

Pupil premium strategy statement

USWORTH COLLIERY PRIMARY SCHOOL

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Usworth Colliery Primary School
Number of pupils in school	336 pupils
Proportion (%) of pupil premium eligible pupils	153 pupils (46%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Gary Wright (Headteacher)
Pupil premium lead	Gary Wright (Headteacher)
Governor / Trustee lead	Alison Logan (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,200
Recovery premium funding allocation this academic year	£28,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£243,920

Part A: Pupil premium strategy plan

Statement of intent

At Usworth Colliery Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The cause and consequences of disadvantage are varied. Pupils eligible for the pupil premium grant are more likely to be lower attaining than other children. However, tackling disadvantage is not only about supporting lower attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have social workers, family workers, young carers and dealing with difficult family circumstances. The activities we have outlined in this statement are also intended to support their needs regardless of whether they are disadvantaged or not.

Ensure that consistently good teaching is the best method of improving outcomes for disadvantaged children. Using pupil premium to improve teaching quality benefits all students and has a particularly positive effect on pupils eligible for the grant. Whilst pupil premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching. Where possible we keep pupil to adult ratios low and all pupils are taught in single year groups. We have a very strong monitoring timetable which incorporates all leaders looking at a range of evidence. We utilise the outcomes of monitoring to inform CPD. This approach ensures quality teaching for all lies at heart of our school improvement plan.

Our strategy is also integral to wider plans for education recovery, notably using school based tutoring and also employing an academic tutor to support pupils whose education has been worst affected, including non-disadvantaged pupils.

Teachers and leaders combine findings from research with professional expertise to make decisions. Taking an evidence-informed approach to pupil premium spending can help schools to:

- Compare how similar challenges have been tackled in other schools.
- Understand the strength of evidence behind alternative approaches.
- Consider the likely cost-effectiveness of a range of approaches.
- Our leadership team consider research findings, including those of the EEF, and carefully consider practice that will enhance current practices.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>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.</p> <p>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</p>

	where no-one has higher education and many parents have low levels of literacy and numeracy.
2	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 2021, 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. 34% of pupils are identified with SEN (18% being significant).
3	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.
4	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 was 96%.
5	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.
6	Whilst school have maintained a high-level of support and teaching since the initial lockdown in 2020, the pandemic and missed schooling has inevitably had an impact upon achievement on pupil premium children. This has been particularly significant with children within KS1 in their initial years of schooling. However, great strides have been made since returning to school and achievement has improved. We are continually filling gaps in learning and this will continue. The challenge is with writing as this was the most difficult element of home learning to engage the pupil premium children as they had reduced support whilst writing during home learning and the lack of a teacher to provide immediate feedback. At the end of the summer term in 2021, 48% of pupil premium children achieved expected in writing across school whilst 64% of non-pupil premium children achieved expected. Internal monitoring and data shows that achievement in writing is the lowest of the core subjects for pupil premium pupils.
7	External data from 2019 shows that writing is the lowest performing for disadvantaged pupils when compared to reading and maths. Internal data also shows that there has been a steady decline in writing across school as a result of the lockdowns. Monitoring shows that when pupils are writing independently spelling and grammar learning is not applied appropriately (errors in common spelling and use of tense is particularly evident). Having spoken to staff about current concerns application of SPAG within independent writing was highlighted and this was evident in books.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To increase attainment in writing for pupil premium pupils through high quality teaching and modelling of spelling and grammar, as well as opportunities to effectively apply spelling and grammar rules independently.	KS2 writing and SPAG outcomes in 2024/25 show an increased number of disadvantaged pupils met the expected standard & the gap between pupil premium & non-pupil premium children is narrowed.
To provide interventions and tutoring for pupil premium pupils who require additional support to apply their learning independently in phonics, spelling, grammar and sentence structure.	As above.
To ensure socially and emotionally vulnerable pupil premium pupils are confident and secure within themselves and ready for learning	Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from pupil voice, pupil and parent surveys, teacher observations and external monitoring (SIP & governors).

