

# Enquire Learning Trust: Pupil premium strategy statement

1. Summary information					
School	Eastfield Primary Academy				
Academic Year	2020/2021	Total PP budget (provisional)	£91,000	Date of most recent PP Review	Sept 2020
Total number of pupils	247	Number of pupils eligible for PP	77	Date for next internal review of this strategy	

2. Current achievement					
End of KS2 pupils <i>Based on Predictions</i>	Pupils eligible for PP <i>(11 children)</i>		Pupils not eligible for PP <i>(national average)</i>		
	% achieving ARE +/- GD in reading	63%	9%		
% achieving ARE +/- GD in writing	72%	9%			
% achieving ARE +/- GD in maths	72%	9%			
% achieving ARE+/- GD in reading, writing & maths combined	63%	0%			
% making at least expected progress in reading	-				
	<i>(National =)</i>				
% making at least expected progress in writing	-				
	<i>(National =)</i>				
% making at least expected progress in maths	-				
	<i>(National =)</i>				

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	<p><a href="#">Closing the attainment gap in Reading:</a>            66% of PP children predicted to achieve GLD compared to 81% for Non-PP children. 25% of PP boys predicted to achieve GLD vs 100% girls.            50% of PP children predicted to pass the Y1 Phonic Screening test vs 96% for Non-PP children.            50% of PP children predicted to achieve Reading at expected standard at KS1 vs 74% of Non-PP children. 0% of PP children predicted to achieve GDS vs 26% of Non-PP children.            67% of PP children predicted to achieve Reading at expected standard at KS2 vs 85% of Non-PP children. 8% of PP children predicted to achieve GDS vs 25% of Non-PP children.</p>

<p><b>B.</b></p>	<p><u>Closing the attainment gap in Maths:</u>          66% of PP children predicted to achieve GLD compared to 81% for Non-PP children. 25% of PP boys predicted to achieve GLD vs 100% girls.          50% of PP children predicted to achieve Maths at expected standard at KS1 vs 74% of Non-PP children. 0% of PP children predicted to achieve GDS vs 26% of Non-PP children.          75% of PP children predicted to achieve Maths at expected standard at KS2 vs 80% of Non-PP children. 0% of PP children predicted to achieve GDS vs 30% of Non-PP children.</p>																																																																																																	
<p><b>C.</b></p>	<p><u>Closing the attainment gap between boys and girls:</u></p> <table border="1" data-bbox="259 288 1503 855"> <thead> <tr> <th rowspan="2">Spring Data</th> <th colspan="2">Reading – ARE+</th> <th colspan="2">Writing – ARE+</th> <th colspan="2">Maths – ARE+</th> </tr> <tr> <th>Boys</th> <th>Girls</th> <th>Boys</th> <th>Girls</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Y1 (7)</td> <td>20% (1/5)</td> <td>100% (2/2)</td> <td>20% (1/5)</td> <td>100% (2/2)</td> <td>0% (0/5)</td> <td>100% (2/2)</td> </tr> <tr> <td>Y1 SEND (4)</td> <td>100% (4/4)</td> <td>0%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y2 (6)</td> <td>33% (1/3)</td> <td>66% (2/3)</td> <td>33% (1/3)</td> <td>100% (3/3)</td> <td>33% (1/3)</td> <td>66% (2/3)</td> </tr> <tr> <td>Y2 SEND (2)</td> <td>50% (1/2)</td> <td>50% (1/2)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y3 (11)</td> <td>57% (4/7)</td> <td>50% (2/4)</td> <td>43% (3/7)</td> <td>50% (2/4)</td> <td>57% (4/7)</td> <td>75% (3/4)</td> </tr> <tr> <td>Y3 SEND (4)</td> <td>75% (3/4)</td> <td>25% (1/4)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y4 (16)</td> <td>50% (4/8)</td> <td>63% (5/8)</td> <td>63% (5/8)</td> <td>75% (6/8)</td> <td>75% (6/8)</td> <td>63% (5/8)</td> </tr> <tr> <td>Y4 SEND (5)</td> <td>60% (3/5)</td> <td>40% (3/5)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y5 (10)</td> <td>66% (2/3)</td> <td>29% (2/7)</td> <td>33% (1/3)</td> <td>29% (2/7)</td> <td>0% (0/3)</td> <td>14% (1/7)</td> </tr> <tr> <td>Y5 SEND (4)</td> <td>25% (1/4)</td> <td>75% (3/4)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y6 (12)</td> <td>71% (5/7)</td> <td>60% (3/5)</td> <td>86% (6/7)</td> <td>60% (3/5)</td> <td>86% (6/7)</td> <td>60% (3/5)</td> </tr> <tr> <td>Y6 SEND (2)</td> <td>50% (1/2)</td> <td>50% (1/2)</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Spring Data	Reading – ARE+		Writing – ARE+		Maths – ARE+		Boys	Girls	Boys	Girls	Boys	Girls	Y1 (7)	20% (1/5)	100% (2/2)	20% (1/5)	100% (2/2)	0% (0/5)	100% (2/2)	Y1 SEND (4)	100% (4/4)	0%					Y2 (6)	33% (1/3)	66% (2/3)	33% (1/3)	100% (3/3)	33% (1/3)	66% (2/3)	Y2 SEND (2)	50% (1/2)	50% (1/2)					Y3 (11)	57% (4/7)	50% (2/4)	43% (3/7)	50% (2/4)	57% (4/7)	75% (3/4)	Y3 SEND (4)	75% (3/4)	25% (1/4)					Y4 (16)	50% (4/8)	63% (5/8)	63% (5/8)	75% (6/8)	75% (6/8)	63% (5/8)	Y4 SEND (5)	60% (3/5)	40% (3/5)					Y5 (10)	66% (2/3)	29% (2/7)	33% (1/3)	29% (2/7)	0% (0/3)	14% (1/7)	Y5 SEND (4)	25% (1/4)	75% (3/4)					Y6 (12)	71% (5/7)	60% (3/5)	86% (6/7)	60% (3/5)	86% (6/7)	60% (3/5)	Y6 SEND (2)	50% (1/2)	50% (1/2)				
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<p><b>D.</b></p>	<p><u>Social and emotional support for our children:</u>          2019-2020 – 66% (48/73) of PP children received targeted social and emotional support from our Child Protection Officer until 20.03.20. During ‘lockdown’ 89% (49/55) of children were contacted on a regular basis were PP children. 62% (45/73) of PP children were contacted by the CP Officer.          PP attendance 2019-2020 was 95.9% and Non-PP attendance was 96.4% - continue to ensure that the gap between PP children and Non-PP children is no greater than 0.5%.</p>																																																																																																	
<p><b>External barriers</b> (<i>issues which also require action outside school, such as low attendance rates</i>)</p>																																																																																																		
<p><b>E.</b></p>	<p>Children’s experiences of the wider-world impacts on their cultural capital; declarative knowledge.</p>																																																																																																	
<p><b>F.</b></p>	<p>Children understanding of keeping themselves healthy.</p>																																																																																																	



