

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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 – September 2024

Detail	Data
School name	St Mary's CE Primary School
Number of pupils in school	617 – inc Nursery 669 – Rec-Yr6
Proportion (%) of pupil premium eligible pupils	138/617 22.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022 September 2023 September 2024
Statement authorised by	Mrs Pamela O'Brien
Pupil Premium lead	Mrs Zoe Brotherston
Governor / Trustee lead	Mrs Rupa Sidpara

Funding overview – September 2024

Detail	Amount
Pupil premium funding allocation this academic year	£206,332
Recovery premium funding allocation this academic year	£17,358
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£223,690

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's it is our intention that all pupils make good progress and achieve high attainment across the curriculum. This is irrespective of background, academic ability or the challenges they face in their day to day lives. Our Pupil Premium Strategy focuses on supporting those children identified as disadvantaged to achieve in line with their peers. We will focus on key challenges that are preventing our disadvantaged pupils from attaining equally well. Our approach will be responsive to both common challenges and our pupils' individual needs.

Quality first teaching is at the centre of our School Development Plan and Pupil Premium Strategy. Evidence (EEF) shows that this has the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged pupils. We intend to place priority on CPD for teachers and support staff to consistently raise the quality of wave 1 provision for our pupils and in turn non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our PPG strategy plays an integral part to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils and a long term plan for School Led Tuition through the Recovery Premium.

Our approach will be responsive to common challenges and individual needs, rooted in formative and summative assessment, not assumptions about the impact of disadvantage. Research, school data and Parent/Pupil voice have highlighted that common barriers to learning for disadvantaged pupils can include, but are not limited to:

- Lower attendance
- Lack of resources
- Weaker language skills
- Parental engagement and support

We adopt a whole school approach at St Mary's, in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. We will measure the impact of the PPG spend at least annually. We will continue to focus on diminishing differences between our disadvantaged pupils and those not in receipt of the funding. The usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. At the end of each academic year the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase.

The approaches we have adopted complement each other to help disadvantaged pupils make good or accelerated progress. To ensure they are effective we will:

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes
- raise expectations of what they can achieve
- build strong and supportive relationships with parents/carers

Challenges – Further review to be added September 2024

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

Challenge number	Detail of challenge																																													
1	<p>Narrowing the attainment gap across reading, phonics, and maths between disadvantaged and non-disadvantaged pupils.</p> <p>Whole school data shows a significant gap between the attainment of PPG and non-PPG pupils. In some year groups less than 20% of PPG pupils reached the Expected level for Reading and Maths. Our PSC data for 2020/21 shows that year 1 PPG pupils achieved below the national average of 75%.</p> <p>End of year attainment– those assessed at Expected or Above</p> <p>Year 6</p> <table border="1"> <thead> <tr> <th>91 PUPILS</th> <th>READING</th> <th>MATHS</th> </tr> </thead> <tbody> <tr> <td>PPG/NON PPG</td> <td>35%/69%</td> <td>20%/68%</td> </tr> <tr> <td>20/71</td> <td>7/49</td> <td>4/48</td> </tr> </tbody> </table> <p>Year 5</p> <table border="1"> <thead> <tr> <th>88 PUPILS</th> <th>READING</th> <th>MATHS</th> </tr> </thead> <tbody> <tr> <td>PPG/NON PPG</td> <td>28%/57%</td> <td>12%/60%</td> </tr> <tr> <td>25/63</td> <td>7/36</td> <td>3/38</td> </tr> </tbody> </table> <p>Year 4</p> <table border="1"> <thead> <tr> <th>88 PUPILS</th> <th>READING</th> <th>MATHS</th> </tr> </thead> <tbody> <tr> <td>PPG/NON PPG</td> <td>41%/64%</td> <td>30%/59%</td> </tr> <tr> <td>27/61</td> <td>11/39</td> <td>8/36</td> </tr> </tbody> </table> <p>Year 3</p> <table border="1"> <thead> <tr> <th>88 PUPILS</th> <th>READING</th> <th>MATHS</th> </tr> </thead> <tbody> <tr> <td>PPG/NON PPG</td> <td>58%/68%</td> <td>37%/68%</td> </tr> <tr> <td>19/69</td> <td>11/47</td> <td>7/47</td> </tr> </tbody> </table> <p>Year 2</p> <table border="1"> <thead> <tr> <th>82 PUPILS</th> <th>READING</th> <th>MATHS</th> </tr> </thead> <tbody> <tr> <td>PPG/NON PPG</td> <td>50%/59%</td> <td>47%/71%</td> </tr> <tr> <td>19/63</td> <td>8/37</td> <td>9/45</td> </tr> </tbody> </table>	91 PUPILS	READING	MATHS	PPG/NON PPG	35%/69%	20%/68%	20/71	7/49	4/48	88 PUPILS	READING	MATHS	PPG/NON PPG	28%/57%	12%/60%	25/63	7/36	3/38	88 PUPILS	READING	MATHS	PPG/NON PPG	41%/64%	30%/59%	27/61	11/39	8/36	88 PUPILS	READING	MATHS	PPG/NON PPG	58%/68%	37%/68%	19/69	11/47	7/47	82 PUPILS	READING	MATHS	PPG/NON PPG	50%/59%	47%/71%	19/63	8/37	9/45
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Year 1

