

# Pupil premium strategy statement

## School overview

<b>Metric</b>	<b>Data</b>
School name	Eastfield Primary Academy
Pupils in school	212
Proportion of disadvantaged pupils	72 / 34%
Pupil premium allocation this academic year	£96840
Academic year or years covered by statement	2021/22
Publish date	July 2021
Review date	July 2022
Statement authorised by	Kerry Thompson
Pupil premium lead	Anna Wood
Governor lead	AIC

## Disadvantaged pupil progress scores for last academic year

<b>Measure</b>	<b>Score</b>
Reading	N/A
Writing	N/A
Maths	N/A

## Strategy aims for disadvantaged pupils

Measure	Score																																
Meeting expected standard at KS2	42%																																
Achieving high standard at KS2	17%																																
Measure	Activity																																
<p>Priority 1</p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.</p> <table border="1"> <thead> <tr> <th>RWM</th> <th>Disadv.</th> <th>Disadv + SEN</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>11</td> <td>4</td> <td>36%</td> </tr> <tr> <td>Y2</td> <td>11</td> <td>4</td> <td>36%</td> </tr> <tr> <td>Y3</td> <td>9</td> <td>3</td> <td>33%</td> </tr> <tr> <td>Y4</td> <td>15</td> <td>5</td> <td>33%</td> </tr> <tr> <td>Y5</td> <td>16</td> <td>4</td> <td>25%</td> </tr> <tr> <td>Y6</td> <td>12</td> <td>3</td> <td>25%</td> </tr> <tr> <td></td> <td>74</td> <td>23</td> <td>31%</td> </tr> </tbody> </table> <p>31% of disadvantaged children are also identified as having an SEN need</p>	RWM	Disadv.	Disadv + SEN	%	Y1	11	4	36%	Y2	11	4	36%	Y3	9	3	33%	Y4	15	5	33%	Y5	16	4	25%	Y6	12	3	25%		74	23	31%	<p>Ensure all staff (including new staff) have received the English Hub training for the new Wandle Letters and Sounds phonics programme.</p> <p>Ensure 100% of PP children meet progress measures from their starting points, measured by the phonics screening check.</p>
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Y5	16	4	25%																														
Y6	12	3	25%																														
	74	23	31%																														
<p>Priority 2</p> <p>For all disadvantaged pupils to make or exceed nationally expected progress rates.</p>	<p>To liaise with the NCETM research group (Katie Nicholson) and the English Hubs to ensure all progress score for disadvantaged children are in the positive range at the end of KS2 in reading, writing and maths,</p>																																
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>- Ensuring all staff are using the reading, writing and maths strategies consistently within their year group expectations.</li> <li>- Speech, language and communication skills. Identified children to access the NELI programme or ELKAN intervention.</li> <li>- <b>GLD (10 PP children VS 18 NON PP)</b>  Listening &amp; Attention: 70% vs 83%  Understanding: 70% vs 94%  Speaking: 70% vs 89%  PP children at the end of FS2 are behind in comparison to non-PP children, even more so in understanding. This will inhibit attainment difficulties.</li> </ul>																																

Projected spending		£
	Wandle	2246.36
	NCETM	660.90
	NCETM TAs (x5)	292.80
	Phase Budget	6000.00
	ELKLAN TA	780.00
	ELKLAN Staff	847.00
	<b>Total Projected Spend</b>	<b>10,827.06</b>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress and attainment in Reading	<ol style="list-style-type: none"> <li>1. All children in the key milestone year groups will achieve, at least, expected progress.</li> <li>2. In Year 6, at least 71% will achieve EXS in the end of Key Stage tests.</li> </ol>	July 2022
Progress and attainment in Writing	<ol style="list-style-type: none"> <li>1. All children in the key milestone year groups will achieve, at least, expected progress.</li> <li>2. In Year 6, at least 68% will achieve EXS in the end of Key Stage assessments.</li> </ol>	July 2022
Progress and attainment in Mathematics	<ol style="list-style-type: none"> <li>3. All children in the key milestone year groups will achieve, at least, expected progress.</li> <li>4. In Year 6, at least 68% will achieve EXS in the end of Key Stage assessments.</li> </ol>	July 2022
Phonics	85% of children in Year 1 will pass the Phonics Screen Check in 2022	Summer 2022