<b>E.</b> Experiences	<ul style="list-style-type: none"> <li>&gt; Children have the opportunity to visit a range of religious and cultural experiences to broaden their knowledge of the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Staff will organise a trip/external speaker for their class at least once per term and as a minimum provide the enrichment opportunities as mapped out on our Enrichment offer.</li> </ul>
<b>F.</b> Teeth Clean	<ul style="list-style-type: none"> <li>&gt; Children will have the opportunity to clean their teeth in school as part of the 'Teeth Clean' strategy on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>✓ All children are provided with a tooth brush (on a termly basis), toothpaste and wipes to enable them to clean their teeth on a daily basis at school.</li> <li>✓ Children's teeth are checked once per term and any dental treatment required identified.</li> </ul>

## 6. Planned expenditure

Academic year

2020 - 2021

The three headings below enable schools to demonstrate how they 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	Review?
✓ Increased Reading attainment – A	✓ Reading Fluency	<ul style="list-style-type: none"> <li>Children cannot understand what they are reading if they are not reading at an appropriate speed. Every child in KS2 to have access to Reading Plus; this is a web-based program that builds upon the foundational skills of phonics and phonemic awareness to develop silent <b>reading</b> fluency, comprehension (deeper understanding), and re-engage reluctant readers in <b>reading</b> for pleasure.</li> </ul>	<ul style="list-style-type: none"> <li>Strategy is part of the Maths &amp; Reading AIP.</li> <li>The program is intuitive and responds to individual children's needs. Children will access the program 3x per week as a minimum. Teachers can closely monitor their individual classes &amp; individual children.</li> </ul>	SF & KTo	£8,450
✓ Increased Reading attainment – A	<ul style="list-style-type: none"> <li>✓ Reading Fluency</li> <li>✓ Systematic teaching of phonics</li> </ul>	<ul style="list-style-type: none"> <li>Children cannot understand what they are reading if they are not reading at an appropriate speed.</li> <li>Children need to be able to segment &amp; blend rapidly in order to decode words.</li> </ul>	<ul style="list-style-type: none"> <li>Strategy is part of the Maths &amp; Reading AIP.</li> <li>Children's fluency baselined in September &amp; for children whose fluency is not ARE, their attainment is monitored half termly.</li> <li>Small phonic groups; children's attainment is monitored half termly and pitch/expectation realigned.</li> <li>Early Years – have a Level 2 TA to support in EY 4x afternoons per week across this academic year.</li> <li>KS1 – have the EY Lead supporting continuous provision in Y1 2x afternoons per week &amp; an EYFS Practitioner supporting continuous provision in Y1 2x afternoons per week across the autumn term.</li> </ul>		<p>£</p> <p>£</p>