90 PUPILS	READING	MATHS
PPG/NON PPG	60%/77%	65%/86%
20/70	12/54	13/60

Phonics – Yr 1 and 2

PSC results 2020-21 Year 1

	Year 1 32+
Whole cohort (Including EG who did not participate)	67% 60/89
Stable cohort (Not including new arrivals this academic year)	69% 52/75
PPG	58% 11/19

PSC results 2020 Year 2

	Year 2 32+
Whole cohort	73/88 83%
Stable cohort (Not including new arrivals this academic year)	73/84 87%
PPG (19)	14/19 74%

2

Negative impact of school closure due to Covid-19 on education, mental health and wellbeing of disadvantaged pupils.

Current data (Aut 2021) for ELSA/MH support:

	Whole School	PPG
School Action	67	23 (34%)
Early Help	54	26 (48%)
Child Protection	8	6 (75%)
Mental Health	22	5 (20%)
ELSA	35	27 (77%)
CiN	9	2 (22%)

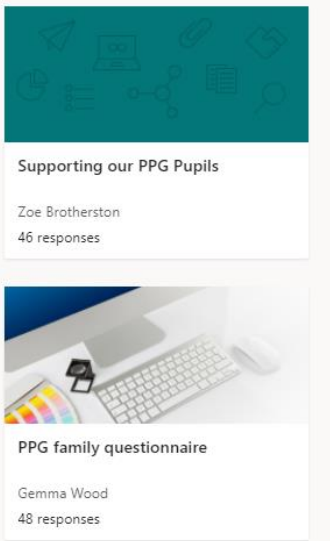
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Low attendance and punctuality issues which negatively impact disadvantaged pupils progress.

Period: 01/09/2020 AM to 21/07/2021 PM

Whole School Percentages

	Pupils in group	Attendances
Pupil Premium	172	86.25
Not Pupil Premium	588	91.86

4	<p>Limited parental support and engagement.</p> <p>Recent parent questionnaire responses – 46/156 (29%) and 48/156 (31%)</p> 
5	<p>Limited experiences and enrichment opportunities beyond home life.</p>

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
<p>To significantly narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils – Reading and Phonics</p>	<p>PSC attainment for PPG pupils will be closer to the national average and in line with non-disadvantaged peers.</p> <p>Formal assessments of reading across the school shows accelerated progress for PPG pupils.</p> <p>Attainment for disadvantaged pupils to be in line with non-disadvantaged peers.</p> <p>PPG pupils working below ARE identified quickly through regular assessment and PPMs.</p> <p>Targeted intervention put in place and monitored and shows positive impact.</p>
<p>To significantly narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils – Maths</p>	<p>Formal assessments of maths across the school shows accelerated progress for PPG pupils.</p> <p>Attainment for disadvantaged pupils to be in line with non-disadvantaged peers.</p> <p>PPG pupils working below ARE identified quickly through regular assessment and PPMs.</p> <p>Targeted intervention put in place and monitored and shows positive impact.</p>