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity																																																																																																																																
<p>Priority 1</p> <p>Every child receives teaching which is good or better, in phonics and reading. The gap between PP and non-PP is diminished to within 10% in phonics at the PSC and in reading attainment at the end of KS2.</p> <p>Closing the gap in reading</p> <ul style="list-style-type: none"> <li>✓ 70% of PP children predicted to achieve GLD compared to 77% of non PP. There's an even split between boys and girls where 50% of boys are predicted GLD vs 50% of girls are predicted to achieve GLD.</li> <li>✓ 55% of PP children would have passed the Phonics Screen Check vs 84% non PP. 20% of boys passed vs 83% of girls passed.</li> <li>✓ 27% of PP children achieved EXS in reading at the end of KS1 vs 79% of non PP. 18% of PP children achieved GDS in reading vs 37% non-PP achieving GDS. 13% of boys (1 out of 8) achieved at least EXS vs 67% of girls (2 out of 3)</li> <li>✓ 50% of PP children achieved at least EXS at the end of KS2 vs 85% of non-PP. 75% of PP boys achieved at least EXS vs 38% of PP girls achieved at least EXS. 33% of PP children achieved GDS vs 45% of non-PP</li> </ul>	<ul style="list-style-type: none"> <li>✓ Wandle Letters and Sounds to be developed across EY and KS1. All staff to take part in the new phonics programme training. 5 modules:               <ol style="list-style-type: none"> <li>1. Key Features of Effective Practice</li> <li>2. Setting Expectations</li> <li>3. Teaching Sequence and Consistency</li> <li>4. Phonics decoding and books</li> <li>5. Assessment and the lowest 20%</li> </ol> </li> <li>✓ English Leader to be released to monitor the quality of teaching and learning of phonics across EY and KS1.</li> <li>✓ Pupil progress meetings will highlight the provision for PP children and targets to be set.</li> <li>✓ Target disadvantaged children using formative assessment for same day intervention.</li> <li>✓ All of KS2 to have access to Reading Plus sessions to increase reading fluency.</li> </ul> <table border="1"> <thead> <tr> <th colspan="2">2 Week Cycle</th> <th colspan="3">Phonics</th> <th colspan="4">Reading Session</th> <th colspan="3">Reading Plus</th> <th rowspan="2">Class Read</th> </tr> <tr> <th colspan="2"></th> <th>Aut</th> <th>Spr</th> <th>Su</th> <th>Aut 1</th> <th>Aut 2</th> <th>Spr</th> <th>Su</th> <th>Aut</th> <th>Spr</th> <th>Su</th> </tr> </thead> <tbody> <tr> <td rowspan="2">KS1</td> <td>Y1</td> <td colspan="3">Daily</td> <td colspan="4">Choral Read</td> <td colspan="3"></td> <td>Daily</td> </tr> <tr> <td>Y2</td> <td>Daily</td> <td>Intv</td> <td>Intv</td> <td>6 sessions</td> <td>6 sessions</td> <td>Daily</td> <td>Daily</td> <td colspan="2">6S = 6 sessions</td> <td>6S = 6 sessions</td> <td>Daily</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">2 Week Cycle</th> <th colspan="2">Phonics</th> <th colspan="2">Reading Session</th> <th colspan="2">Reading Plus</th> <th colspan="2">Class Read</th> </tr> <tr> <th colspan="2"></th> <th colspan="2"></th> <th colspan="2">Choral Read</th> <th colspan="2"></th> <th colspan="2"></th> </tr> </thead> <tbody> <tr> <td rowspan="2">Lower KS2</td> <td>Y3</td> <td colspan="2">Intervention</td> <td colspan="2">4 sessions</td> <td colspan="2">6 sessions</td> <td colspan="2">Daily</td> </tr> <tr> <td>Y4</td> <td colspan="2">Specific needs met</td> <td colspan="2">4 sessions</td> <td colspan="2">6 sessions</td> <td colspan="2">Daily</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">2 Week Cycle</th> <th colspan="2">Phonics</th> <th colspan="2">Reading Session</th> <th colspan="2">Reading Plus</th> <th colspan="2">Class Read</th> </tr> <tr> <th colspan="2"></th> <th colspan="2"></th> <th colspan="2">Choral Read</th> <th colspan="2"></th> <th colspan="2"></th> </tr> </thead> <tbody> <tr> <td rowspan="2">Upper KS2</td> <td>Y5</td> <td colspan="2"></td> <td colspan="2">4 sessions</td> <td colspan="2">6 sessions</td> <td colspan="2">Daily</td> </tr> <tr> <td>Y6</td> <td colspan="2"></td> <td colspan="2">4 sessions</td> <td colspan="2">6 sessions</td> <td colspan="2">Daily</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>✓ EEF Improving Literacy KS1 &amp; KS2 informed the review of the Reading Strategy.</li> </ul>	2 Week Cycle		Phonics			Reading Session				Reading Plus			Class Read			Aut	Spr	Su	Aut 1	Aut 2	Spr	Su	Aut	Spr	Su	KS1	Y1	Daily			Choral Read							Daily	Y2	Daily	Intv	Intv	6 sessions	6 sessions	Daily	Daily	6S = 6 sessions		6S = 6 sessions	Daily	2 Week Cycle		Phonics		Reading Session		Reading Plus		Class Read						Choral Read						Lower KS2	Y3	Intervention		4 sessions		6 sessions		Daily		Y4	Specific needs met		4 sessions		6 sessions		Daily		2 Week Cycle		Phonics		Reading Session		Reading Plus		Class Read						Choral Read						Upper KS2	Y5			4 sessions		6 sessions		Daily		Y6			4 sessions		6 sessions		Daily	
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Reducing the attainment gap in writing.