<ul style="list-style-type: none"> <li>✓ Increased Maths attainment – B</li> </ul>	<ul style="list-style-type: none"> <li>✓ Maths Fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Recommended by research (EEF); every unit of Maths to focus on children's fluency knowledge initially to ensure that this knowledge is secure; TA support.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Strategy is part of the Maths &amp; Reading AIP.</li> <li>✓ This to continue to be revised to ensure that the pre/post-tests are focused and specific to ensure that the tests are no longer than a page, enabling the preceding teaching sequence to be concise and any gaps in children's learning closed. Training delivered in September to all staff &amp; intense support provided for NQTs across the year. Monitoring cycle is used to ensure that this is embedded across the school and the impact can be demonstrated in children's work &amp; increased outcomes.</li> <li>✓ Fluent in Five strategy is part of daily maths sessions.</li> <li>✓ The Calculation Policy is embedded across the school.</li> <li>✓ Resources purchased previously to support this. Training delivered in September to all staff &amp; intense support provided for NQTs across the year. Monitoring cycle is used to ensure that this is embedded across the school and the impact can be demonstrated in children's work &amp; increased outcomes.</li> </ul>	<p>JM &amp; SN</p>	<p>KIT day costs x 10 days</p>
<ul style="list-style-type: none"> <li>✓ Increased Maths attainment – B</li> </ul>	<ul style="list-style-type: none"> <li>✓ Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Recommended by research (EEF); children to be taught the 5 types of problem solving, this to be planned for systematically.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Strategy is part of the Maths &amp; Reading AIP.</li> <li>✓ This to continue to be revised to ensure that the 5 types of problem-solving activities are being delivered systematically across the year.</li> <li>✓ Rapid Reasoning session is taught daily in addition to the daily maths session.</li> <li>✓ Review year group LTP to ensure links are utilised between concepts to allow time for learning to be deepened.</li> <li>✓ Resources purchased previously to support this.</li> <li>✓ Training delivered in September to all staff &amp; intense support provided for NQTs across the year. Monitoring cycle is used to ensure that this is embedded across the school and the impact can be demonstrated in children's work &amp; increased outcomes.</li> </ul>	<p>JM &amp; SN</p>	<p>£0</p>
<ul style="list-style-type: none"> <li>✓ Increased Maths attainment - B</li> </ul>	<ul style="list-style-type: none"> <li>✓ Additional adult support</li> </ul>	<ul style="list-style-type: none"> <li>• High quality intervention by experienced members of staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ Early Years – have a Level 2 TA to support in EY 4x afternoons per week across this academic year.</li> <li>✓ KS1 – have the EY Lead supporting continuous provision in Y1 2x afternoons per week &amp; an EYFS Practitioner supporting continuous provision in Y1 2x afternoons per week across the autumn term.</li> </ul>	<p>ES &amp; KTo</p>	<p>(£) (£)</p>
<b>Total budgeted cost</b>					<p>£</p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review?
✓ Increased Maths attainment – B	✓ Identifying mathematical misconceptions	<ul style="list-style-type: none"> <li>Recommended by research (EEF); TA's using the Sandwell Test to identify gaps in children's learning &amp; provide targeted intervention.</li> </ul>	✓ Monitored as part of termly Pupil Progress Meetings & intervention/support evaluated/identified.	KT, SN & JM	£
✓ Increased Maths attainment – B	✓ Identifying gaps in learning	<ul style="list-style-type: none"> <li>Recommended by research (EEF); TA's provide targeted interventions &amp; pre/post teaching to close any gaps in learning &amp; address any misconceptions.</li> </ul>	✓ Monitored as part of termly Pupil Progress Meetings & intervention/support evaluated/identified.	KT, SN & JM	£ (as above)
✓ Gender gap - C	✓ Identifying & targeting specific children	<ul style="list-style-type: none"> <li>Individual children to be identified at initial Pupil Progress Mtg (24.09.20); children who are PP &amp; non-SEND to make expected progress &amp;/or attainment. These children to be targeted by QFT &amp; provided with timely intervention to ensure that they reach their targets. Intervention to include any pastoral or attendance support provided by our CP Officer.</li> </ul>	✓ Monitored as part of termly Pupil Progress Meetings & intervention/support evaluated/identified.	KT & SN	£ (as above)
<b>Total budgeted cost</b>					£

