

USWORTH COLLIERY PRIMARY

Pupil premium strategy statement

School overview

Metric	Data
School name	Usworth Colliery Primary School
Pupils in school	347
Proportion of disadvantaged pupils	46% (160 pupils)
Pupil premium allocation this academic year	£215,200
Academic year or years covered by statement	2021/2022
Publish date	September 2021
Review date	July 2022
Statement authorised by	Gary Wright (Headteacher)
Pupil premium lead	Gary Wright (Headteacher)
Governor lead	Alison Logan

Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	0.3
Writing	-1.4
Maths	+2.5

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	54%
Achieving high standard at KS2	4%
Measure	Activity
Priority 1	To increase attainment in reading, writing and mathematics for PP pupils in all year groups (specific focus on Year 3 and Year 5 in all subjects). Continue to narrow the gap between PP and PP nationally at the end of KS2 when compared to 2019.
Priority 2	To ensure that teaching, learning and assessment across the school is at least good with an increasing proportion outstanding and that this is impacting on PP achievement in all classes (particularly lower and higher achievers). Focusing on an appropriate supportive but challenging curriculum in all subject areas.
Priority 3	To support parents to increase attendance and punctuality by increasing engagement with children's learning and relevant support services.

Priority 4	To ensure socially and emotionally vulnerable pupil premium pupils are confident and secure within themselves and ready for learning, including appropriate provision is made for home learning (if needed).		
Priority 5	To financially support curriculum enrichment programmes for PP pupils including intervention groups, letterbox club, home learning, educational visits (where appropriate) and music tuition.		
Barriers to learning these priorities address	<p>Social Deprivation: The school location deprivation indicator is within quintile 3 (average), however, the pupils base (pupils who attend the school) places the school within quintile 5, which is the most deprived when compared to all schools. According to IDACI, 53% of our children live in the bottom 10% of the most deprived areas nationally, 70% in the bottom 20%, 75% in the bottom 30%, 82% in the bottom 40% and 94% in the bottom 50%. The majority of our pupils (90%) live in households where no-one has higher education and many parents have low levels of literacy and numeracy.</p> <p>Attainment on Entry: Around 50%+ of our children enter Reception with knowledge and skills that are below those expected for their age. 12.5% of the cohort are significantly below expectations. Each cohort has differing aspects of low on-entry data within the prime areas. In 2020, 30% of reception children entering Reception had been referred to Speech and Language services since entering Nursery. 45% of pupils entered reception with the below expected level of communication and language for their age.</p> <p>SEND: 95 (27%) pupils have been identified as requiring SEN support in school this compares to a national average of 12.6%. Of these pupils, there are 17 (5%) that have a statement or EHCP compared to a national average of 1.6%. This is in part linked to the pupils who access the ASD Base in school but other needs vary across year groups. There are a particularly high number of children who require Speech and Language intervention throughout school.</p> <p>Attendance: The attendance of our PP children in 2018/2019 was 95.2% compared to a national average of 96.4%. It was 0.7% lower than the whole school and 0.9% lower than children who are not entitled to PP funding within school. 13 PP pupils were persistent absentees. Unfortunately, due to the disruption of 2019-2020 & 2020-2021 (including sickness virus, lead up to the initial lockdown and two lockdowns), it is very difficult to compare data with pre-pandemic. PP attendance from September 2020 to July 2021 is 96%.</p> <p>Social Care Needs: Our school has a large number of children (38%+) who have been supported historically or currently by outside agencies including social care and family support workers recently. 90% of all pupils have had issues logged on CPOMS. Many of our families require some level of support from school to help them to address their needs and to support their children's learning. Some of our families struggle to support their children with reading, homework and school activities.</p>		
Projected spending	Priority 1 - £125,000 Priority 4 - £30,000	Priority 2 - £30,000 Priority 5 - £10,200	Priority 3 - £20,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Disadvantaged pupils achieve in line with national average progress scores in KS1 and KS2 reading	July 2022
Progress in Writing	Disadvantaged pupils achieve in line with national average progress scores in KS1 and KS2 writing.	July 2022

