligible children and their peers is significant (particularly in KS1).

Monitoring of pupil engagement in remote learning during January to March 2021 showed generally that participation by PP-eligible children was low. This was monitored through attendance in Zoom lessons, completion of work sent to teachers via Class Dojo and lessons completed on My Maths and Reading Eggs/Eggspress. Regular communication between class teachers and parents took place via Class Dojo and by telephone and participation improved for many children. Those where engagement was still poor were contacted by the DHT.

ASSESSMENT DATA

Data across all year groups shows that the performance of disadvantaged children in reading, writing and mathematics is significantly lower than their non-disadvantaged peers.

Pupil premium boys across school performed below their non-disadvantaged peers as well as below PP girls.

YEAR 1	Reading	Writing	Mathematics	Combined
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (32)	53%	50%	59%	50%
Pupil Premium (17)	47%	41%	47%	41%
Non-Pupil Premium (15)	60%	60%	74%	60%

receive?

How was progress of individuals monitored by class teachers? PP lead? Assessment lead?

Behaviour

A positive impact is evident across the school following 2019-2020 amendments to the behaviour system. This will be reviewed with staff during the September inset day as we move away from bubbles and begin to use more areas as a whole school community.

A program of support for key children must be carried out by the learning mentor to aide a positive/effective transition into new classes in September as planned transition days had to be cancelled at the end of the year.

Learning mentor L2 to work with individuals on self-regulation and meta-cognition.

Difference	13%	19%	27%	19%
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YEAR 2	Reading	Writing	Mathematics	Combined
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (30)	53%	57%	60%	53%
Pupil Premium (15)	34%	41%	34%	33%
Non-Pupil Premium (15)	73%	73%	87%	73%
Difference	39%	32%	53%	40%

YEAR 3	Reading	Writing	Mathematics	Combined
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (29)	63%	55%	65%	52%
Pupil Premium (17)	65%	41%	47%	35%
Non-Pupil Premium (12)	88%	75%	92%	75%
Difference	23%	34%	45%	40%

YEAR 4	Reading	Writing	Mathematics	Combined
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (33)	69%	64%	60%	58%
Pupil Premium (14)	50%	36%	35%	29%
Non-Pupil Premium (19)	85%	85%	79%	79%
Difference	35%	49%	44%	50%

YEAR 5	Reading	Writing	Mathematics	Combined
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (21)	67%	62%	81%	57%
Pupil Premium (11)	55%	36%	73%	36%
Non-Pupil	80%	90%	90%	80%

Premium (10)				
Difference	25%	54%	17%	44%

YEAR 6	Reading	Writing	Mathematics	Combined
	Expected or above	Expected or above	Expected or above	Expected or above
All pupils (26)	61%	66%	54%	54%
Pupil Premium (16)	50%	56%	44%	44%
Non-Pupil Premium (10)	80%	80%	70%	70%
Difference	30%	24%	26%	26%

Further Analysis

See table below for barrier analysis of Year 6 PP-eligible children who **did not** achieve the expected standard for RWM combined.

	Reading	Writing	Mathematics	Barriers	Remote Learning Engagement
Child A	WT	WT	WT	SEND, Prior ATT, CP	YES
Child B	GD	EXP	WT	ATT, Punct	Poor
Child C	WT	WT	WT	SENDSPLD ATT, Behav, CP	Attended school
Child D	WT	WT	WT	SEND, ATT, Punct	NONE
Child E	WT	WT	WT	ATT (88%) multiple self-isolations	NONE
Child F	WT	WT	WT	SENDSPLD IM4, ATT 80%	Very poor
Child G	WT	WT	WT		Poor
Child H	WT	WT	WT	IM4, SEND	Very Poor

BEHAVIOUR

General behaviour across school throughout the year was good. Despite March to July 2020 closures, children across school settled quickly in September and also following January to March