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review?
✓ Targeted Social and emotional support - <a href="#">D</a>	✓ Targeted support from CP Officer	<ul style="list-style-type: none"> <li>This strategy ensured that PP children received the support they needed and the gap in attendance between PP children's attendance and that of the whole school 2019/2020 was no greater than 0.5%.</li> </ul>	<ul style="list-style-type: none"> <li>Children identified by CP Officer and Safeguarding Team.</li> </ul>	CP & S/gding Team	<b>£18,700</b>
	✓ Subsidised Breakfast and/or After-school Club	<ul style="list-style-type: none"> <li>This strategy ensured that PP children received the support they needed and there was no gap in attendance between PP children's attendance and that of the whole school 2019/2020 was no greater than 0.5%.</li> </ul>	<ul style="list-style-type: none"> <li>Children identified by the CP Officer.</li> <li>Both strategies monitored on a termly basis.</li> </ul>	CP	<b>£2,500</b>
✓ Increased range of experiences for our children - <a href="#">E</a>	✓ Focussed curriculum enrichment	<ul style="list-style-type: none"> <li>This strategy ensured that PP children accessed a range of religious and cultural experiences (including those children in MySpace).</li> </ul>	<ul style="list-style-type: none"> <li>Strategy is part of Curriculum AIP.</li> </ul>	AR	<b>£7,500</b>
✓ Increase children's awareness of keeping themselves healthy - <a href="#">E</a>	✓ Teeth Clean Strategy	<ul style="list-style-type: none"> <li>Tooth decay in NEL is high; more 5 year old children in Yorkshire &amp; the Humber have had their teeth extracted due to tooth decay than any other region in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>All children are provided with a tooth brush (on a termly basis), toothpaste and wipes to enable them to clean their teeth on a daily basis at school.</li> <li>Children's teeth are checked once per term and any dental treatment required identified.</li> </ul>	JS	<b>£500</b>
<b>Total budgeted cost</b>					<b>£35,700</b>



## 7. Review of expenditure: £91,740 – 69 children

Previous Academic Year

Data comparisons are based on predicted outcomes for EY, Phonic Screening Test, KS1 & KS2 outcomes.

### 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.	Lessons learned (and whether you will continue with this approach)	Cost																																												
> <b>Increased Reading attainment (A)</b>	<ul style="list-style-type: none"> <li>• <b>Early Reading</b></li> </ul>	<ul style="list-style-type: none"> <li>• PP children in Reception will make rapid progress by the end of the year and at least 50% will achieve GLD – <b>66% of PP children were predicted to achieve GLD (6/9)</b></li> <li>• PP children in Y2 will make good progress by the end of the year and at least 66% of the children will achieve Reading at expected standard at the end of KS1 – <b>50% of PP children were predicted to achieve EXS (3/6)</b></li> <li>• PP children in Y6 will make good progress by the end of the year and at least 66% of the children will achieve Reading at expected standard at the end of KS2 – <b>67% of PP children were predicted to achieve EXS (8/12)</b></li> <li>• Increase the percentage of children achieving a pass for the Y1 Phonic Screening Test – <b>50% of PP children were predicted to pass (3/6)</b></li> <li>• Year 1 – end of Spring term (23.03.20)</li> </ul>	<ul style="list-style-type: none"> <li>✓ 24.09.19 Phonic Enquiry undertaken &amp; training delivered to all TAs in the Autumn term.</li> <li>✓ All reading books matched to their phonic level &amp; new books purchased to enrich provision – further impact would have been seen in next year's results if children had accessed QFT for the whole year.                             <ul style="list-style-type: none"> <li>- Continue to ensure that the teaching of Phonics is consistently embedded across the school &amp; provide catch up for children in Y3, through formal phonic sessions if required.</li> </ul> </li> </ul>	<b>£1,151.57</b>																																												
> <b>Increased Reading attainment (A)</b>	<ul style="list-style-type: none"> <li>• <b>Access to high quality reading material</b></li> </ul>	<table border="1"> <thead> <tr> <th rowspan="2">Y1 (5)</th> <th colspan="2">PP Attainment</th> <th colspan="2">PP Progress</th> <th colspan="2">Non PP Attainment</th> <th colspan="2">Non PP Progress</th> </tr> <tr> <th>EXS</th> <th>GDS</th> <th>EXP</th> <th>EXC</th> <th>EXS</th> <th>GDS</th> <th>EXP</th> <th>EXC</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>40%</td> <td>20%</td> <td>60%</td> <td>0%</td> <td>75%</td> <td>21%</td> <td>92%</td> <td>8%</td> </tr> <tr> <td>W</td> <td>40%</td> <td>20%</td> <td>40%</td> <td>0%</td> <td>75%</td> <td>21%</td> <td>92%</td> <td>4%</td> </tr> <tr> <td>M</td> <td>40%</td> <td>20%</td> <td>40%</td> <td>0%</td> <td>79%</td> <td>21%</td> <td>96%</td> <td>8%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• PP children's attainment at the end of the spring term was not in line with Non PP children.</li> <li>• This year group has had a disrupted year – their class teacher left on the 30.11.19 having had a comprehensive support package in place for 7 months; the new Y1 teacher worked hard to address gaps in learning from the previous teacher and maintain EY outcomes as a minimum – 40% of PP children in this group achieved GLD and as a minimum, this has been maintained.</li> <li>• 3 children have been supported with their attendance – no child's attendance was below 90% &amp; all would have improved further by the end of the year.</li> <li>• 4 PP children are SEND (all boys). 100% of PP children are the SEND population in Y1 (4/4).</li> <li>• All 5 children returned to school when we reopened on the 08.06.20.</li> </ul>	Y1 (5)	PP Attainment		PP Progress		Non PP Attainment		Non PP Progress		EXS	GDS	EXP	EXC	EXS	GDS	EXP	EXC	R	40%	20%	60%	0%	75%	21%	92%	8%	W	40%	20%	40%	0%	75%	21%	92%	4%	M	40%	20%	40%	0%	79%	21%	96%	8%	<ul style="list-style-type: none"> <li>✓ Reading Sheds were purchased and stocked with quality reading material. The reading material has been refreshed on a regular basis; continue with this next year.</li> <li>✓ Staff have continued to purchase non-fiction books to support children's learning in classrooms and develop 'cultural capacity'.</li> <li>✓ All children received a gift of a high quality book as a gift for their birthday – until the 20.03.20                             <ul style="list-style-type: none"> <li>- Continue with this next year.</li> </ul> </li> </ul>	<b>£2,077.00</b>
Y1 (5)	PP Attainment			PP Progress		Non PP Attainment		Non PP Progress																																								
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• Year 2 – end of year predictions (23.03.20)