Progress in Mathematics	Disadvantaged pupils achieve in line with national average progress scores in KS1 and KS2 mathematics.	July 2022
Phonics	Disadvantaged pupils achieve in line with national average expected standard in the Phonics Screener.	July 2022
Other	Improve attendance of disadvantaged pupils to LA average	July 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
Priority 1 Staffing	<ul style="list-style-type: none"> • Reduce class sizes across KS1 with all classes 20 or under. • Ensure that there is focused leadership and management time (all subject leaders and senior leaders) to continue to drive standards across the school through the use of robust monitoring procedures, including 0.8 non-class based Deputy responsible for teaching and learning. • Allocate Teaching Assistants across school to support in classes and deliver immediate/planned intervention (one teaching assistant in each reception, Year 2 & Year 6 and one per year group elsewhere). • Continue to implement additional individual reading sessions led by Level 2 teaching assistant and teachers for selected pupil premium pupils both during and after school in KS2 • Fund two HLTAs to cover classes and lead Forest School to ensure Level 3 teaching assistants are able to focus on support for pupils <p><i>NOTE: EEF Toolkit recommends that the strategy of reduced class sizes can provide gains in attainment of 3 months and small group tuition also 3 months.</i></p>
Priority 2 Staff development	<ul style="list-style-type: none"> • Internal CPD for all staff to impact on teaching and learning (subject specific). • All staff to online training through National College CPD subscription. Some courses signposted to staff as a result of appraisal and staff can access independently. • TAs to update training in core subjects where required. • Review of whole school curriculum content and delivery to ensure skills, knowledge and understanding are taught/learnt effectively through collaborative and experiential learning (focused on specific foundation subjects, including music, art, DT, RE and MFL). • CPD for all staff on effective feedback. Review feedback policy in light of training and monitor impact of implementation. • HT/DHT complete project with Together for Children & EEF in autumn 2021 on using evidence based research to inform support for pupil premium pupils. <p><i>NOTE: EEF Toolkit recommends that:</i></p> <ul style="list-style-type: none"> • <i>effective reading comprehension strategies can provide gains of 6 months.</i> • <i>the strategy of reduced class sizes can provide gains in attainment of 3 months.</i> • <i>small group tuition also provides gains of 3 months.</i> • <i>Collaborative learning provided 5 months gain and mastery learning also gains 5 months.</i> • <i>Effective feedback provides gains of 8 months.</i> • <i>Within-class attainment grouping provides gains of 3 months.</i>
Priority 3	<ul style="list-style-type: none"> • Implement targeted booster/ intervention sessions led by Level 3 Teaching Assistants for EYFS, KS1 and KS2 for pupil premium pupils, including NELI,

Interventions	<p>BLAST 1 & 2, Phonics, First Class @ number, Numicon, Inference, BRP and Fresh Start</p> <ul style="list-style-type: none"> • Within each class, pupils are grouped according to attainment in lessons depending upon learning. These are changed on a lesson by lesson basis depending upon teacher assessments. • Weekly after-school small group ‘catch up) tuition (up to 10 pupils in each group) led by teachers. All pupils attend one session each week • Continue the use of online platforms: Lexia (KS1/Lower KS2), Reading Plus (KS2), Letter Join (All) and Rockstar Times Tables (KS2). • All pupils access Forest School for outdoor learning skills - collaborative learning, risk-taking and problem solving. <p><i>NOTE: EEF Toolkit recommends that:</i></p> <ul style="list-style-type: none"> • <i>small group tuition can provide gains in attainment of 4 months.</i> • <i>use of digital technology leads to an average gain of 5 months.</i> • <i>providing individualised instructions can show average gains of 3 months.</i> • <i>outdoor learning can show gains of up to 4 months.</i> • <i>oral language interventions show gains of up to 5 months.</i>
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Improvement in core basic skills, particularly phonics, reading, writing and number. • Staff subject knowledge and leadership ability. • Sufficient staffing to support a large number of pupil premium pupils with their learning and also lead staff development. Smaller staff to pupil ratios in KS1.
Projected spending	£155,000

