



### Number of pupils and pupil premium pupils

Total number of pupils on roll	300
Number of children who receive Pupil Premium Grant	39

### Context of Pupil Premium pupils

- 23 girls, 16 boys = 13%
- Reception = 11, Y1 = 5, Y2 = 6, Y3 = 6, Y4 = 11
- LAC = 5, FSM = 32, Forces children = 2
- 4 out of 39 have Special Educational Needs and/or disabilities (SEND). 2 have significant SEND/ESBD and EHCP assessments.
- Due to a family adoption one child has support from a social worker.
- 24 out of 39 of our PP children are from split families. Of the 15 PP children living with both parents in the same house, 4 are LAC.

## Attainment and Progress

### EYFS:

#### Reception Attainment at CP4 (% at or above expected standard)

	LAA	UND	SPE	MAH	HAC	SCA	MFB	MRE	REA	WRI	NUM	SSM	PAC	WOR	TEC	EMM	IMA
Pupil Premium	91%	91%	91%	100%	100%	100%	82%	100%	91%	91%	100%	100%	100%	100%	100%	100%	100%
All	85%	87%	80%	90%	95%	95%	92%	95%	80%	78%	92%	85%	98%	92%	98%	97%	95%

#### Reception Progress from baseline to CP4 (3 points progress expected)

	LAA	UND	SPE	MAH	HAC	SCA	MFB	MRE	REA	WRI	NUM	SSM	PAC	WOR	TEC	EMM	IMA
Pupil Premium	3.2	3.1	3.2	3.3	3.1	3.2	3.2	3.1	3.2	3.2	3.1	3	3.1	3.1	3	3	3
All	3	3.1	3.1	3.2	3.1	3.1	3.3	3.1	3.1	3.1	3.1	3	3.2	3	3	3.1	3.1

### EYFS - National Picture

71% of all EYFS children nationally achieved a good level of development.

57% of EYFS children nationally eligible for free school meals achieved a good level of development.

## Year 1

DATA SNAPSHOT YEAR 1:	Aut	Spr	Sum		National Average (previous year)
Attainment	72%	73%		Year 1: % attaining expected or above in Reading	75
	60%	60%		Year 1: % PP attaining expected or above in Reading	62
	68%	68%		Year 1: % attaining expected or above in Writing	69
	60%	40%		Year 1: % PP attaining expected or above in Writing	55
	77%	80%		Year 1: % attaining expected or above in Maths	76
	80%	80%		Year 1: % PP attaining expected or above in Maths	62
	77%	80%		Year 1 phonics screening (on track for ARE)	84
	40%	60%		Year 1 phonics screening (PP children on track for ARE)	71

	Aut	Spr	Sum		Target
Progress	82%	85%		Year 1: % making expected or above progress in Reading	90%
	80%	80%		Year 1: % PP making expected or above progress in Reading	
	82%	82%		Year 1: % making expected or above progress in Writing	
	80%	60%		Year 1: % PP making expected or above progress in Writing	
	87%	92%		Year 1: % making expected or above progress in Maths	
	100%	100%		Year 1: Pupil Premium bands progress in Maths	

### Phonic Screening check – National Picture

In 2019, 71% of disadvantaged pupils met the phonics standard in year 1 compared to 84% of all other pupils.

## Year 2

DATA SNAPSHOT Year 2:	Aut	Spr	Sum		National Average (previous year)
Attainment	77%	73%		Year 2: % attaining expected or above in Reading	75
	33%	33%		Year 2: % PP attaining expected or above in Reading	62
	68%	63%		Year 2: % attaining expected or above in Writing	69
	33%	17%		Year 2: % PP attaining expected or above in Writing	55
	70%	72%		Year 2: % attaining expected or above in Maths	76
	33%	33%		Year 2: % PP attaining expected or above in Maths	62
	%	%		Year 2: Phonics screening retakes to achieve ARE	

	Aut	Spr	Sum		Target
Progress	80%	75%		Year 2: % making expected or above progress in Reading	90%
	50%	50%		Year 2: % PP making expected or above progress in Reading	
	78%	63%		Year 2: % making expected or above progress in Writing	
	83%	33%		Year 2: % PP making expected or above progress in Writing	
	82%	73%		Year 2: % making expected or above progress in Maths	
	100%	66%		Year 2: % PP making expected or above progress in Maths	

### End of Key Stage 1 – National Picture

In reading, 75% of pupils met the expected standard in 2019.