Y2 (6)	PP Attainment		Non PP Attainment	
	EXS	GDS	EXS	GDS
R	50%	0%	74%	26%
W	67%	0%	79%	22%
M	50%	0%	74%	26%

- PP children's predicted attainment for the end of the year was not in line with Non PP children.
- ✓ 33% (2/6) of this group achieved ELG at the end of Reception; 50% (3/6) have now achieved at least EXS in RWM.
- 3 children have been supported with their attendance – no child's attendance was below 90% & all would have improved further by the end of the year.
- 2 PP children are SEND (1 boy (EHCP) & 1 girl (post LAC)). 33% of PP children are part of the SEND population in Y2 (2/6).
- 1 PN issued.

• Year 3 – end of Spring Term (23.03.20)

Y3 (11)	PP Attainment		PP Progress		Non PP Attainment		Non PP Progress	
	EXS	GDS	EXP	EXC	EXS	GDS	EXP	EXC
R	64%	18%	91%	0%	83%	17%	89%	6%
W	55%	18%	91%	9%	67%	22%	83%	6%
M	64%	27%	91%	0%	89%	28%	89%	11%

- ✓ Last year PP attainment for:
  - Reading = 54% an increase of 10% at the e of the spring term
  - Writing = 38% an increase of 17% at the end of the spring term
  - Maths = 54% an increase of 10% at the end of the spring term
- ✓ PP funded a full-time and part-time TA in this year group for the autumn term to support learning behaviours & provided accelerated catch up; these children have not only improved their attainment; their progress is above that of the Non PP children.
- 2 children have been supported with their attendance - no child's attendance was below 90% & all would have improved further by the end of the year.
- 4 PP are SEND (3 boys & 1 girl). 57% of PP children are part of the SEND population in Y3 (4/7).

• Year 4 – end of Spring Term (23.03.20)

Y4 (10)	PP Attainment		PP Progress		Non PP Attainment		Non PP Progress	
	EXS	GDS	EXP	EXC	EXS	GDS	EXP	EXC
R	63%	13%	81%	6%	87%	40%	100%	13%
W	63%	13%	81%	13%	93%	53%	100%	27%
M	69%	19%	81%	6%	80%	47%	87%	13%

- Last year PP attainment for:
  - Reading = 65% maintained at the end of the spring term
  - Writing = 53% an increase of 10% at the end of the spring term

- *Maths = 59% an increase of 10% at the end of the spring term*
- PP children's attainment was not in line with Non PP children however, they had made significant progress in two terms.
- 4 children have been supported with their attendance - no child's attendance was below 90% & all would have improved further by the end of the year.
- 5 children are SEND (3 boys & 2 girls). 100% of PP children are the SEND population in Y4 (5/5).
- 2 PN's issued (same child).

• Year 5 – end of Spring Term (23.03.20)

Y5 (10)	PP Attainment		PP Progress		Non PP Attainment		Non PP Progress	
	EXS	GDS	EXP	EXC	EXS	GDS	EXP	EXC
R	60%	20%	78%	11%	80%	35%	100%	5%
W	60%	20%	78%	22%	80%	20%	100%	5%
M	60%	20%	78%	11%	90%	35%	100%	6%

- Last year PP attainment for:
  - *Reading = 63% maintained*
  - *Writing = 63% maintained*
  - *Maths = 75% a decrease of 15% - we need to monitor this into Y6*
- This year group has had a temporary teacher covering the class teacher's maternity since 13.01.20; she has worked hard to maintain Y4 outcomes as a minimum.
- 0 children have been supported with their attendance.
- 4 children are SEND (1 boys & 3 girls). 100% of PP children are the SEND population in Y5.
- 2 PN's issued (same child).