Wider strategies for current academic year

Measure	Activity
Priority 1 Pastoral support	<ul style="list-style-type: none"> • Continue to employ Thrive teacher/ behaviour specialist, a part-time teaching assistant and new full-time teaching assistant to support vulnerable pupils through individual and small group interventions and support staff. CPD for lead teacher/teaching assistants and whole staff. The Thrive approach enables staff to identify why a child is displaying specific behaviours and provide focused interventions to support re-engagement. • Continue to embed Thrive principles through whole school behaviour policy. • Maintain and fund free breakfast for PP children – proportion of funding used for staffing and food (other pupils funded through main budget). All children access to toast on arrival. • Continue to fund counsellor within school supporting our most vulnerable children and families (2 days per week). • Maintain and partially fund the role of Family Liaison Officer to work alongside families with persistent attendance or punctuality concerns. • Develop new initiatives to engage pupils/ families with attendance and punctuality, particularly those with persistent absence. • Counsellor, Family Liaison Officer, Thrive Teacher and Safeguarding leads form pastoral team to monitor individual pupils, impact of work and plan further actions. <p><i>NOTE: EEF Toolkit recommends that the strategy of behaviour support and social emotional learning can provide gains in attainment of 4 months and self-regulation/metacognition increases of 7 months.</i></p>

Priority 2 Mental health and well-being support	Mental Health & Wellbeing team (including a link governor) to promote good health and wellbeing throughout the whole school community through events and newsletters, as well as working alongside other agencies. <i>NOTE: EEF Toolkit recommends that the strategy of behaviour support and social emotional learning can provide gains in attainment of 4 months</i>
Priority 3 Enrichment	<ul style="list-style-type: none"> • PP pupils offered financial support to access to overnight educational visits (London & Derwent Hill), music tuition and after-school catch-up sessions. • All PP pupils offered subsidised or free cultural and creative experiences throughout the year through work with Sunderland Culture, e.g. theatre visits, visiting artists, etc. <i>NOTE: EEF Toolkit suggests outdoor adventure learning activities could provide a gain of 3 months and arts involvement 2 months.</i>
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Pastoral support ensures that all disadvantaged pupils are ready to learn, including behaviour, attendance, mental health, etc. • Financial support allows pupils to access provision or activities they would not necessarily be able to experience.
Projected spending	£60,200

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow staff professional development and complete subject leadership roles.	Effective use of staff meeting time and also deployment of HLTAs to cover staff during the school day.
Targeted support	Ensuring sufficient time for interventions to take place and ensuring effective impact of actions.	Timetables carefully planned linked to school priorities which are reviewed regularly. Staff/SLT monitor impact of interventions regularly.
Wider strategies	Engaging the families who are facing the most challenges and require support.	Pastoral team and teachers all trained to identify and address concerns. Use of CPOMS and external support contacts.