To ensure attendance and punctuality of disadvantaged pupils is in line with peers and that persistent absence is reduced.	The attendance for PPG pupils will be much improved and closer to national average. Attendance for disadvantaged pupils will be in line with their peers. Attendance of PPG pupils will be regularly monitored and analysed alongside and separately from non-disadvantaged pupils to highlight any persistent absences quickly.
To provide emotional well-being and behavioural support for disadvantaged pupils.	Pre and post assessments completed by ELSAs will show positive impact of support. Pupils will be more able to engage in learning as a result of having their emotional needs met. Teachers and ELSAs will swiftly identify pupils requiring additional SEMH support and this will be personalised and targeted to the individual.
To enhance pupils' cultural capital by providing a breadth of curriculum and wider school experiences.	Opportunities are planned for pupils to access a variety of cultural and diverse experiences, including visits to places of cultural importance both locally and outside of the local community. Pupils are able to make reference to these experiences throughout the curriculum.
To increase positive parental engagement.	Parents will be well informed and have an active and open dialogue with staff – teachers, office staff, SLT and the Inclusion team.

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: £ 72,500

Activity (inc costings where possible)	Evidence that supports this approach	Challenge number(s) addressed
WalkThrus PPG Certificate ECT Mentors RWInc	Evidence shows that Quality First Teaching has a high impact on pupil's progress and attainment. It is for this reason we place this at the core of our School Development Plan and Pupil Premium Strategy. A 3 year CPD program has been planned using a research-based WALKTHRU resources. This will ensure a consistent and whole school approach to high quality teaching. A full training, consolidation and monitoring cycle is planned and in motion since Oct 2021. EEF, research-based, guidance has been followed closely to ensure this approach to CPD adheres to the recommendations in this research. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2

RWInc	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’ (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2
Support Staff Development	<p>Alongside whole school WALKTHRU CPD we will also be placing a focus on an intensive year long program of Support Staff development – including TAs, LSAs and EYPs. This is to ensure Support Staff play an active and positive role in supporting learning and that we have a more consistent approach to intervention.</p> <p>‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress.’ (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 2
Reading specialist teacher 0.6 £25,000	<p>Evidence from the EEF provides support for the deployment of a Reading Specialist Teacher to raise standards in teaching and to increase high quality intervention of reading comprehension across the school to support our disadvantaged pupils.</p> <p>‘The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.’ (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>See also evidence from EEF supporting the use of Small Group Tuition.</p> <p>‘The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year’ (EEF).</p> <p>‘Low attaining pupils particularly benefit from small group tuition’ (EEF).</p>	1, 2, 4

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>

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

Budgeted cost: £72,500

Activity (inc costings where possible)	Evidence that supports this approach	Challenge number(s) addressed
1:1 reading support – across school	Evidence from the EEF shows that tuition targeted at specific needs and knowledge gaps is an effective method to support low attaining pupils or those falling behind, both one to one and in small groups.	1, 2, 4
White Rose Online Tuition – Yrs 4 and 5 – Maths focus £10,000	‘The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year’ (EEF).	1, 2
Yr 5/6 booster clubs – inc CGP resources	‘Low attaining pupils particularly benefit from small group tuition’ (EEF).	1, 2
After school tuition – Yrs 1-6 – Reading focus (Friday PM) and Maths focus (Tues/Wed/Thurs after school)	Small group tuition is defined as one teacher or professional educator working with 2-8 pupils in a group. This arrangement enables the educator to focus exclusively on a small number of learners. Intensive tuition in small groups will be provided to support lower attaining learners in the first instance. Summer term tuition will be aimed at those working at Expected to Greater Depth to provide more opportunity to teach challenging topics or skills. EEF evidence indicates that one to one tuition can also be very effective. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2
Numicon packs - EYFS/Yr1 £200	The supply of Numicon resources for families ensures that all children have equal access to resources at home to enable them to practice and consolidate learning.	1, 5

	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches	
PPG Targeted library time – after school x2 sessions a week £1,000	See below for evidence supporting actively involving and supporting parents to engage in their child’s learning and progress. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 4, 5
Chromebooks – inc Computer Care £22,000	Feedback from pupils, parents and teachers has highlighted the need for digital support for our disadvantaged families. Engagement during the first lockdown and for online homework is lower than that of their peers (teacher assessment). Parents have shared through surveys and communication that they struggle to provide and upkeep digital devices that would ensure their children had equal access to remote learning, online research and online homework platforms.	1, 2, 5
Academic subscriptions – inc Mathletics and Reading Eggs £12,500	‘Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.’ (EEF) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 2, 4, 5