• Year 6 – end of year predictions:

Y6 (12)	PP Attainment		Non PP Attainment	
	EXS	GDS	EXS	GDS
R	67%	8%	85%	25%
W	75%	8%	85%	25%
M	75%	0%	80%	30%

- PP children's attainment predicted for the end of the year was not in line with Non PP children.
- In comparison to last year's national data for PP children's performance, we have a difference of '1 child' for Reading, Writing and Maths at EXS and for combined RWM we have a difference of 4% (67% vs 71%); 0 children. Overall, the difference to national is negligible and demonstrates the progress and attainment that children achieve with us over time.
- 9 children have been supported with their attendance and received pastoral support.

		<ul style="list-style-type: none"> <li>2 children are SEND (1 boy &amp; 1 girl). 40% of PP children are part the SEND population in Y6 (2/5).</li> </ul>																										
> <b>Increased Maths attainment (C)</b>	<ul style="list-style-type: none"> <li><b>Purchase of Manipulatives</b></li> </ul>	<ul style="list-style-type: none"> <li>PP children in Reception will make rapid progress by the end of the year and at least 50% will achieve GLD – <b>66% of PP children were predicted to achieve GLD (6/9)</b></li> <li>PP children in Y2 will make good progress by the end of the year and at least 66% of the children will achieve Maths at expected standard at the end of KS1 – <b>50% of PP children were predicted to achieve EXS (3/6)</b></li> <li>PP children in Y6 will make good progress by the end of the year and at least 73% of the children will achieve Maths at expected standard at the end of KS2 – <b>75% of PP children were predicted to achieve EXS (9/12)</b></li> </ul>	<ul style="list-style-type: none"> <li>Maths training was delivered at a Hub level by ELT; staff from EY &amp; Y3/4 attended. Staff were shown how to use a 'Tens Frame' to develop children's understanding of number &amp; to support problem solving; staff in Y1/2 need to attend this training as it was cancelled due to COVID-19. <ul style="list-style-type: none"> <li>- Continue to develop the use of manipulatives next year.</li> </ul> </li> </ul>	<b>£129.90</b>																								
> <b>Increased Maths attainment (B)</b>	<ul style="list-style-type: none"> <li><b>Maths Fluency</b></li> </ul>	<ul style="list-style-type: none"> <li>Overview of Data:</li> </ul> <table border="1"> <thead> <tr> <th></th> <th>EXS +</th> <th>Comparison to 2018/2019</th> </tr> </thead> <tbody> <tr> <td>R</td> <td><b>66%</b></td> <td>✓ 26% increase</td> </tr> <tr> <td>Y1</td> <td><b>40%</b></td> <td>✓ maintained (40% chn achieved GLD)</td> </tr> <tr> <td>Y2</td> <td><b>50%</b></td> <td>✓ 10% increase</td> </tr> <tr> <td>Y3</td> <td><b>54%</b></td> <td>✓ 10% increase</td> </tr> <tr> <td>Y4</td> <td><b>69%</b></td> <td>✓ 10% increase</td> </tr> <tr> <td>Y5</td> <td><b>60%</b></td> <td>✓ 15% decrease – monitor this into Y6</td> </tr> <tr> <td>Y6</td> <td><b>67%</b></td> <td>✓ Maintained from Y5</td> </tr> </tbody> </table>		EXS +	Comparison to 2018/2019	R	<b>66%</b>	✓ 26% increase	Y1	<b>40%</b>	✓ maintained (40% chn achieved GLD)	Y2	<b>50%</b>	✓ 10% increase	Y3	<b>54%</b>	✓ 10% increase	Y4	<b>69%</b>	✓ 10% increase	Y5	<b>60%</b>	✓ 15% decrease – monitor this into Y6	Y6	<b>67%</b>	✓ Maintained from Y5	<ul style="list-style-type: none"> <li>04.09.19 Staff Mtg; Maths Lead introduced 'Fluent in 5' at the start of every Maths session (children have 5 questions to recap previous learning) and pre-tests focus on fluency only.</li> <li>In Autumn 1, monitoring showed that pre-tests &amp; teaching sequences are focused on children's fluency knowledge to enable them to access problem-solving &amp; reasoning tasks; pitch is accurate &amp; children making good progress.</li> <li>Across the Spring term monitoring showed that pre-tests &amp; teaching sequences were focused on children's fluency knowledge to enable them to access problem-solving &amp; reasoning tasks; marking and feedback was becoming more tailored to challenging or consolidating. The EPA progression in calculation wss evident in books. <ul style="list-style-type: none"> <li>- Continue to embed &amp; develop this work further</li> </ul> </li> </ul>	<b>£0</b>
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> <b>Increased Maths attainment (B)</b>	<ul style="list-style-type: none"> <li><b>Problem Solving</b></li> </ul>		<ul style="list-style-type: none"> <li>04.09.19 Staff Mtg; Maths Lead introduced a 'Rapid Reasoning' session every day after lunch (children have 5 reasoning questions to answer)</li> </ul>	<b>£922.99</b>																								