Review: last year's aims and outcomes

Aim	Outcome																																																																																																																																																																																	
<p>To continue to increase attainment in reading, writing and mathematics for PP pupils in all year groups (specific focus on Y3, Y4 & Y5 for writing and Y4 for reading). Continue to narrow the gap between PP and PP nationally at the end of KS2.</p>	<p>There is great difficulty in measuring progress of PP pupils this academic year. We did not capture data for the pupils until end of autumn term 2020. The previous data capture was pre-pandemic in March 2020. This data allowed us to see the changes in percentages after a full term of teaching in school and therefore provide us with a baseline. However, we had another term of home learning in spring 2021. The second (and last) data capture of the year was at the end of summer 2021. For purposes of evaluating progress, we are comparing autumn 2020 to summer 2021 to analyse the effect of the latest lockdown on achievement, as well as quality of actions to support recovery</p> <p>PUPIL PREMIUM On track+ to meet age related expectations at end of key stage compared to Prior Attainment from previous key stage Summer 2021</p> <table border="1" data-bbox="443 689 1485 1088"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="4">Maths</th> <th colspan="4">Writing</th> <th colspan="4">Reading</th> </tr> <tr> <th>Previous Key stage</th> <th>Current on track+</th> <th>Previous Key stage</th> <th>Current Above</th> <th>Previous Key stage</th> <th>Current on track+</th> <th>Previous Key stage</th> <th>Current Above</th> <th>Previous Key stage</th> <th>Current on track+</th> <th>Previous Key stage</th> <th>Current Above</th> </tr> </thead> <tbody> <tr> <td>1 (14)</td> <td>64% (9)</td> <td>57% (8)</td> <td>0% (0)</td> <td>7% (1)</td> <td>50% (7)</td> <td>50% (7)</td> <td>0% (0)</td> <td>14% (2)</td> <td>50% (7)</td> <td>43% (6)</td> <td>0% (0)</td> <td>29% (4)</td> </tr> <tr> <td>2 (24)</td> <td>75% (18)</td> <td>58% (14)</td> <td>13% (3)</td> <td>4% (1)</td> <td>58% (14)</td> <td>29% (7)</td> <td>0% (0)</td> <td>0% (0)</td> <td>67% (16)</td> <td>42% (10)</td> <td>4% (1)</td> <td>29% (7)</td> </tr> <tr> <td>3 (27)</td> <td>67% (18)</td> <td>74% (20)</td> <td>11% (3)</td> <td>19% (5)</td> <td>44% (12)</td> <td>70% (19)</td> <td>8% (2)</td> <td>15% (4)</td> <td>63% (17)</td> <td>82% (22)</td> <td>4% (1)</td> <td>15% (4)</td> </tr> <tr> <td>4 (25)</td> <td>60% (15)</td> <td>60% (15)</td> <td>24% (6)</td> <td>12% (3)</td> <td>56% (14)</td> <td>36% (9)</td> <td>12% (3)</td> <td>4% (1)</td> <td>72% (18)</td> <td>68% (17)</td> <td>8% (2)</td> <td>4% (22)</td> </tr> <tr> <td>5 (23)</td> <td>65% (17)</td> <td>65% (15)</td> <td>17% (4)</td> <td>13% (3)</td> <td>65% (15)</td> <td>52% (12)</td> <td>4% (1)</td> <td>9% (2)</td> <td>61% (14)</td> <td>74% (17)</td> <td>13% (3)</td> <td>13% (3)</td> </tr> <tr> <td>6 (27)</td> <td>59% (16)</td> <td>56% (15)</td> <td>11% (3)</td> <td>15% (4)</td> <td>52% (14)</td> <td>56% (15)</td> <td>11% (3)</td> <td>4% (1)</td> <td>63% (17)</td> <td>63% (17)</td> <td>11% (3)</td> <td>22% (6)</td> </tr> <tr> <td></td> <td>65%</td> <td>62%</td> <td>13%</td> <td>12%</td> <td>54%</td> <td>49%</td> <td>6%</td> <td>8%</td> <td>63%</td> <td>62%</td> <td>7%</td> <td>19%</td> </tr> </tbody> </table> <p>Y1 to Y6 Summer 2021 % difference from last Key Stage</p> <p>Maths: -3% on track+ attainment (-1%) -1% exceeding attainment (+3%)</p> <p>Writing: -5% on track+ attainment (+1%) +1% exceeding attainment (=)</p> <p>Reading: -1% on track+ attainment (-5%) +12% exceeding attainment (+8%)</p> <p>Figures in brackets refer to difference to between Autumn 2020 & Summer 2021.