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

Budgeted cost: £50,000

Activity (inc costings where possible)	Evidence that supports this approach	Challenge number(s) addressed
ELSA – x2 support staff delivering ELSA across the school	The evidence provided supports the decision to include a variety of Social and Emotional interventions and support. These interventions may include: <ul style="list-style-type: none"> School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning – Family Support Worker Universal programmes which generally take place in the classroom with the whole class – such as, the Choices Program 	2
Inclusion Team support £20,000		
Family Support Worker £20,000		2, 3, 4

<p>Pyramid club and Choices Program</p>	<ul style="list-style-type: none"> • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs – ELSA <p>‘Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.’ (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5</p>
<p>Attendance Officer £1,000</p>	<p>Whole school data shows that PPG pupils have significantly lower attendance in comparison to their peers. Targeted intervention from our Attendance Officer is in place to swiftly address those with persistent absence.</p>	<p>3, 4</p>
<p>Parents coffee mornings £500</p>	<p>The evidence provided refers to teachers and schools actively involving parents and families with supporting their child’s learning. This includes:</p>	<p>4</p>
<p>Parent workshops – maths and English £1000</p>	<ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. <p>‘Parental engagement in early years’ education is consistently associated with children’s subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months’ progress over the course of a year.’ (EEF)</p> <p>‘Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.’ (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>4</p>
<p>Uniform support Subsidised Sports Clubs Subsidised Trips Stationary to support</p>	<p>EEF toolkit shows that enrichment in the form of sports, arts, outdoor adventure learning are shown to have +2 to +4 months impact.</p> <p>It is important that as a school we do all we can to set our pupils up for success by supporting families in supplying necessary equipment for children to equally access their</p>	<p>5</p>

completion of homework	education. Not all family, especially those eligible for PPG, have the financial stability to supply their child with the proper school equipment to succeed and no child should be disadvantaged because of this.	
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Total budgeted cost: £ 195,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our Pupil Premium strategy and actions had on pupils in the 2020 to 2021 academic year. Our review of the impact of PPG provision 2020/21 has been based on limited whole school data and has been written in collaboration with subject leads. We have used a RAG (Red, Amber, Green) rating system against our Impact/Outcome measure and where possible provided context and data to support these ratings.

INTENT	IMPLEMENT	IMPACT/OUTCOME – RAG Review Sept 2021	Budget
<p>Pastoral support To raise self-esteem, behaviour and positive attitudes towards learning.</p> <p>•COVID EFFECTS: To provide support programmes for trauma, anxiety, family concerns</p>	<ul style="list-style-type: none"> Restructure Inclusion Team to combine the expertise of SEND and <u>Att</u> to enhance pupil support Strengthen Inclusion Team to include pastoral support by training additional ELSAs to work alongside Pupil Wellbeing Mentor Staff training on positive relationships and thinking Support programmes in place such as ELSA, NHS MHST, Pupil Wellbeing Mentor, SEBDOS (in & out school) Training for staff – ELSA, Supporting Mental Health Recovery curriculum initiatives To reduce time out of class for children who receive support 	<ul style="list-style-type: none"> Children will have a positive mind set for learning Children will have an adult that can be relied upon for emotional support Staff will be confident to support individuals so they are ready to learn using effective support programmes Learning behaviours and confidence will improve Children and families feel supported Children have understanding of emotions, feelings and strategies to cope Children access learning in a safe environment Children will feel inclusive despite needs 	<p>Inclusion Team £30,000 Training and provision</p> <p>Resources £5,000</p> <p>Total: £35,000</p>
<p>Academic (see details on next page) Reading phonics to improve so disadvantaged pupils achieve at least national expectations by 2023.</p>	<ul style="list-style-type: none"> Restructure Inclusion Team to combine the expertise of SEND and <u>Att</u> to enhance pupil support Invest in high quality staff through training, support and mentoring Intervention programmes Language acquisition investment Home/school online learning Staff support and training for year 1 & 2 phonics Teaching of phonics to be of quality and be consistently taught Quality first teaching in all year groups Targeted support for low attainers Use of pre-teaching and targeted interventions by Inclusion Team Use of online teaching resources such as <u>Mathletics</u>, My Rising Star Tuition – Reading & Maths 1:1 Reading tutor – Primarily supporting Year 2 	<ul style="list-style-type: none"> Children will receive feedback about their learning and work on gaps and misconceptions to improve Children will make at least good progress from their start points Regular reading and number concepts will improve outcomes for learners Phonic results will be at least in line with national for year1. 	<p>Inclusion Team £60,000 Training and provision</p> <p>Tuition £35,000</p> <p>Total: £95,000</p>
<p>Family support To improve attendance of specific families and reduce persistent absences through positive home/school relationships.</p>	<ul style="list-style-type: none"> Attendance Manager to liaise and support families Close attendance monitoring and family relationships Review breakfast club FSW to continue to support families known to Early Help Review use of school minibus 	<ul style="list-style-type: none"> Children will attend school regularly and their attendance will improve Pupils whose family are on low income will be supported to engage in all aspects of class events and learning opportunities 	<p>Staffing/training/maintenance £20,000</p> <p>Attendance Manager £1000</p> <p>Breakfast club £2000</p> <p>Total: £23,000</p>
<p>Inclusion Disadvantaged pupils will be able to engage in extra curricular activities and be inclusive in daily school life.</p>	<ul style="list-style-type: none"> Uniform, trips, visits, breakfast club, swimming, key resources for learning to be provided as needed School links for individuals Invite specific children to clubs, activities, intervention and roles in school 	<ul style="list-style-type: none"> Children will be equipped with the tools and materials to engage in the wider curriculum and school opportunities Children will have a responsibility within the school through a key role (e.g. school council, head boy/girl, sport ambassadors) so they feel valued and make a positive contribution to the life of the school Children will have equal opportunities and access to all learning as their peers 	<p>Total: £13,000</p>
Total Spend Predicted (rounded up)			£166,000