			<ul style="list-style-type: none"> <li>✓ In Autumn 1, monitoring showed that problem-solving &amp; reasoning tasks are evident in children's books building on from fluency where necessary. A Calculation policy was under construct, highlighting explicit examples of different problem-solving/reasoning tasks (5 types) to support staff.</li> <li>✓ By the end of the Autumn term, Calculation Policy was shared with staff.</li> <li>✓ Across the Spring term. Online subscriptions to: Master the Curriculum, I See Maths, Times Table Rock Stars, Testbase &amp; Classroom Secrets sourced to support the teaching of Maths.</li> <li>✓ Online subscription to White Rose Maths to support home learning across the Summer term. <ul style="list-style-type: none"> <li>- Continue to embed &amp; develop this work further</li> </ul> </li> </ul>	
			<b>Total Cost</b>	<b>£4,281.46</b>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>➤ <b>Increased Maths attainment (B/C)</b></p>	<ul style="list-style-type: none"> <li>Identifying mathematical misconceptions</li> </ul>	<p>✓ <b>Target:</b> Sandwell Test is used to identify gaps in children's learning &amp; provide targeted intervention – <b>achieved</b></p> <p>✓ <b>Data shows that:</b></p> <table border="1" data-bbox="705 167 996 614"> <thead> <tr> <th colspan="2">Progress Made</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>✓ 9 mths</td> </tr> <tr> <td>Y2</td> <td>✓ 5 mths ✓ 22 mths ✓ 20 mths</td> </tr> <tr> <td>Y3</td> <td>✓ 20 mths ✓ 12 mths ✓ 19 mths</td> </tr> <tr> <td>Y4</td> <td>✓ 8 mths ✓ 14 mths</td> </tr> <tr> <td>Y5</td> <td>✓ 22 mths ✓ 17 mths</td> </tr> <tr> <td>Y6</td> <td>24 mths ✓ 25 mths ✓ 19 mths</td> </tr> </tbody> </table>	Progress Made		Y1	✓ 9 mths	Y2	✓ 5 mths ✓ 22 mths ✓ 20 mths	Y3	✓ 20 mths ✓ 12 mths ✓ 19 mths	Y4	✓ 8 mths ✓ 14 mths	Y5	✓ 22 mths ✓ 17 mths	Y6	24 mths ✓ 25 mths ✓ 19 mths	<p>✓ Data shows that this approach enables children to make accelerated progress.</p> <ul style="list-style-type: none"> <li>- Continue in 2019/2020.</li> </ul>	<p><b>£51,059.00</b></p>										
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<p>➤ <b>Increased Maths attainment (A/B/C)</b></p>	<ul style="list-style-type: none"> <li>Identifying gaps in learning</li> </ul>	<p>✓ <b>Target:</b> TA's provide targeted interventions &amp; pre/post teaching to close any gaps in learning &amp; address any misconceptions.</p> <p>✓ <b>Data shows that:</b></p> <table border="1" data-bbox="705 790 1254 1260"> <thead> <tr> <th></th> <th>EXS +</th> <th>Comparison to 2018/2019</th> </tr> </thead> <tbody> <tr> <td>R</td> <td><b>66%</b></td> <td>✓ 26% increase</td> </tr> <tr> <td>Y1</td> <td><b>40%</b></td> <td>✓ maintained (40% chn achieved GLD)</td> </tr> <tr> <td>Y2</td> <td><b>50%</b></td> <td>✓ 10% increase</td> </tr> <tr> <td>Y3</td> <td><b>54%</b></td> <td>✓ 10% increase</td> </tr> <tr> <td>Y4</td> <td><b>69%</b></td> <td>✓ 10% increase</td> </tr> <tr> <td>Y5</td> <td><b>60%</b></td> <td>✓ 15% decrease – monitor this into Y6</td> </tr> <tr> <td>Y6</td> <td><b>67%</b></td> <td>✓ Maintained from Y5</td> </tr> </tbody> </table>		EXS +	Comparison to 2018/2019	R	<b>66%</b>	✓ 26% increase	Y1	<b>40%</b>	✓ maintained (40% chn achieved GLD)	Y2	<b>50%</b>	✓ 10% increase	Y3	<b>54%</b>	✓ 10% increase	Y4	<b>69%</b>	✓ 10% increase	Y5	<b>60%</b>	✓ 15% decrease – monitor this into Y6	Y6	<b>67%</b>	✓ Maintained from Y5	<p>✓ Data shows that this approach enables children to make accelerated progress.</p> <ul style="list-style-type: none"> <li>- Continue in 2020/2021.</li> </ul>	
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iii. Other approaches																											
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																							