</p> <p><i>NOTE: Although the number of PP pupils has increased in the last year, the table above compares all current PP pupils against their end of last key stage data (even if they were not PP at that time).</i></p> <p>The table above shows that overall the number of pupil premium pupils on track to achieve expected from their starting points has dipped slightly (more so in writing). Although this is not significant. The number of pupils achieving above expected is roughly the same but there has been a bigger increase in reading. It would seem that school actions have been able to maintain standards, despite pupils' education being continually disrupted this. Hopefully this data can be further improved next academic year where it is hoped that there are fewer disruptions. Specific year groups where there have been slight declines will be a focus for support next academic year.</p> <table border="1" data-bbox="448 1697 1477 1939"> <thead> <tr> <th rowspan="3">Y</th> <th colspan="6">Maths</th> </tr> <tr> <th colspan="2">PP</th> <th colspan="2">Not PP</th> <th colspan="2">Gap PP & Not PP</th> </tr> <tr> <th>Autumn 20</th> <th>Summer 21</th> <th>Autumn 20</th> <th>Summer 21</th> <th>Autumn 20</th> <th>Summer 21</th> </tr> </thead> <tbody> <tr> <td>1 (40)</td> <td>66% 10/15</td> <td>57% 8/14</td> <td>63% 17/27</td> <td>65% 17/26</td> <td>-3%</td> <td>-7%</td> </tr> <tr> <td>2 (52)</td> <td>52% 12/22</td> <td>58% 14/24</td> <td>87% 26/30</td> <td>90% 25/28</td> <td>-35%</td> <td>-32%</td> </tr> <tr> <td>3 (54)</td> <td>77% 20/26</td> <td>74% 20/27</td> <td>67% 20/30</td> <td>78% 21/27</td> <td>+10%</td> <td>-4%</td> </tr> <tr> <td>4 (49)</td> <td>54% 14/26</td> <td>60% 15/25</td> <td>92% 23/25</td> <td>88% 21/24</td> <td>-38%</td> <td>-28%</td> </tr> <tr> <td>5 (54)</td> <td>65% 15/23</td> <td>65% 15/23</td> <td>67% 22/33</td> <td>71% 22/31</td> <td>-2%</td> <td>-6%</td> </tr> <tr> <td>6 (62)</td> <td>63% 17/27</td> <td>56% 15/27</td> <td>71% 25/35</td> <td>74% 26/35</td> <td>-8%</td> <td>-18%</td> </tr> </tbody> </table>	Year	Maths				Writing				Reading				Previous Key stage	Current on track+	Previous Key stage	Current Above	Previous Key stage	Current on track+	Previous Key stage	Current Above	Previous Key stage	Current on track+	Previous Key stage	Current Above	1 (14)	64% (9)	57% (8)	0% (0)	7% (1)	50% (7)	50% (7)	0% (0)	14% (2)	50% (7)	43% (6)	0% (0)	29% (4)	2 (24)	75% (18)	58% (14)	13% (3)	4% (1)	58% (14)	29% (7)	0% (0)	0% (0)	67% (16)	42% (10)	4% (1)	29% (7)	3 (27)	67% (18)	74% (20)	11% (3)	19% (5)	44% (12)	70% (19)	8% (2)	15% (4)	63% (17)	82% (22)	4% (1)	15% (4)	4 (25)	60% (15)	60% (15)	24% (6)	12% (3)	56% (14)	36% (9)	12% (3)	4% (1)	72% (18)	68% (17)	8% (2)	4% (22)	5 (23)	65% (17)	65% (15)	17% (4)	13% (3)	65% (15)	52% (12)	4% (1)	9% (2)	61% (14)	74% (17)	13% (3)	13% (3)	6 (27)	59% (16)	56% (15)	11% (3)	15% (4)	52% (14)	56% (15)	11% (3)	4% (1)	63% (17)	63% (17)	11% (3)	22% (6)		65%	62%	13%	12%	54%	49%	6%	8%	63%	62%	7%	19%	Y	Maths						PP		Not PP		Gap PP & Not PP		Autumn 20	Summer 21	Autumn 20	Summer 21	Autumn 20	Summer 21	1 (40)	66% 10/15	57% 8/14	63% 17/27	65% 17/26	-3%	-7%	2 (52)	52% 12/22	58% 14/24	87% 26/30	90% 25/28	-35%	-32%	3 (54)	77% 20/26	74% 20/27	67% 20/30	78% 21/27	+10%	-4%	4 (49)	54% 14/26	60% 15/25	92% 23/25	88% 21/24	-38%	-28%	5 (54)	65% 15/23	65% 15/23	67% 22/33	71% 22/31	-2%	-6%	6 (62)	63% 17/27	56% 15/27	71% 25/35	74% 26/35	-8%	-18%
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Writing						
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Reading						
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6 (62)	67% 18/27	63% 17/27	77% 27/35	74% 26/35	-10%	-11%