		<p>2021 closures.</p> <p>One PP child with challenging behavioural needs was supported through one-to-one support funded by PP.</p>																
<p>Diminish the gap between children eligible for Pupil Premium and other pupils in the Year 1 phonics screening.</p>	<p>Phonics lead teacher to oversee small group phonics interventions across EYFS and KS1 using Read, Write Inc phonics scheme.</p> <p>Catch up programme to be planned and implemented in Y2 to ensure children are ready to take the phonics screening test in the autumn term.</p> <p>'Fast Phonics' on line programme to be used in class and at home.</p> <p>Interventions to be taught by teachers and teaching assistants in same ability groups (30 minutes daily).</p> <p>All teaching assistants and teachers who provide phonics interventions to receive additional training, as necessary, in house. This need should be determined by the EYFS/KS1 lead through informal/formal observations, assessment-data and on request from staff.</p> <p>Year 2 teacher to receive phonics support.</p> <p>Additional small group work provided by a teaching assistant; small group precision</p>	<p>Children were grouped according to ability within classes and the 'Read Write Inc' scheme was employed. Sessions were taught by the class teacher and CTA as well as by the academic mentor. Additional sessions took place for Y1, Y1/2 and Y2 taught by the class teacher afterschool or by the academic mentor. Due to class bubbles, children could not be groups across KS1 as would usually be the case.</p> <p>Groups were assessed on a regular basis to monitor progress. Groups were changed following assessments where necessary and additional interventions employed as and when required during lunch times and after school.</p> <p>Socially distanced meetings took place between Y1, Y1/2 and Y2 teaching staff and the EYFS/KS1 lead.</p> <p>PHONICS RESULTS for YEAR 1</p> <table border="1" data-bbox="763 842 1456 1046"> <thead> <tr> <th colspan="2">Number of pupils in brackets</th> </tr> </thead> <tbody> <tr> <td>ALL (32)</td> <td>53%</td> </tr> <tr> <td>DIS (20)</td> <td>35%</td> </tr> <tr> <td>NON-DIS (12)</td> <td>83%</td> </tr> <tr> <td>BOYS (21)</td> <td>52%</td> </tr> <tr> <td>GIRLS (11)</td> <td>55%</td> </tr> <tr> <td>SEND (5)</td> <td>40%</td> </tr> </tbody> </table> <p>Data shows a significant gap between the disadvantaged and non-disadvantaged for phonics attainment.</p>	Number of pupils in brackets		ALL (32)	53%	DIS (20)	35%	NON-DIS (12)	83%	BOYS (21)	52%	GIRLS (11)	55%	SEND (5)	40%	<p>During September, phonics will continue to be taught in class bubbles until Government/ DfE Covid guidance is updated after September 30th. KS1 staff and KS1 lead will then consider the potential positive impact of grouping children across KS1 for phonics sessions.</p> <p>Targeted support for disadvantaged pupils in Y2 (Y1 2021) who did not pass the phonics screening to begin immediately.</p>	
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	<p>teaching.</p> <p>Lunch time and after school booster sessions to take place to target children at risk of not achieving the phonics screening standard.</p>			
iii. Targeted Support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lesson learned (and whether you will continue with this approach)	Cost
<p>Maintain or raise attainment and progress in Reading, Writing and Mathematics; diminishing the gap between PP and non-PP children.</p> <p>Maintain or raise attainment for targeted pupils in Reading, Writing and Mathematics.</p> <p>Ensure a curriculum model is developed, which provides opportunities for more able pupils to excel in Reading, Writing and Mathematics.</p>	<p>READING</p> <p>'Reading Eggspress' in KS2 and 'Fast Phonics' will be part-funded through PP budget to used whole class, small group interventions and homework.</p> <p>Literacy Lead to carryout training for existing and new staff on Reading Eggs/Eggspress.</p> <p>Ensure 'Reading Eggspress' is being utilised as fully as possible at home. Assess children who do/do not have IT access at home. Provide opportunities for children who may not be able to access the programme at home, to do so in school.</p> <p>Literacy Lead to continue to assess the success of the online programme.</p> <p>Daily, dedicated reading</p>	<p>READING</p> <p>'Reading Eggspress' has continued to be used across KS2 and for more able children in Y2. The online programme continues to have a positive impact in terms of children's enjoyment and motivation as well as progress. Where Reading Eggspress was used regularly and effectively in school as well as at home, a significant impact was seen in pupils' fluency, confidence and understanding.</p> <p>Dedicated reading sessions for all KS1 and KS2 classes took place using the 'Literacy Leaves' whole class/ guided reading programme.</p> <p>Additional tuition/booster classes took place in KS1 and KS2 as necessary to enable children to make greater progress towards achieving the EXP standard. These were taught by class teachers or CTAs as well as by the academic mentor in some year groups.</p> <p>Reading booster sessions were provided for all children in Year 6 during school time from March 2021. These were taught by the class teacher and academic mentor (8 children) for one hour per week.</p> <p>During the January to March 2021 closures, as well as during periods of self-isolation, children who did not have access to electronic devices, were provided with iPads and internet access where necessary. Most of these children were PP-eligible. This</p>	<p>As a result of the gaps between PP-eligible and non-PP children, CTA interventions should begin early in the Autumn term with teacher led interventions/tuition taking place from Autumn 2 if funding allows.</p> <p>Interventions to target and challenge more able pupil premium children as well as children working at the 'working towards' and 'expected' standards.</p>	