Year Gr	Disadvantaged		Non-Disadvantaged	
	EXS	GDS	EXS	GDS
Y1	55%	27%	79%	26%
Y2	27%	18%	84%	32%
Y3	33%	0%	65%	17%
Y4	33%	7%	71%	24%
Y5	60%	13%	100%	27%
Y6	50%	17%	84%	26%

- Linked to the AIP; children have been working remotely for periods of time throughout the last academic year. This has had significant impact on writing attainment – especially from Y1 to Y4.
- There's little difference between disadvantaged and non-disadvantaged in writing attainment GLD in Reception.
- Using the EEF – Developing Literacy in KS1, opportunities are planned for pre-writing; drafting, editing and revising and sharing their writing, which informs the Eastfield Writing Strategy.
- Increased opportunities for writing short pieces (in the autumn term) with a focus on spelling, grammar and punctuation and vocabulary (as the mechanics of writing) and to build up stamina and fluency in their writing.
- Scaffolds and prompts to encourage independent writing.
- TA support for hand writing and fine motor skills development. Letter Join has been purchased and embedded through 2021/22 academic year.
- Use of high quality models for writing is sourced.
- The classroom environment is designed to best support children in their writing by organising content, ideas and systems to support cognitive load.
- Using Kagan activities to model collaborative writing activities to best support those below ARE.
- According to EEF, there will be a heavy influence on developing vocabulary and developing oracy. Through collaborative activities, children engage in talk before writing.
- Targeted intervention through formative and summative assessments.

Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Children have been working remotely for a considerable amount of time over the last academic year, some being affected by class bubbles isolating and all bar the key workers and vulnerable children during both lockdowns. A recovery plan is in place to target those most vulnerable of falling behind.</li> <li>- The academy focussed on 'The Self Determination Theory' to shape the curriculum offer upon children's return to school, post lockdown. Children's social and emotional needs may not be met, hence hindering accelerated progress.</li> <li>- Learning behaviours, such as BLP and Kagan, haven't been possible in a post lockdown learning offer.</li> </ul>																		
Projected spending	<table border="1"> <tr> <td></td> <td style="text-align: right;"><b>£</b></td> </tr> <tr> <td>Ed Shed</td> <td style="text-align: right;">179.28</td> </tr> <tr> <td>Letter Join</td> <td style="text-align: right;">380.00</td> </tr> <tr> <td>Reading Plus</td> <td style="text-align: right;">5040.00</td> </tr> <tr> <td>PP Covid Support</td> <td style="text-align: right;">90.00</td> </tr> <tr> <td>Music</td> <td style="text-align: right;">470.00</td> </tr> <tr> <td>Delivery of Intervention (TA2 x 2)</td> <td style="text-align: right;">34954.00</td> </tr> <tr> <td><b>Total Projected Spend</b></td> <td style="text-align: right;"><b>40733.28</b></td> </tr> </table>		<b>£</b>	Ed Shed	179.28	Letter Join	380.00	Reading Plus	5040.00	PP Covid Support	90.00	Music	470.00	Delivery of Intervention (TA2 x 2)	34954.00	<b>Total Projected Spend</b>	<b>40733.28</b>		
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### Wider strategies for current academic year

Measure	Activity
Priority 1  Targeted social and emotional support	<ul style="list-style-type: none"> <li>- Children identified by the CP officer and the safeguarding team are signposted for additional support – either through our CP officer or pastoral manager.</li> <li>- Monitoring the attendance of all children and first day absences are investigated and challenged by the CP officer.</li> <li>- Strong pastoral support from the CP officer and working with external agencies to ensure the whole family needs are met.</li> </ul>
Priority 2  To enhance children's cultural capital by providing a breadth of experiences	<ul style="list-style-type: none"> <li>- The Curriculum Leader has sequenced an enrichment calendar for all year groups and implemented opportunities for cultural development.</li> <li>- To resource learning experiences for the wider curriculum (e.g. Ukeles tuition)</li> <li>- To allow pupils partake in visits, both virtually, in school and out of school, which build on skills and knowledge and adapts to current</li> </ul>

	<p>restrictions caused by Covid 19.</p> <ul style="list-style-type: none"> <li>- To support families in funding school trips.</li> </ul>																																										
<p>Priority 3</p> <p>To improve attendance of all pupils, including those disadvantaged, to enable good progress.</p> <table border="1"> <tr> <td>Whole School</td> <td>97.14%</td> <td></td> </tr> <tr> <td>Disadvantaged</td> <td>96.70%</td> <td></td> </tr> <tr> <td>Non-Disadv</td> <td>97.38%</td> <td></td> </tr> </table> <table border="1"> <tr> <td>PA</td> <td>3.97%</td> <td>6 ch</td> </tr> <tr> <td>Dis Adv PA</td> <td>5.66%</td> <td>3 ch</td> </tr> <tr> <td>Non PP PA</td> <td>3.06%</td> <td>3 ch</td> </tr> </table> <table border="1"> <thead> <tr> <th></th> <th>Disadv</th> <th>Non-Disadv</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>95% (11)</td> <td>96% (20)</td> </tr> <tr> <td>Year 1</td> <td>94% (11)</td> <td>98% (21)</td> </tr> <tr> <td>Year 2</td> <td>96% (11)</td> <td>98% (21)</td> </tr> <tr> <td>Year 3</td> <td>96% (9)</td> <td>98% (24)</td> </tr> <tr> <td>Year 4</td> <td>96% (15)</td> <td>97% (18)</td> </tr> <tr> <td>Year 5</td> <td>95% (17)</td> <td>97% (15)</td> </tr> <tr> <td>Year 6</td> <td>97% (13)</td> <td>97% (19)</td> </tr> </tbody> </table>	Whole School	97.14%		Disadvantaged	96.70%		Non-Disadv	97.38%		PA	3.97%	6 ch	Dis Adv PA	5.66%	3 ch	Non PP PA	3.06%	3 ch		Disadv	Non-Disadv	Rec	95% (11)	96% (20)	Year 1	94% (11)	98% (21)	Year 2	96% (11)	98% (21)	Year 3	96% (9)	98% (24)	Year 4	96% (15)	97% (18)	Year 5	95% (17)	97% (15)	Year 6	97% (13)	97% (19)	<ul style="list-style-type: none"> <li>- Identify those children whom are persistently absent from school and the attendance officer to support these families.</li> <li>- Attendance officer to challenge families whom regularly do not attend school.</li> <li>- Potentially from September 2021 (post pandemic), offer subsidised / free breakfast and afterschool club.</li> </ul>
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<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>- Poor attendance due to Covid 19</li> <li>- Attendance of disadvantaged persistent absentees.</li> <li>- Highly vulnerable families.</li> </ul>																																										
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## Monitoring and Implementation