As suggested previously, gaps remain in specific year groups. However, in the vast majority of cases the number of PP pupils on track has either increased or roughly stayed the same. The green highlighted rows above were areas of focus this academic year. Year 3 writing and Year 4 reading has shown some improvement. Year 4 gap between PP and non-PP pupils seems to have closed by 10%. Although the Year 5 gap appears to have widened due to the change in non-PP pupils, although the number of PP pupils on track remains the same. Again, it is very difficult to compare changes due to the disruptive year. Hopefully with a more settled year next year, this summer data can act as a new baseline. Next academic year, Year 2 & Year 4 have the biggest gaps and will be a focus for support and intervention.

To ensure that teaching, learning and assessment across the school is at least good with an increasing proportion outstanding and that this is impacting on PP achievement in all classes (particularly lower and higher achievers). Focusing on an appropriate supportive but challenging curriculum in all subject areas.

Monitoring this year has been limited due to restrictions and pandemic government guidance. However, subject leaders and SLT have completed work and planning scrutiny. They have also spent a lot of time ensuring that long/medium term planning is progressive and challenging. This has included working alongside year group teams, delivering CPD and supporting planning. The internal monitoring shows that teaching across school is at least good over time. Pupil premium pupils are monitored as an integral part of the monitoring.

Data analysis shows that there has been a general increase of pupil premium pupils on track to meet age related expectations when compared to data from autumn 2020. The only anomaly is in those achieving expected in reading. However, this is not significant. The biggest increases are in those pupil premium pupils who are achieving above expected. This is significant in reading with an extra 8% of pupil premium pupils now achieving above expected.

To support parents to increase attendance and punctuality by increasing engagement with children's learning and relevant support services.

This year, attendance is difficult to compare to previous years due to the pandemic. However, if simply looking at final attendance figures for 2020/2021, attendance for pupil premium pupils has risen to 94.9% which was 1.3% higher than last academic year. Minutes late for pupil premium pupils has reduced by 6,166 minutes to 1,759 minutes. This is likely to be due to the staggered start times. A significant amount of documented support has been given to a large number of families to ensure that pupils attend school. This has included home visits, bringing pupils into school, referrals to external agencies, school counsellor and early help referrals.

<p>To ensure socially and emotionally vulnerable pupil premium pupils are confident and secure within themselves and ready for learning, including appropriate provision is made for home learning (if needed).</p>	<p>Thrive is embedded and supporting vulnerable pupils (7 of the 9 pupils are pupil premium).</p> <p>Staff from Thrive, our school counsellor and our family liaison officer support all pupil premium pupils who are struggling to ensure that they are accessing education.</p> <p>Staffing and teaching in all year groups support pupils to access mainstream through specific support within mixed ability class, smaller class sizes and intervention groups/sessions.</p> <p>Key pastoral staff liaised and shared expertise with teachers and external agencies for the best possible outcomes for all vulnerable pupils.</p> <p>Over 60 devices were given to pupil premium pupils for home learning. They were also offered support with accessing home learning and also internet connectivity where necessary.</p>
<p>To financially support curriculum enrichment programmes for PP pupils including intervention groups, home learning, educational visits (where appropriate) and music tuition</p>	<p>Due to the pandemic and government guidance, there has been very little curriculum enrichment throughout school. All pupil premium pupils have been part of intervention groups led by teaching assistants at some point throughout the year and they have all attended weekly 30 minute catch up sessions led by their class teachers. There have been five pupils who have had subsidised musical tuition. As explained above, all pupil premium pupils were also supported with being able to fully access home learning and they were supported continually throughout the time they were not in school with at least weekly contact.</p>