sessions for all KS1 and KS2 classes. Year 2 to Year 6 to begin using 'Literacy Leaves' whole class, guided reading programme from September 2019.

Additional Tuition/Booster Classes in Year 5 and 6 to take place as necessary to achieve the EXP and GD standards.

Reading booster sessions to be provided for all children in Year 6 during school time. Additional teacher support for small groups to take place from Jan/Feb for target children at risk of not making good or better progress or meeting the national standard.

MATHEMATICS

'My Maths' on line programme to be part-funded by PP for all children to be accessed at school and at home.

Mathematics tuition to take place in Y6 for small groups (twos or threes) of children at risk of not achieving the national standard at the end of KS2. These will take place following formal assessments in Autumn 1 and Spring.

Monitor progress of pupils receiving small group support and tuition via regular meetings and ongoing assessments.

enabled all children access to Reading Eggspress (and My Maths).

MATHEMATICS

'My Maths' was an excellent resource in KS2 and was used regularly for homework and during January to March 2021 closures. Where children accessed the programme regularly at home for homework and remote learning, online data shows an improvement in 'Homework' assessment results. Particularly in Y4 and Y6, children who completed home tasks regularly showed greater consolidation and retention of mathematics objectives taught in school. Alongside Zoom lessons and White Rose Maths premium resources, My Maths showed good impact in terms of engagement and progress.

Mathematics tuition took place in Y6 for small groups throughout the summer term for children at risk of not achieving the national standard at the end of KS2. These groups mainly targeted PP-eligible children whose participation during January to March remote learning had been very poor or nil. These groups were taught by C.D. and the academic mentor. Most of the target children made good progress.

OUTCOMES OF MATHEMATICS TUITION IN YEAR 6

	Spring Scaled Score	Summer Scaled Score	Outcome	Tuition led by
Child A	92	96 (+4)	WT	B.R.
Child B	90	95 (+5)	WT	B.R.
Child C	93	103 (+10)	EXP	C.D.
Child D	94	100 (+6)	EXP	C.D.
Child E	87	96 (+9)	WT	C.D.
Child F	94	100 (+6)	EXP	C.D.
Child G	95	97 (+2)	WT	B.R.
Child H	90	93 (+3)	WT	B.R.

Percentages of children who achieved the **Greater Depth standard** in each year group.