In maths, 76% met the expected standard in 2019.

In writing, 69% of pupils met the expected standard in 2019.

### Year 3

DATA SNAPSHOT Year 3:	Aut	Spr	Sum		National Average (previous year)
Attainment	78%	82%		Year 3: % attaining expected or above in Reading	73%
	67%	67%		Year 3: % PP attaining expected or above in Reading	62%
	67%	68%		Year 3: % attaining expected or above in Writing	78%
	33%	33%		Year 3: % PP attaining expected or above in Writing	68%
	72%	74%		Year 3: % attaining expected or above in Maths	79%
	50%	33%		Year 3: % PP attaining expected or above in Maths	67%

	Aut	Spr	Sum		Target
Progress	78%	90%		Year 3: % making expected or above progress in Reading	90%
	50%	67%		Year 3: % PP making expected or above progress in Reading	
	72%	80%		Year 3: % making expected or above progress in Writing	
	50%	67%		Year 3: % PP making expected or above progress in Reading	
	77%	75%		Year 3: % making expected or above progress in Maths	
	67%	33%		Year 3: % PP making expected or above progress in Maths	

### Year 4

DATA SNAPSHOT Year 4:	Aut	Spr	Sum		National Average (previous year)
Attainment	75%	72%		Year 4: % attaining expected or above in Reading	73%
	64%	64%		Year 4: % PP attaining expected or above in Reading	62%
	70%	69%		Year 4: % attaining expected or above in Writing	78%
	64%	55%		Year 4: % PP attaining expected or above in Writing	68%
	67%	66%		Year 4: % attaining expected or above in Maths	79%
	55%	55%		Year 4: % PP attaining expected or above in Maths	67%
	27%	27%		Year 4: On track for ARE in multiplication test	

	Aut	Spr	Sum		Target
Progress	78%	81%		Year 4: % making expected or above progress in Reading	90%
	82%	82%		Year 4: % PP making expected or above progress in Reading	
	78%	76%		Year 4: % making expected or above progress in Writing	
	73%	55%		Year 4: % PP making expected or above progress in Writing	
	71%	73%		Year 4: % making expected or above progress in Maths	

	82%	82%		Year 4: % PP making expected or above progress in Maths	
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**End of Key Stage 2 – National Picture**

In writing TA, 78% of pupils reached the expected standard in 2019.

In reading, 73% of pupils reached the expected standard in 2019.

In maths, 79% of pupils reached the expected standard in 2019.

In GPS, 78% of pupils reached the expected standard in 2019.

## Summary of Pupil Premium Spending

### Objectives in spending PPG:

- Improved Listening and Attention progress/outcomes for Reception PP children. For one reception child to make 5 points progress in the 'Understanding' strand.
- PP children to feel happier at school and more able to focus on learning.
- Improved progress in English and Maths for PP children including: fluency in reading and decoding words, improved confidence in spelling and phonics, understanding of place value and number order.
- PP pupils to become better at managing feelings and behaviour.
- PP more able writers to achieve 'exceeding' level at the end of the year.
- Improved fine motor skills. Visible improvement in handwriting and presentation of work for KS1 and KS2 children.
- Children to write using correct tenses.
- More PP pupils to take up the option of enrichment provision after school and breakfast club. For more PP pupils to access peripatetic music lessons.
- All PP pupils to have some additional educational resources at home, appropriate school uniform and the same opportunities to take part in Educational Visits.
- PP pupil's attendance to be the same as or higher than non PP pupils.
- Parents of PP pupils to feel confident and comfortable in using school to improve parenting skills. For pupils to access the same or more reading/homework opportunities than non PP pupils.

### Summary PPG actual spending:

*Due to the national lockdown of schools as a result of Covid 19, there has been limited time to put all measures into place and see the outcomes of others. In some cases, less money was spent on PP than anticipated (e.g. the external music service, cancelled CPD events, cancelled trips and not paying the school councillor). In other cases, money was spent on staffing which could not be used as effectively as we would have liked to support the needs of our PP children.*

#### **Quality of teaching for all:**

Engaging lessons monitored through lesson drop in's and book scrutinies.

**£800** on x 5 teachers attending new to Year 2, Reception and new to LKS2 courses.

**£2400** Power of Reading Training

#### **Learning interventions to support specific needs and narrow the gap:**

Small group interventions run by teachers & DHT. Specific, individualised targets set by class teachers who know children best and outcomes and progress monitored regularly.