<p>➤ <b>Targeted Social and emotional support</b></p>	<ul style="list-style-type: none"> <li>Targeted support from CP Officer</li> </ul>	<p>✓ <b>Target:</b> no gap in attendance between PP children and non-PP children - data shows that we have a variance of no more than 0.5% over the last 3 years between the 2 groups of children. If children had been present with us during the Summer term, the gap between the 2 groups would have been reduced below 0.5%.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2017 - 2018</th> <th colspan="2">2018 - 2019</th> <th colspan="2">2019 – 2020 (March 20)</th> </tr> <tr> <th></th> <th>PP chn</th> <th>Non-PP chn</th> <th>PP chn</th> <th>Non-PP chn</th> <th>PP chn</th> <th>Non-PP chn</th> </tr> </thead> <tbody> <tr> <th>%</th> <td>95.4%</td> <td>95.8%</td> <td>96.2%</td> <td>96.4%</td> <td>95.9%</td> <td>96.4%</td> </tr> </tbody> </table> <p>✓ 66% (48/73) of PP children had received pastoral support from our CP Officer until 20.03.20 &amp; then during 'lockdown' 89% (49/55) of children contacted on a regular basis (3 times a week, once a week or once a fortnight) were PP children. 62% (45/73) of PP children were contacted by the CP Officer during lockdown.</p>		2017 - 2018		2018 - 2019		2019 – 2020 (March 20)			PP chn	Non-PP chn	PP chn	Non-PP chn	PP chn	Non-PP chn	%	95.4%	95.8%	96.2%	96.4%	95.9%	96.4%	<p>✓ Data shows that this approach has ensured that our PP children's attendance is continually monitored closely and that early identification of attendance issues, support and action is swift and effective.</p> <ul style="list-style-type: none"> <li>- Continue in 2020/2021.</li> </ul>	<p><b>£18,700.00</b></p>		
		2017 - 2018		2018 - 2019		2019 – 2020 (March 20)																					
	PP chn	Non-PP chn	PP chn	Non-PP chn	PP chn	Non-PP chn																					
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	<ul style="list-style-type: none"> <li>Subsidised Breakfast and/or After-school Club</li> </ul>		<p>✓ Inviting children to Breakfast and/or After-school Club has supported children getting into school &amp; given them experience of a wider range of activities promoting a wide range of knowledge &amp; skills.</p> <ul style="list-style-type: none"> <li>- Continue in 2020/2021.</li> </ul>	<p><b>£ 2,169.00</b></p>																							
<p>➤ <b>Increased range of experiences for our children</b></p>	<ul style="list-style-type: none"> <li>Focused curriculum enrichment</li> </ul>	<ul style="list-style-type: none"> <li>Children have experienced a Christmas Pantomime.</li> <li>Y3/4 visited St Andrew's church to take part in a Harvest Festival service.</li> <li>Y4, Y5 &amp; Y6 took part in the Remembrance service at St Andrew's church.</li> <li>Rev Julie Donn has conducted the following services in school: <ul style="list-style-type: none"> <li>✓ Carol Service</li> <li>✓ Christingle</li> <li>✓ Advent</li> <li>✓ Candlemass</li> <li>✓ Easter Service</li> </ul> </li> <li>The children have experienced the following: <ul style="list-style-type: none"> <li>✓ Y4 accessed the Immersive Space at Humberston Cloverfields PA</li> <li>✓ Y3 visited Hubbard's Hills</li> <li>✓ Y5/Y6 &amp; Y3/Y4 took part in workshops as part of the annual 'Illuminate Parade' to celebrate the Pilgrim Fathers leaving Immingham Creek</li> </ul> </li> </ul>	<p>✓ Continue to provide the children with the opportunity to experience a Christmas Pantomime.</p> <p>✓ Continue to engage with St Andrew's church to engage with the local community and enrich their understanding of Christianity.</p> <p>✓ Continue to provide curriculum enrichment activities – ensure that these are focused and clearly linked to our curriculum offer; see Enrichment Offer.</p>	<p><b>£11,250</b></p>																							

		<ul style="list-style-type: none"> <li>✓ Y5 had a visit from an Egyptian Expert</li> <li>✓ Y4 had a visit from a Roma Legionary</li> <li>✓ Y6 visited The Deep</li> <li>✓ EYFS had a visit from the Planetarium</li> <li>✓ KS1 experienced a music session with the NEL Music Hub based on the story 'Giraffe's Can't Dance'</li> <li>✓ EYFS &amp; Y1 took part in a 'Dinosaur' workshop</li> <li>✓ Y4 visited the Jorvik Centre</li> <li>✓ Years 1 to 6 took part in 'I sing Pop' workshops</li> <li>✓ Y3 visited Woodside Wildlife Park</li> </ul>		
			<b>Total Cost</b>	<b>£32,119.00</b>

## 8. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.