Barriers identified

INTENT	BARRIERS	IMPLEMENT
Progress in Reading	<ul style="list-style-type: none"> Children vague or unaware of the styles of questioning Word level understanding is weak (language acquisition) Lack of language skills to enable them to fully comprehend and predict text Lack of exposure beyond the reading scheme Pace and sustainability requires work in year 6 to achieve all questions in SATs Children lack fluency and so take a long time to decode resulting in poorer comprehension 	<ul style="list-style-type: none"> Use past papers and comprehension models to teach children to understand the type of question and what the question is specifically asking for. (e.g. Literacy Shed, CGP, Scholastic) Read different types of whole class text and pick up on specific vocabulary and why the writer used it. 'My Rising Star' and online materials that can be accessed at home. 1:1 reading support (staff, peers and volunteers) Encourage group texts and class texts that children can work on together (peer to peer mentoring) To block time to work on building pace and sustain reading for longer periods of time. Reading tuition by Teachers / HLTAs – limited impact due to time
Review September 2021	<ul style="list-style-type: none"> Use of past papers and comprehension models were analysed in Year 6 to enable teachers to identify key areas for development. This was not consistent across the school and needs further development and resourcing. English leads have worked closely with Years 2 and up to implement a Whole Class Reading model to raise standards in comprehension. Assessment has shown that a more focused guided reading approach works best for Years 2 and 3 and this implemented in the next academic. Laptops provided to ensure all children had equal access to My Rising Star. 1:1 reading support implemented in all year groups for all PPG children and those working below expected. Recovery Curriculum tuition commenced in the summer term with a joint focus on reading and maths. <p><u>Data:</u> <u>Y6 Reading:</u> national expectation in 2019 but dropped 11% (11% below national) at 62% Year 2 - 2019 to 2021: All working below national standards 2019. <u>Y2 Reading:</u> drop of 15% (23% below national) at 52% The impact of 3 national lockdowns and 2 school closures inevitably has impacted on pupil progress, however despite concentrated and focused interventions progress was limited.</p> <p>Next steps:</p> <ul style="list-style-type: none"> Reading age and comprehension age assessments x2 annually, 3x annually for those with SEND / below expected. Purchasing data analysis software so that in year data can be easily tracked and monitored. Use of Provision Map software to track and monitor provision and effectiveness of interventions. 	