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce class sizes across KS1 with all classes with 20 children or under.	EEF Toolkit recommends that the strategy of reduced class sizes can provide gains in attainment of 3 months	2, 3 & 6
Termly HAST diagnostic assessments to inform teaching of SPAG lessons and identifying individuals for intervention.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction (Assessing and monitoring pupil's progress – EEF)	2, 3, 6 & 7
<p>Staff CPD on good quality sentence combining and sentence construction techniques throughout curriculum. Ensure that this is explicit in progression planning documents. Monitor implementation and share good practice.</p> <p>Explicit spelling lessons and SPAG taught outside of literacy lessons. Gaps identified through formative assessments and sessions taught accordingly</p> <p>Identify and purchase spelling and grammar apps or website subscriptions to support learning in class.</p> <p>Staff CPD on no-nonsense spelling (integrated into scheme HFW and statutory spelling lists). CPD to include how to use the scheme extensively, motivating and engaging and supported by effective feedback.</p> <p>Links in literacy lessons to spelling which have been practiced and learnt. Lessons revisit spelling errors and strategies. Increased and appropriate opportunities to write are planned into</p>	<p>EEF guidance documents on Literacy in KS1 & KS2 suggest:</p> <p><i>“It is important to promote the basic skills of writing—skills that need to become increasingly automatic so that pupils can concentrate on writing composition. This includes the transcription skills of spelling and handwriting (or typing, where appropriate), as well as sentence construction. If these skills are slow or effortful then this will hinder progress in writing composition. High-quality practice is essential to develop fluent transcription skills.”</i></p> <p>Based upon a range of information available from data, internal and external monitoring, our curriculum content is effective. When children are being taught specific lessons or assessed in a spelling test on specific rules, the children are more successful than writing independently. This shows that the children struggle to access working memory when writing independently (simple view of writing). Therefore, approaches support application of skills throughout the day and curriculum.</p>	2, 3, 6 & 7

the wider curriculum (applying SPAG)		
All staff to access online training through National College CPD subscription. Some courses sign-posted to staff as a result of appraisal and staff can access independently	EEF – Pupil Premium Guidance states that using the pupil premium funding to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the pupil premium. Supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. All staff will receive tailored and targeted continuous professional development in approaches to specific aspect of their teaching.	2, 3 & 6
DHT 0.8 non-class based with focus on teaching and learning across school, including staff CPD, monitoring, etc. Termly pupil progress meetings identify pupils who need extra support through intervention or focus in the classroom. Staffing allocated accordingly.	Monitoring the effectiveness and quality of teaching is vital to school improvement and inevitably impact on attainment for pupil premium pupils. A clear structure of accountability and monitoring is in place to ensure that activities set out in this strategy are implemented effectively.	1, 2, 3, 4, 5 & 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:2 school led tutoring for Year 5 & 6 (covering at least 1210 hours for over 120 children – 10 weeks x 1 hour) focusing on spelling, grammar and sentence structure. Interventions planned for based on formative assessment with overall aim of pupils being able to apply learning independently.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one (impact of 5 months gain in attainment) and in small groups (impact of 4 months gain in attainment).	2, 3, 6 & 7
Academic tutor for reception and KS1 to provide small group tuition based on phonics and reading tailored to the needs of individual children. Interventions planned for based on formative assessment.	See above.	2, 3, 6 & 7
Weekly after-school small group 'catch up tuition (up to 5 pupil premium pupils in each group) led by	Research evidence on interventions suggests that they should be led where possible by qualified teachers. Work	2, 3, 6 & 7

teachers. All pupils attend one session each week.	will be based on individual needs assessed within lessons.	
Allocate Teaching Assistants across school to support in classes and deliver immediate/planned intervention. Implement targeted booster/ intervention sessions led by Level 3 Teaching Assistants for EYFS, KS1 and KS2 for pupil premium pupils, including NELI, BLAST 1 & 2, Phonics, handwriting, Inference and Fresh Start.	<p>The work from immediate intervention will also be linked very closely to the work in the classroom, including improving and extending learning with an aim for the children to apply their learning independently (EEF Guidance report – Making best use of teaching assistants).</p> <p>Effective teaching assistant interventions show an impact of 4 months gain in attainment (EEF toolkit)</p> <p>There is a strong evidence base that suggests oral language interventions, such as NELI and BLAST, are inexpensive to implement with high impacts on reading. This approach shows an impact of 6 months gain in attainment. (EEF toolkit)</p>	2, 3, 6 & 7
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.	This approach shows an impact of 2 months gain in attainment. (EEF toolkit)	2, 3, 6 & 7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ Thrive teacher/ behaviour specialist, a part-time teaching assistant and 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. Embed Thrive principles through whole school behaviour policy.	<p>Both targeted interventions and universal approaches can have positive overall effects (impact of 4 months gain in attainment – EEF toolkit).</p> <p>The pupils within the setting are continually taught in small groups (impact of 4 months gain in attainment – EEF toolkit).</p>	1, 2, 4, 5 & 6
Maintain and fund free breakfast for PP children – proportion of funding used for staffing and food (other pupils funded through main	An EEF report stated 'The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have 14 clear benefits to	1 & 5