Reading			Writing			Maths		
All	Non-PP	PP	All	Non-PP	PP	All	Non-PP	PP

	<p>Monitoring of planning by Y6 teacher to ensure tuition is targeted accurately.</p> <p>GREATER DEPTH (RWM) Target children in all year groups capable of achieving the Greater Depth standard in reading, writing and/or mathematics through high-quality, small-group, teacher-led guided sessions and CTA interventions.</p> <p>Possible small group tuition to take place in Y6 over a 6 week period either during the school day or after school.</p>	<table border="1"> <tr> <td></td> <td></td> <td>PP</td> <td></td> <td></td> <td>PP</td> <td></td> <td></td> <td>PP</td> <td></td> </tr> <tr> <td>Year 1</td> <td>6</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> <td>0</td> <td>3</td> <td>3</td> <td>0</td> </tr> <tr> <td>Year 2</td> <td>13</td> <td>10</td> <td>3</td> <td>10</td> <td>7</td> <td>3</td> <td>17</td> <td>14</td> <td>3</td> </tr> <tr> <td>Year 3</td> <td>21</td> <td>7</td> <td>14</td> <td>7</td> <td>7</td> <td>0</td> <td>17</td> <td>10</td> <td>7</td> </tr> <tr> <td>Year 4</td> <td>27</td> <td>18</td> <td>9</td> <td>12</td> <td>9</td> <td>3</td> <td>15</td> <td>9</td> <td>6</td> </tr> <tr> <td>Year 5</td> <td>18</td> <td>18</td> <td>0</td> <td>5</td> <td>5</td> <td>0</td> <td>29</td> <td>19</td> <td>10</td> </tr> <tr> <td>Year 6</td> <td>23</td> <td>4</td> <td>19</td> <td>8</td> <td>4</td> <td>4</td> <td>8</td> <td>4</td> <td>4</td> </tr> </table>			PP			PP			PP		Year 1	6	3	3	3	3	0	3	3	0	Year 2	13	10	3	10	7	3	17	14	3	Year 3	21	7	14	7	7	0	17	10	7	Year 4	27	18	9	12	9	3	15	9	6	Year 5	18	18	0	5	5	0	29	19	10	Year 6	23	4	19	8	4	4	8	4	4		
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<p>Maintain or raise attainment and progress in Reading, Writing and Mathematics through high-quality teaching assistants at KS1 and KS2.</p>	<p>Assessments to take place across all WD Trust schools week beginning 21/09/2020 to assess current attainment of all year groups and intervention needs.</p> <p>Provide support through small group interventions via high-quality Classroom Teaching Assistants as well as one-to-one support as deemed necessary.</p> <p>Interventions to be planned and over-seen by class teachers. Regular discussions/updates on progress and barriers to learning to take place between</p>	<p>In all year groups, interventions were provided by CTAs. Groups showed a positive impact on children's confidence in class as well as progress. Interventions were overseen by class teachers.</p> <p>It is not possible to make any comparisons between KS1 or KS2 school data and children Nationally during the 2020-2021 academic year.</p> <p>Data for all year groups shows a significant gap between PP-eligible children and their peers in reading, writing and mathematics.</p> <p>ASSESSMENT DATA</p> <table border="1"> <tr> <td rowspan="2">YEAR 1</td> <td>Reading</td> <td>Writing</td> <td>Mathematics</td> <td>Combined</td> </tr> <tr> <td>Expected or above</td> <td>Expected or above</td> <td>Expected or above</td> <td>Expected or above</td> </tr> </table>	YEAR 1	Reading	Writing	Mathematics	Combined	Expected or above	Expected or above	Expected or above	Expected or above	<p>Data suggests that CTA support continues to have an impact upon attainment and progress as children move through school and that support should continue.</p> <p>Most children who receive CTA intervention in the mornings or afternoons make progress.</p> <p>It was planned for CTAs to attend Pupil Progress meetings alongside class teachers in the Spring and Summer terms for all year groups. Unfortunately, due to difficulties covering bubbles (Covid restrictions), these collaborations did not take place. CTAs will attend meetings next academic year.</p>																																																														
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class teachers and CTAs. Groups and strategies to be reviewed and amended as necessary.

