



Pupil premium strategy IMPACT Statement 2020-2021

The impact statement details the pupil premium from 2017-2020 although school data has not been externally validated.

- Before Covid-19 pandemic, children entitled for pupil premium funding were not achieving as well as other children - Data from 2019 is included and a commentary has been added in this report

GLD 2017-19 – Disadvantaged children

2017	Cohort:10	School 40% 4/10	National other 73%
2018	Cohort: 13	School 69.2 9/13	National other 74%
2019	Cohort: 10	School 30% 3/10	National other 74.4%

7 of the 10 PPG children who entered Y1 in 2019 and are currently in Y2 had not achieved a GLD

- The school has therefore prioritized reading and phonics for this group. The school has also begun stage one of the Oracy project with a group of other local schools – Voice 21 is a whole school project - a three year project and we are in the first year with three staff being trained this year. The focus of the school this year is around Intent – we are ambitious for all of our disadvantaged children.

Years one and two phonics screening:

Year one phonics screening - **all pupils:** 2017 – 54 2018 – 55 2019 – 58

2017 School	National	2018 School	National	2019 School	National
75.9%	81%	83.6%	82%	86.2%	82%

Above national average in 2018-19, and that was the higher achieving cohorts in Reception in 2017 and 2018 (see R data for those years) so progress in phonics continued seamlessly

Phonics - Pupil Premium: number in cohort and number who met the standard e.g. 12/23

2017 – 2/5 40%

2018 – 6/10 60%

2019 – 13/16 81.3%

October 2020 Year 2 achieved 83% overall with 72% of pupil premium children having achieved the standard – this is in light of changes to the arrangements and although an improvement cannot be compared to previous years

Evaluation of phonics screening scores

There have been improvements in attainment in the Y1 phonic screening test across the three years 2017/18/19 and that is to be celebrated. The attainment of PPG pupils also improved although a dip in October 2020

End of Key Stage 1 – tests and Teacher Assessments

End of Key Stage 1: all pupils; number: 56 in 2017 – 57 pupils 2018 – 55 pupils 2019 –

	2017 Expected +		2017 higher standard		2018 Expected +		2018 higher standard		2019 Expected +		2019 higher standard	
	School	National	School	National	School	National	School	National	School	National	School	National
Reading	64.3	76%	8.9	25%	70.2	76%	12.3	26%	67.3	76%	14.5	25%
Writing	64.3	68%	7.1	16%	61.4	70%	7	16%	67.3	70%	9.1	15%
Mathematics	60.7	75%	14.3	21%	64.9	76%	10.5	22%	74.5	76%	10.9	22%
RWM combined	53.6	63.7	5.4	11%	56.1	65.3	5.3	12%	63.6	65%	1.8	11%

A dip in outcomes in reading in 2019 and below national average; writing slightly improved to closer to nat. average; mathematics was the strongest subject, only 1% behind national average

End of Key Stage 1 – disadvantaged pupils - 13 in 2017; 10 in 2018; 12 in 2019

	2017 Expected +		2017 higher standard		2018 Expected +		2018 higher standard		2019 Expected +		2019 higher standard	
	School	National other	School	National other	School	National other	School	National other	School	National other	School	National other
Reading	30.8	79%	0	28%	80	79%	0	25%	25	78%	0	28%
Writing	30.8	72%	0	18%	70	74%	0	18%	16.7	73%	0	17%
Mathematics	38.5	79%	0	23%	60	80%	0	25%	25	79%	0	24%
RWM combined	23.1	67.7	0		60	69.3	0		8.3	69%	0	13%

In terms of PPG pupil, there is a significant decline from 2018 outcomes. In 2019, 3/12 achieved expected in reading; 2/12 in writing and 3/12 in maths, so equating to 1/12 in RWM comb.