<p>budget). All children access to toast on arrival.</p>	<p>pupils. In addition to the positive attainment impact found for pupils in Year 2, the independent evaluation also found both improved attendance and behaviour in schools. Most importantly, breakfast clubs help ensure that no child has to learn when they're hungry.' We will allocate some of our pupil premium funding to support the additional costs of our free breakfast club. Our breakfast club is vital to support our pupils and families linked to many of the challenges outlined above</p>	
<p>Continue to fund counsellor within school supporting our most vulnerable children and families (2 days per week).</p>	<p>Efforts to promote social and emotional learning (SEL) is especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their peers. EEF Social and Emotional Learning document.</p>	<p>1, 4 & 5</p>
<p>Maintain and partially fund the role of Family Liaison Officer to work alongside families with persistent attendance or punctuality concerns as well as issues with mental health and well-being.</p>	<p>Following principles set out in the DfE's guidance – Improving school attendance. This has been informed by engagement with schools that have significantly reduced levels of absences and persistent absence.</p>	<p>1, 4 & 5</p>
<p>Develop new initiatives to engage pupils/ families with attendance and punctuality, particularly those with persistent absence.</p>	<p>As above.</p>	<p>1, 5 & 6</p>
<p>Counsellor, Family Liaison Officer, Thrive Teacher and Safeguarding leads form pastoral team to monitor individual pupils, impact of work and plan further actions.</p>	<p>See all elements above.</p>	<p>1, 5 & 6</p>

Total budgeted cost: £244,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

NOTE: Due to school closure during lockdown, the final review of the strategy is for the two terms that we were in school (autumn 2020 and summer 2021). The data provided is teacher assessment for the end of the summer term 2021 as no end of key stage data or national data is available. Due to lockdown and introduction of free school meal vouchers, the number of pupil premium children significantly increased. This data includes all pupil premium children at the end of the summer term.

Desired Outcomes																																																																																																																																
	Desired outcomes and how they will be measured				Success Criteria																																																																																																																											
A	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.				The overwhelming majority of PP pupils to make at least expected progress in selected year groups compared to previous key stage results (a minority to make better than expected progress). The percentage of PP pupils who meet age related expectations by the end of KS2 will increase by 5%.																																																																																																																											
<p>Evaluation</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"> <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% (2)</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>													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% (2)	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%
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Desired Outcomes

Figures in brackets refer to difference to between Autumn 2020 & Summer 2021.

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).

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.

Pupil premium and non-pupil premium children on track+ to meet age related expectations at the end of the key stage.

Comparison from end of autumn 2020 to end of summer 2021.

Maths

Y	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%

Writing

Y	PP		Not PP		Gap PP & Not PP	
	Autumn 20	Summer 21	Autumn 20	Summer 21	Autumn 20	Summer 21
1 (40)	40% 6/15	50% 7/14	41% 11/27	50% 13/26	-1%	=
2 (52)	35% 8/22	29% 7/24	73% 22/30	64% 18/28	-28%	-35%
3 (54)	65% 17/26	70% 19/27	63% 19/30	67% 18/27	+2%	+3%
4 (49)	46% 12/26	36% 9/25	80% 20/25	75% 18/24	-34%	-39%
5 (54)	52% 12/23	52% 12/23	61% 20/33	71% 22/31	-9%	-19%
6 (62)	67% 18/27	56% 15/27	77% 27/35	58% 21/35	-10%	-2%

Reading

Y	PP		Not PP		Gap PP & Not PP	
	Autumn 20	Summer 21	Autumn 20	Summer 21	Autumn 20	Summer 21
1 (40)	33% 5/15	43% 6/14	30% 8/27	58% 15/26	+3%	-15%
2 (52)	39% 9/22	42% 10/24	77% 23/30	79% 22/28	-38%	-37%
3 (54)	77% 20/26	82% 22/27	80% 24/30	78% 21/27	-2%	+4%
4 (49)	62% 16/26	68% 17/25	92% 23/25	88% 21/24	-30%	-20%
5 (54)	65% 15/23	74% 17/23	73% 24/33	77% 24/31	-8%	-3%
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.

B

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.

Teaching, learning and assessment across the school will be at least good overtime ensuring an increasing number of pupils eligible for PP across the school will meet age related expectations at key benchmarks and overwhelming majority have made at least good progress from their starting points.

Desired Outcomes

	<p><u>Evaluation</u> 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.</p> <p>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,</p>	
C	<p>To support parents to increase attendance and punctuality by increasing engagement with children’s learning and relevant support services.</p>	<p>Persistent absenteeism to decrease. Number of minutes late recorded will decrease by 20% and attendance of PP children will rise to 96+%.</p>
	<p><u>Evaluation</u> 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 counselor and early help referrals.</p>	
D	<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>The vast majority of the most vulnerable pupils are supported to access learning in mainstream classrooms through tailored support and where necessary support from outside agencies. All pupil premium children have access to appropriate home learning (if needed).</p>
	<p><u>Evaluation</u> Thrive is embedded and supporting vulnerable pupils (7 of the 9 pupils are pupil premium). 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. 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. Key pastoral staff liaised and shared expertise with teachers and external agencies for the best possible outcomes for all vulnerable pupils. 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>	
E	<p>To financially support curriculum enrichment programmes for PP pupils including intervention groups, home learning, educational visits (where appropriate) and music tuition.</p>	<p>PP pupils access at least two programmes throughout the year, including extra-curricular and intervention.</p>
	<p><u>Evaluation</u> 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>	