Barriers identified

INTENT	BARRIERS	IMPLEMENT
Progress in Mathematics	<ul style="list-style-type: none"> Children do not retain multiplication tables for rapid recall Number fluency needs to increase to enable recall of number facts and multiplication tables Problem solving and reasoning activities need to increase so children understand purpose of number application 	<ul style="list-style-type: none"> Regularly access resources and programmes that inspire learning and competition Incorporate problem solving and reasoning activities into the week so children apply maths skills and thinking skills Links with cluster to moderate maths progress and performance Seek training and share in school with staff Daily recall and speed verbally and through IT programmes BBO maths mastery hub Vocabulary improvement
Review September 2021	<p>Recovery Curriculum started in Summer Term with a joint maths and reading focus. This was delivered by support staff and non-class based teachers. However, sessions were 30 min long and only ran for 5/6 weeks and so impact was limited.</p> <p>Maths data shows a significant decline since 2019 – this reflects the disruption to learning over lockdown 1 where home learning was extremely limited and access to online learning was not readily available to all.</p> <p><u>Data:</u> <u>Y6 Maths:</u> This was 6% below national in 2019. During lockdown in 2019-2020 there was a significant increase in attainment by 14% but in 2021 it showed a rapid decline by 25% which is 13% below national at 56% <u>Y6 SP&G:</u> This was 1% below national in 2019 and results were not presented for 2019-2020. (13% below 2019 national). <u>Y2 Maths:</u> drop of 14% (22% below national) at 54%</p>	

INTENT	BARRIERS	IMPLEMENT																		
Phonics check in Year 1	<ul style="list-style-type: none"> Phonics pronunciation needs to be sharp and quick Children need to differentiate between real words and false words All staff need to deliver high quality phonics Resources for support of different learning styles needs to be reviewed 	<ul style="list-style-type: none"> Read Write Inc programme for daily support in reading and spelling Regular letters and sounds teaching. Real and false word games Staff training and modelling good/outstanding practice Phonics leaders to work with team of staff to highlight gaps in resources Staff support and training for year 1 & 2 Teaching of phonics to be more regular and consistently taught Quality first teaching Targeted support for low attainers' 																		
Review September 2021	<p>PSC results 2020-21 Year 1</p> <table border="1"> <thead> <tr> <th></th> <th>Year 1 32+</th> </tr> </thead> <tbody> <tr> <td>Whole cohort (Including EG who did not participate)</td> <td>67% 60/89</td> </tr> <tr> <td>Stable cohort (Not including new arrivals this academic year)</td> <td>69% 52/75</td> </tr> <tr> <td>PPG</td> <td>58%</td> </tr> <tr> <td></td> <td>11/19</td> </tr> </tbody> </table>		Year 1 32+	Whole cohort (Including EG who did not participate)	67% 60/89	Stable cohort (Not including new arrivals this academic year)	69% 52/75	PPG	58%		11/19	<p>PSC results 2020 Year 2</p> <table border="1"> <thead> <tr> <th></th> <th>Year 2 32+</th> </tr> </thead> <tbody> <tr> <td>Whole cohort</td> <td>73/88 83%</td> </tr> <tr> <td>Stable cohort (Not including new arrivals this academic year)</td> <td>73/84 87%</td> </tr> <tr> <td>PPG (19)</td> <td>14/19 74%</td> </tr> </tbody> </table>		Year 2 32+	Whole cohort	73/88 83%	Stable cohort (Not including new arrivals this academic year)	73/84 87%	PPG (19)	14/19 74%
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Other Attendance	<ul style="list-style-type: none"> Covid-19 – self isolation rules, bubbles and families Long term medical needs has a large impact on persistent absence and overall attendance Parents are allowing children to be absent for minor reasons 	<ul style="list-style-type: none"> Work with families to encourage specific children to be in school and provide support for them once in school Reward and praise for those who attend 100% and the class who has best attendance per term Review use of the minibus to enable collection of pupils with poor attendance and/ or difficulties travelling to school 																		
Other	<p>Covid-19</p> <ul style="list-style-type: none"> The long term impact of Covid-19, lockdown and school closures on pupils wellbeing and attainment is likely to be significant for some children, potentially resulting in poorer outcomes. 	<ul style="list-style-type: none"> Provide SEMH support through the use of Pupil Wellbeing Mentor, ELSAs and NHS MHST Explore and implement remote learning so that pupils have access to high quality teaching materials Explore the use of technology to support home learning through online platforms Provide additional tuition for vulnerable children 																		

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Tales ToolKit	Tales ToolKit
Mathletics	3P Learning
Reading Eggs	3P Learning
Times Table Rock Stars	Maths Circle Ltd

Read Write Inc	Ruth Miskin
Jigsaw (PSHE)	Jan Lever Group