CTA Performance Management observations and drop-ins from HT, DHT or SLT will ensure quality and effective interventions are taking place. CTAs will keep records of interventions and progress.

Monitor the impact of targeted interventions through regular formative assessments and summative assessments where appropriate (e.g. every half-term). These should take place in addition to termly summative assessment.

Outcomes/progress for target groups to be reviewed at pupil progress meetings.

All pupils (32)	53%	50%	59%	50%
Pupil Premium (17)	47%	41%	47%	41%
Non-Pupil Premium (15)	60%	60%	74%	60%
Difference	13%	19%	27%	19%

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YEAR 5	Reading	Writing	Mathematics	Combined
	Expected or above	Expected or above	Expected or above	Expected or above

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<p>Ensure pupils with SEND meet expected progress targets in Reading, Writing and Mathematics.</p> <p>Ensure pupils with additional needs meet targets in individual PPP.</p> <p>Ensure all needs are met of our most vulnerable pupils</p>	<p>Provide additional provision for children with SEND. Additional teaching assistant interventions and one-to-one support in reading, writing and mathematics to take place in the afternoons.</p> <p>Enhance the SEND provision through the purchase of an SEND SLA with Southern Primary Support Centre.</p> <p>Three additional CTAs to support 3 children in KS1 (on a one-to-one basis).</p>	<p>The provision for SEND children was assessed termly by the SEND team and strategies were regularly reviewed to ensure maximum impact.</p> <p>SEND interventions (in addition to class support) were completed by C.C. during Autumn 1 but a decision was made to pause these due to covid bubbles in Autumn 2. These recommenced following school reopening in March. In the meantime, interventions were carried out by CTAs.</p> <p>Pupil assessments took place both before and following intervention periods when individual PPP targets were reviewed and updated in consultation with the class teacher.</p> <p>Review meetings also took place with parents via telephone, led by the SEND coordinator.</p> <p>Progress of identified pupils is being supported by SEND teaching assistant on a weekly basis and reviewed regularly.</p> <p>Needs are being met for vulnerable pupils and alternative</p>																																																			

		provision and support is sought where necessary.		
Highly specialised support available for all families if required.	Educational Psychology Service commissioned by the school to provide 10 half-day sessions of support (approximately 30 hours).	The Educational Psychology Service was accessed to assess a number of children with a range of needs. Appropriate support has been put in place for these children. Children are being as quickly as possible and reports are being produced which outline children's needs and provide advice for school and parents.	Continue to access E.P. service.	
iv. Other Support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lesson learned (and whether you will continue with this approach)	Cost
Ensure standards of behaviour are high and pupils represent the school in a positive manner. Ensure school is inclusive and has equality for all.	Provide funding if required to support our most vulnerable families. For example: breakfast & after school club, uniform, footwear, transport, etc. Learning Mentor to carryout social and emotional interventions for individuals or small groups. Purchase items for school's 'Reward Shop' to reward good behaviour choices and positive behaviour for learning. This proved very popular last year.	Where parents have struggled to buy uniform, assistance has been provided as well as additional cardigans/jumpers which have been donated by other parents. School also purchased Y6 Leavers' sweatshirts for key PP children. Access to after school club has been provided to support one PP family. Learning Mentor 2 carried out social and emotional interventions for individuals and small groups throughout the year. These have helped individuals with difficulties outside school to enable them to access and engage more fully when in school. The 'Reward Shop' to reward good behaviour choices and positive behaviour for learning has continued to prove popular; particularly amongst younger children.	Continue to offer support to our vulnerable families via PP funding to access after school/breakfast club and to purchase uniform.	
School Attendance to be in line with National.	Continue to appoint Learning Mentor Level 1, 20 hours per week, term time only.	Termly analysis of attendance data of pupil premium eligible pupils has taken place by the Learning Mentor. Attendance data reports were produced which includes	The work carried out by the Learning Mentor (Level 1) had an impact upon improvements in attendance and punctuality.	