Area	Challenge	Mitigating action
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Teaching	<p>To ensure CPD is in place to support the implementation of the new Reading Strategies and the writing and maths strategies are adhered to.</p> <p>Professional Development opportunities are sourced from the Maths and English Hubs</p>	<ul style="list-style-type: none"> <li>- Use of staff meeting time.</li> <li>- Subject leads are released to monitor the quality of education and assessment, and intervene where necessary.</li> </ul>
Targeted support	<p>Ensuring EY, KS1 and lower KS2 have expert training in the development of the new phonics programme.</p>	<ul style="list-style-type: none"> <li>- Development through the English Hubs</li> <li>- Literacy leader to monitor the effectiveness and report half termly.</li> </ul>
Wider strategies	<p>Engaging with 'hard to reach' families to improve attendance.</p> <p>Engaging with families identified in needing support.</p>	<ul style="list-style-type: none"> <li>- Working closely with the children's services and the family hubs to ensure our families receive the necessary support in a timely fashion.</li> </ul>

### Review: last year's aims and outcomes

Aim	Outcome
Increased reading attainment	<ul style="list-style-type: none"> <li>✓ 70% of PP children predicted to achieve GLD compared to 77% of non PP. There's an even split between boys and girls where 50% of boys are predicted GLD vs 50% of girls are predicted to achieve GLD.</li> <li>✓ 55% of PP children would have passed the Phonics Screen Check vs 84% non PP. 20% of boys passed vs 83% of girls passed.</li> <li>✓ 27% of PP children achieved EXS in reading at the end of KS1 vs 79% of non PP. 18% of PP children achieved GDS in reading vs 37% non-PP achieving GDS. 13% of boys (1 out of 8) achieved at least EXS vs 67% of girls (2 out of 3)</li> <li>✓ 50% of PP children achieved at least EXS at the end of KS2 vs 85% of non-PP. 75% of PP boys achieved at least EXS vs 38% of PP girls achieved at least EXS. 33% of PP children achieved GDS vs 45% of non-PP</li> </ul>

Increased maths attainment.

	Disadvantaged		Non Disadvantaged	
	EXS	GDS	EXS	GDS
Y1	55%	18%	74%	32%
Y2	45%	18%	84%	32%
Y3	56%	0%	65%	26%
Y4	53%	20%	82%	18%
Y5	60%	13%	100%	27%
Y6	42%	17%	89%	47%

	Disadvantaged 19/20 (Spr)		Disadvantaged 20/21		DIFF	
	EXS	GDS	EXS	GDS	EXS	GDS
Y1			55%	18%		
Y2	0%	20%	45%	18%	+45%	-2%
Y3	40%	20%	56%	0%	+16%	-20%
Y4	36%	27%	53%	20%	+17%	-7%
Y5	44%	17%	60%	13%	+16%	-3%
Y6	0%	10%	42%	17%	+42%	+7%
	55%	9%				

- ✓ 70% of PP children predicted to achieve GLD in maths, compared to 77% of non PP.
- ✓ There appears to still be a gap between pupil premium and non-pupil premium attainment in maths. This could be due to Covid-19.

- ✓ Despite Covid, there appears to be a shift in attainment in disadvantaged children's attainment, in comparison to Spring 2020. (N.B summer data wasn't recorded due to Covid-19 and school closure).
- ✓ Due to the nature of home learning, there has been a surge for ensuring children are working, at least, to the national expectation.