End of Key Stage 2 – tests and Teacher Assessments

End of Key Stage 2 – all pupils – NOR: 54 pupils in 2017 – 54 pupils in 2018 – 54 pupils in 2019 –

	2017 Expected +		2017 Greater depth		2018 Expected +		2018 Greater depth		2019 Expected +		2019 Greater depth	
	School	National	School	National	School	National	School	National	School	National	School	National
Reading	70.4	71%	27.8	25%	63	75%	20.4	28%	63	75%	20.4	28%
Writing	74.1	76%	13	18%	75.9	78%	14.8	20%	74.1	79%	9.3	20%
Mathematics	74.1	75%	20.4	23%	61.1	76%	14.8	23%	75.9	76%	13	24%
EGPS	88.9	77%	37	31%	74.1	78%	27.8	34.5	83.3	78%	33.3	34%

RWM combined	61.1	61%	5.6	9%	50	64%	3.7	10%	55.6	65%	5.6	11%
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Average scaled score for all pupils - 54 in 2017; 54 in 2018; 54 pupils in 2019	2017 School	2017 national	2017 diff with Nat	2018 school	2018 national	2018 diff with Nat	2019 school	2019 national	2019 diff with Nat
Reading	104.6	104.1	0.50	102.4	104.6	-2.20	103.4	104.4	-1.00
Maths	104	104.2	-0.20	101.1	103.6	-2.50	103.1	105	-1.90
EGPS	107.2	106	1.20	104.6	105.4	-0.80	105.6	106.3	-0.70

Scaled scores all below Nation average 2018 & 19 in all subjects

Evaluation: End of KS2 – all pupils

Reading at end of KS2 the weakest subject and well below nat. average in 2018 and 2019.

Mathematics strongest in 2019 (at nat. av.) from a low point of 61% in 2018. EGPS very high at expected and GD but not necessarily translating into writing outcomes where exp+ and GD are both below national average

End of Key Stage 2 – disadvantaged pupils – 18 in 2017; 15 in 2018; 18 in 2019

	2017 Expected +		2017 Greater depth		2018 Expected +		2018 Greater depth		2019 Expected +		2019 Greater depth	
	School	National other	School	National other	School	National other	School	National other	School	National other	School	National other
Reading	61.1	77%	16.7	29%	60	80%	13.3	33%	55.6	78%	11.1	31%
Writing	61.1	81%	5.6	21%	80	83%	6.7	24%	66.7	83%	5.6	24%
Maths	66.7	80%	16.7	27%	46.7	81%	13.3	28%	55.6	84%	0	31%
EGPS	77.8	82%	38.9	36%	60	82%	20	39%	72.2	67%	16.7	24%
RWM	50	67%	0	11%	46.7	73%	0	13%	50	71%	0	13%

Disadvantaged: Average scaled score 18 in 2017; 15 in 2018; 18 pupils in 2019	2017 School	2017 National other	2017 diff with Nat	2018 School	2018 National other	2018 diff with Nat	2019 School	2019 National other	2019 diff with Nat
Reading	102.1	104	-1.9	101.6	106	-4.4	102	106	-4
Maths	103.3	104	-0.7	99.8	105	-5.2	99.9	106	-6.1

EGPS	106.3	106	0.3	102.9	107	-4.1	102.4	107	-4.6
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Disadvantaged pupils – Evaluation KS2

Reading and maths scaled scores for disadvantaged pupils below national average when compared to all other pupils nationally over three years

Over three years, the PPG pupils have been below the national average for all other pupils nationally in all subjects except EGPS. The gaps have increased in 2019, particularly in reading and maths, where only just over half of the 18 PPG pupils achieved the expected standard in both subject

RWM combined attainment and progress scores over 3 years – 2017-19

2017 Floor and coasting standards (All and disadvantaged)

	School 2017	Floor	Coasting
Expected RWM	61%	65%	85%
Reading progress	0.6	-5	-2.5
Writing progress	-0.6	-7	-3.5
Mathematics progress	0	-5	-2.5

2018

	School 2018	Floor	Coasting
Expected RWM	54%	65%	85%
Reading progress	-0.6	-5	-2.5
Writing progress	1.1	-7	-3.5
Mathematics progress	-1.4	-5	-2.5