<p>School attendance of pupil premium pupils is being targeted.</p> <p>The school attendance of the pupil premium eligible pupils is in line with non-pupil premium eligible pupils and the gap has diminished.</p> <p>Reduce the number of persistently absent children.</p>	<p>Purchase incentives to encourage excellent punctuality and attendance (certificates, badges, small gifts).</p> <p>Certificates for 97%+ attendance presented every term in a special attendance celebration assembly.</p> <p>Explore the provision of termly attendance rewards / incentives for children who achieve good/better attendance. Ensure children know what the treat/reward will be to provide them with a target/goal to strive for.</p> <p>PERSISTENT ABSENCE Learning Mentor level 1 to continue to work with parents of our most vulnerable children to improve attendance and punctuality; alongside the LA Attendance Officer where necessary. Learning Mentor (Level 1) to be responsible for tracking attendance of all children with particular emphasis on PP children and persistent absentees.</p> <p>Learning Mentor (plus additional member of staff) to use the school minibus to pick up persistently absent children; ensuring they are in</p>	<p>comparisons between the same term in the previous year and to non-pupil premium eligible children.</p> <p>Half-termly conversations with School Attendance Service took place to offer support with attendance panels, home visits and interventions.</p> <p>Early intervention took place regarding attendance through meetings with pupils, parents and School Attendance Officer. In most cases attendance and punctuality improved but to differing degrees. When necessary, LM1 attended key children's homes to find out why they were not in school and brought children into school on the school's mini-bus.</p> <p>Learning Mentor level 1 continued to work with parents of our most vulnerable children to improve attendance and punctuality; alongside the LA Attendance Officer when necessary.</p> <p>Learning Mentor (Level 1) was responsible for tracking attendance of all children with particular emphasis on PP children and persistent absentees. She liaised with the HT and class teachers on a regularly basis (half-termly or weekly where necessary) and with parents.</p> <p>Attendance awards assemblies did not take place due to covid restrictions. Children's attendance was celebrated in class bubbles.</p> <p>No whole school attendance incentives/fun days were able to take place during this academic year.</p>	<p>Attendance remains a challenge for some PP-eligible children across school and thus a barrier to learning and progress. Attendance will continue as a target for 2020/2021.</p> <p>Continue to devise strategies and early intervention for children who are persistently absent or late.</p> <p>Although whole school attendance treats have not taken place since Autumn 2019, they have proved successful for the majority of children so should continue when possible next year.</p> <p>Our current attendance learning mentor is due to retire at the beginning of the 2021 academic year; therefore a new full-time member of staff will be appointed to focus on attendance as well as to support the office manager.</p>	
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	<p>school and on time.</p> <p>Learning Mentor (Level 1) to liaise with headteacher and class teachers on a regularly basis (half-termly or weekly where necessary) and with parents.</p>			
<p>Ensure a programme of Remote Learning is in place in the event of class/pod closures or school closure.</p> <p>Ensure a programme of Remote Learning is in place in the event of individual pupils isolating.</p> <p>Ensure all Pupil Premium eligible pupils are able to access remote learning education.</p>	<p>All class teachers will provide a weekly 'Remote Learning' plan for each class which will be published on the school's website; providing work for the core subjects as well as work related to current class themes. Remote learning will include paper-based activities (already sent home) for English and Maths as well as on line learning linked to school subscriptions, the Oak Teaching School, White Rose Maths, etc.</p> <p>Office staff will contact all parents to assess access to suitable ICT equipment and the internet. Class teachers and office staff will aim to ensure all parents have signed up to Class Dojo in order to communicate regularly with class teachers.</p> <p>Purchase CGP books for all children for mathematics in KS1 and KS2 (part-funded by PP).</p>	<p>All class teachers provided weekly 'Remote Learning' plans throughout the year for children who were self-isolating. These were published on the school's website and provided learning for the core subjects as well as work related to current class themes, PE and PHSE/RE.</p> <p>Comprehensive 'Remote Learning' plans were provided during the January to March closures along with the delivery of recorded and live Zoom lessons. During this period, additional Zoom interventions also took place for small target groups of mainly PP-eligible children and were taught by the academic mentor.</p> <p>After contact from D. Malthouse and class teachers, the majority of parents signed up to Class Dojo; providing regular contact between class teachers and parents/children during periods of self-isolation and Spring 1 closures.</p> <p>CGP books for English and mathematics were purchased for Y1 to Y6 and sent home in September.</p> <p>Subscriptions for 'Reading Eggs/Reading Eggspress' and 'My Maths' for all KS2 children (part-funded by PP) were purchased.</p> <p>Subscriptions for 'Fast Phonics' and 'My Maths' for all KS1 children (part-funded by PP) were purchased.</p> <p>Both programmes proved invaluable during periods of self-</p>		