Y1	PP Attainment		PP Progress		Non PP Attainment		Non PP Progress	
	EXS	GDS	EXP	EXC	EXS	GDS	EXP	EXC
Read	55%	36%			79%	32%		
Wri	55%	27%			79%	26%		
Math	55%	18%			74%	32%		
Comb	55%	18%	60%	20%	74%	26%	79%	47%

Y2	PP Attainment		PP Progress		Non PP Attainment		Non PP Progress	
	EXS	GDS	EXP	EXC	EXS	GDS	EXP	EXC
Read	27%	18%	60%	0%	79%	32%	74%	16%
Wri	27%	18%	60%	0%	84%	32%	84%	11%
Math	45%	18%	70%	10%	84%	32%	89%	11%
Comb	27%	18%	60%	0%	79%	26%	74%	11%

Y3	PP Attainment		PP Progress		Non PP Attainment		Non PP Progress	
	EXS	GDS	EXP	EXC	EXS	GDS	EXP	EXC
Read	44%	0%			70%	22%		
Wri	33%	0%			65%	17%		
Math	56%	0%			65%	26%		
Comb	33%	0%			65%	17%		

Context

11 PP children (each child 9%)  
 4 / 11 (36%) are SEN or Cause for Concern  
 1 child assessed as BLW is new to the cohort

Context

11 PP children (each child 9%)  
 4 / 11 (36%) are SEN  
 3 PP children are new to Y2  
 1 child referred to BAC  
 1 child receiving support

Context

9 PP children (each child 11%)  
 3 / 9 (33%) are SEN  
 2 PP children are PA

Y4	PP Attainment		PP Progress		Non PP Attainment		Non PP Progress	
	EXS	GDS	EXP	EXC	EXS	GDS	EXP	EXC
Read	47%	13%	67%	0%	71%	24%	88%	6%
Wri	33%	7%	73%	0%	71%	24%	82%	12%
Math	53%	20%	73%	7%	82%	18%	76%	6%
Comb	27%	7%	67%	0%	65%	18%	82%	12%

  

Y5	PP Attainment		PP Progress		Non PP Attainment		Non PP Progress	
	EXS	GDS	EXP	EXC	EXS	GDS	EXP	EXC
Read	60%	7%	73%	7%	100%	33%	73%	7%
Wri	60%	7%	73%	13%	100%	27%	93%	13%
Math	60%	13%	73%	0%	100%	27%	87%	13%
Comb	60%	7%	73%	13%	100%	27%	93%	27%

Context

15 PP children (each child 7%)  
5 / 15 (33%) are SEN

Context

16 PP children (each child 6%)  
4 / 16 (25%) are SEN

Context

12 PP children (each child 8%)  
3 / 12 (25%) are SEN

Y6	PP Attainment		PP Progress		Non PP Attainment		Non PP Progress	
	EXS	GDS	EXP	EXC	EXS	GDS	EXP	EXC
Read	42%	33%	50%	17%	89%	47%	89%	33%
Wri	50%	17%	67%	0%	84%	26%	94%	17%
Math	42%	17%	58%	0%	89%	47%	94%	11%
Comb	42%	17%	58%	0%	84%	26%	94%	17%

Targeted social and emotional support

Four Year Trend on Attendance

	2017 – 2018		2018 – 2019		2019 – 2020		2020 - 2021	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
	95.4%	95.8%	96.2%	96.4%	95.9%	96.4%	95.6%	97.5%

There is a slight downward trajectory for PP children's attendance across the past three years. The EWO / CP officer works to support families to improve attendance. 4 pupil premium children are considered persistently absent.

	<u>Attendance</u>
Pupil Premium	95.6%
Non Pupil Premium	97%

There is a 1% difference between PP and non-PP attendance. 4 PP children are considered persistent absentee which affects the overall attendance.

Increase range of experiences for our children

Due to Covid-19, enrichment opportunities couldn't take place.