Wellcom screen and sessions carried out by Rec staff

Intervention cost - Average teacher wage for x 5 afternoons = £50% of wage = **£16,300**

Small group and 1-1 interventions run by TA. Specific, individualised targets set by class teachers who know children best and outcomes and progress monitored regularly.

Lego Therapy has run with Rec and Y1 children to encourage the development of listening skills, turn taking skills, attention, resilience, patience, perseverance and problem solving.

Intervention support 8 afternoons of TA time **£12,285**

**Emotional well-being of Pupil Premium children enabling them to access learning:**

Systematic and consistent use of behaviour system across school.

Certificates used for positive praise.

School Councillor has supported some PP children in individual sessions.

**Enrichment opportunities:**

PP children have been able to access after school enrichment clubs free of charge. 17 children accessed this over the course of the year. = **Autumn costs £1622.50, Spring costs £1177.50, Summer costs £0.00 due to Covid**

7 PP children (out of 17 PP KS2 pupils) have accessed subsidised music lessons during their time in school = **£770.00**

PP families received school uniform = **£1012**

Trips for PP children were paid for using PP funding = **£277.20**

**Income and expenditure**

<b>INCOME</b>	<p><i>We currently only receive funding of <b>£31,000</b> due to the funding formula being based on the previous year's census and therefore not recognising pupil premium pupils in our Reception cohort and the new children to Year 1 and 2. However, we are fully committed to supporting these children and therefore our expenditure will be higher than our income for these pupils.</i></p> <p style="text-align: right;"><b>Income = £31,000</b></p>						
<b>2019/2020</b>							
	<b>Uniform and Educational visits</b>	<b>Enrichment Clubs</b>	<b>Music lessons</b>	<b>CPD for staff</b>	<b>1-1 support and small group interventions and Learning Mentor Time</b>	<b>School Councillor</b>	<b>Total</b>
<b>Total</b>	£1289	£2800	£770	£3200	£28,585	£2000	<b>£38,644.20</b>

## **Outcomes for PPG pupils:**

In Reception, PP children achieved higher outcomes than the cohort as a whole by mid-March in almost all curriculum areas (with the exception of 'Managing Feelings and Behaviour'). In most areas, PP children made better progress during the year than non- PP children.

In Y1 PP children were achieving lower results and making less progress in English. In Maths, attainment and progress was similar to the general cohort. In Y2 progress and attainment was lower in all key areas. However it is important to note we have no data to demonstrate children's achievement and progress from mid- March due to school shut downs.

In Y3, attainment and progress were lower for PP children than for the cohort as a whole by mid-March. In Y4, attainment was lower for PP children. In Reading, the progress rates of PP children were similar to that of the whole cohort. Rates of progress for PP children were lower in Writing but markedly higher in Maths. Again no data was collected from mid-March so it is impossible to see how these children may have progressed in the second half of the school year.

The attendance of PP children is 95.91%. This is compared to whole school attendance of 96.92%.

44% of Pupil Premium Pupils have attended at least one after school Enrichment club this year (compared to 57% of non PP pupils)

100% of PP parents attended Parents evening this year.

74% of PP parents/wider family members have attended at least one Inspire Workshop this year, sharing learning with their child. Many inspire workshops were cancelled due to Covid 19.

## **Actions for next year's PPG spending:**

Timely assessments to measure the impact of lockdown on children's attainment compared to age related expectations.

Tutoring sessions run by KS & NS.

Regular planned meetings with class teachers to discuss the impact of tutoring sessions.

Use of pre-teaching and 'wobbly wallet' (catch up and stay up)

Phonic interventions

Teachers with 'specialisms' to work with groups of PP children (Sport / Technology)

After school booster groups and homework clubs.

Family support worker to begin role, work with families and run nurture groups.

School councillor to work with identified individuals.

Specialist Teaching Service – individual pupil assessments and ongoing work

Educational Psychologist support and assessments

Welcomm – Speech and Language assessments and interventions



Lego therapy and other social support interventions

Lunchtime club for those pupils with SEMH needs

Increased level of support for RQTs and NQTs entering the profession.

Attachment training (two twilight sessions and one staff meeting in Autumn term)

Educational visits and school residential

School Uniform (branded items only as more expensive than generic items)