	<p>Purchase CGP Grammar, Spelling and Punctuation books for all KS2 children and Phonics books for KS1 (part-funded by PP).</p> <p>Purchase subscriptions for 'Reading Eggs/Reading Eggspress' and 'My Maths' for all KS2 children (part-funded by PP).</p> <p>Purchase subscriptions for 'Fast Phonics' and 'My Maths' for all KS1 children (part-funded by PP).</p>	<p>isolation for classes and individuals and during the January to March 2021 lockdown to ensure children were able to continue their learning.</p>		
<p>Vulnerable children being supported via highly targeted intervention from Learning Mentor.</p> <p>Children's emotional and behavioural needs being supported quickly and effectively; therefore less issues occurring in EYFS, KS1 and KS2.</p>	<p>Learning Mentor (Level 2) to work with vulnerable children on a one-to-one, or small group basis to provide emotional, social and mental health support and seek to involve other agencies where deemed necessary in collaboration with the SEND coordinator/inclusion manager.</p> <p>Learning Mentor (Level 2) to research effective interventions for metacognition and self-regulation approaches which are shown to have a quick and sustainable impact on attitudes to learning. These approaches will be used as appropriate.</p> <p>LM interventions should be</p>	<p>Break time reflection and lunch time reflection behaviour data was completed by Learning Mentor.</p> <p>Comparative data to previous years is unavailable due to Covid 19 school closures.</p> <p>Learning Mentor timetable was completed and shared with all staff. Children were added to or removed from the timetable on a fluid basis in consultation with the class teacher, HT and DHT.</p> <p>Learning Mentor (level 2) carried out social and emotional interventions for individuals and small groups throughout the year. These have helped individuals with difficulties outside school to enable them to access and engage more fully when in school.</p> <p>Learning Mentor maintained regular contact with the parents of some of our vulnerable families during school closures to provide support. Small group sessions also took place via Zoom. Vulnerable children who attended school during Spring 1 were provided with one-to-one sessions.</p>	<p>Learning Mentor (Level 2) to continue to research effective interventions for metacognition and self-regulation approaches which are shown to have a relatively quick and sustainable impact on attitudes to behaviour and learning.</p> <p>Assess whether children who were receiving support last academic year need support to continue. Identify any additional children requiring support.</p>	

	timetabled for key children in each year group with 'spare slots' available to be allocated on an 'immediate need' basis.			
Children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. (This will be measured through Learning Mentor monitoring behaviour logs.	<p>Learning Mentor (Level 2) to work with vulnerable children using tried and tested intervention support programs on a one-to-one, or small group basis to provide emotional, social and mental health support; and seek to involve other agencies where deemed necessary in collaboration with the SEND coordinator/inclusion manager.</p> <p>These interventions should be timetabled for key children in each year group with 'spare slots' available to be allocated on an 'immediate need' basis.</p> <p>Interventions will be adapted to meet the complex needs of individuals and the impact measured through: behaviour logs, discussions with children and parents, feedback from class teachers, attendance records and academic progress.</p> <p>The Learning Mentor will also liaise with parents on a regular basis on strategies and progress in school and at home.</p>	<p>Behaviour logs were monitored to ensure that positive behaviour is enhanced across school and support put in place were necessary.</p> <p>The impact of interventions was measured through: feedback from class teachers, attendance records and academic progress.</p> <p>Meetings took place between the HT and Learning Mentor Level 2 to examine and review the level of impact of interventions and plan next steps.</p>	Continue to develop the role of the learning mentor (L2) in implementing tried and tested intervention support programmes.	
Eligible pupils will have the same opportunities	Provide funding for pupils eligible for pupil premium to	Due to covid restrictions no educational visits took place during	Continue with funding and strategies in	

<p>for enrichment activities as other pupils.</p> <p>Further enhance the school curriculum through visits and visitors to school.</p> <p>Increase the cultural capital of children in receipt of pupil premium and reduce the impact of economic disadvantage.</p> <p>NOTE: Due to Covid 19 Pandemic, this objective will not be actioned immediately. Enrichment activities will recommence once it is deemed safe by PHE to do so.</p>	<p>attend educational visits and to participate in enrichment activities at school.</p> <p>Provide funding for eligible children in Y5 to attend residential trips in order to develop team work and bonding.</p> <p>Trips part funded via pupil premium funding to ensure all pupils can experience a variety of different visits and visitors into school to enhance teaching and learning.</p>	<p>the 2020/21 academic year.</p> <p>The Year 5 residential to Colomendy was cancelled.</p>	<p>2021/2022 when hopefully educational visit can resume.</p>	
<p>Develop the quality of the Extended Schools Offer to ensure PP children have high expectations and aspirations.</p> <p>NOTE: Due to Covid 19 Pandemic, this objective will not be actioned immediately. Enrichment activities</p>	<p>Purchase Children's University SLA to provide children with the opportunity to achieve a Children's University award and to experience visiting a University setting and wear a cap and gown thus raising their future aspirations and ambition.</p> <p>Continue to embrace the Children's University initiative ensuring as many KS2 pupils</p>	<p>The Children's University SLA was purchased to provide children with the opportunity to achieve a Children's University award and to experience visiting a University setting and wear a cap and gown thus raising their future aspirations and ambition.</p> <p>Unfortunately, due to covid 19 restrictions, the children receiving an award were unable to attend the traditional University graduation. The children were provided with a graduation ceremony in their classrooms via Zoom. Hopefully next year full ceremonies can recommence.</p> <p>Due to class bubbles and restrictions in mixing year groups, after school and lunchtime clubs did not take place. Children were</p>	<p>Children to be offered a full range of afterschool and lunchtime clubs as soon as possible once new DfE guidance is published on September 30th 2021.</p> <p>Sports clubs to be offered by our new Sports Coach once he/she is appointed.</p> <p>Hopefully next year traditional Children's University ceremonies can recommence.</p>	

<p>will recommence once it is deemed safe by PHE to do so.</p>	<p>achieve an award as possible in June 2021.</p> <p>Ensure a range of free activities are made available to all children and these cater for differing interests, talents and needs.</p> <p>Ensure PP children can access activities where a small parental contribution is needed through PP funding to ensure equality for all.</p>	<p>awarded hours for participation and engagement in remote learning during the January to March closures and participation in afterschool learning clubs.</p> <p>All children from Nursery to Year 6 took part in a Quidditch fun day at the end of the Summer term provided by the Children's University team.</p>		
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