2019

	School 2019	Floor	Coasting
Expected RWM	56%	65%	85%

Reading progress	1.2	-5	-2.5
Writing progress	0.4	-7	-3.5
Mathematics progress	0.2	-5	-2.5

Progress across KS2 2017-19: National average 0

	2017 all	2017 Disadv	2018 all	2018 Disadv	2019 all	2019 Disadv
Reading	0.6	-0.1	-0.6	-0.5	1.2	-1.3
Writing	-0.6	-1.3	1.1	1.7	0.4	1.2
Maths	0	1	-1.4	-1.9	0.2	-1
Cohort	54	18	54	15	54	17

Evaluation: From low starting points, pupils made above average progress in reading in 2019, an improvement from the previous year.

However, the progress of the 18 disadvantaged pupils in 2019 in reading was disappointing, as were the outcomes they achieved in tests. In maths there was a similar negative progress score for the disadvantaged pupils in 2018 and 2019

Progress in writing was more positive for all over the last two years, including disadvantaged

Reading is a key area to improve in the school – it appears to be the weakest subject for all pupils including PPG pupils where achievement appears to be consistently low, particularly in 2019.

- From the information presented the school is now focussed on ambition for all pupils, including SEND and disadvantaged
- A key focus is on assessment and the use of formative and diagnostic assessment and being clear to plan next steps.
- A whole school review of curriculum and assessment is taking place.
- Reading for pleasure and inference in both key stages (phonics does not seem an issue based on 2018-19 data)
- In addition we want to make the best adaptations that we can within Covid-19 safety plan for disadvantaged pupils
- Ensuring that we restore our curriculum as fast as possible and allow our disadvantaged pupils to achieve and flourish across the curriculum.

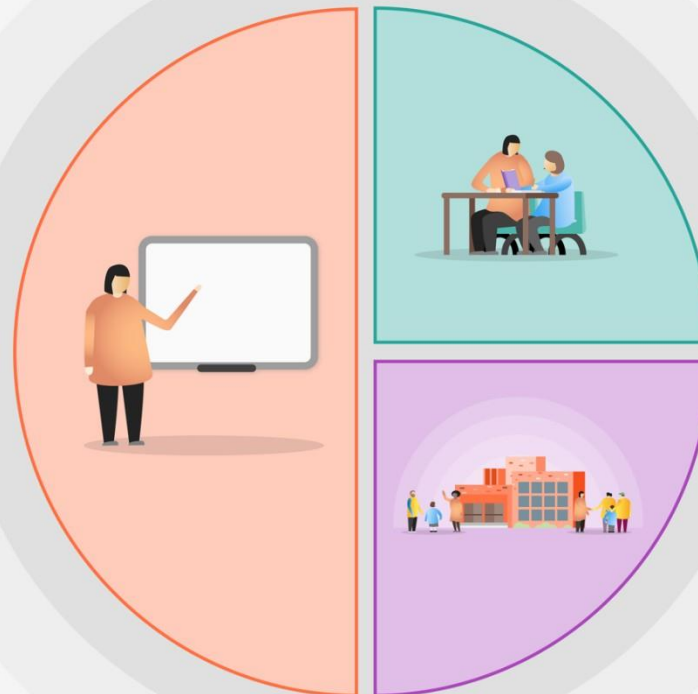
Strategic Lead: Mr John McDonald (Head Teacher)

Lead Governor for Pupil Premium: Mr Kevin Doogan

Pupil Premium Funding Statement

1 Teaching

- Professional CPD to enhance Quality First teaching (Teaching Walkthrus)
- Phonics books matched to phases -whole school phonics training Literacy Company
- Star Reader / Star Maths / Early Literacy Accelerated reader for exit point in year to year 6.
- Pathways to progress
- Whole school oracy project with Voice 21 network.
- Maths Hubs support networks for EYFS, KS1 and KS2.
- Whole school review of the Curriculum
- Chris Quigley training and materials purchased – INSET – individual –
- Development of Mastery Model in all subjects



2 Targeted academic support

- NELI provision in EYFS.
- Enhanced tuition and targeted support via diagnostic teaching
- Pathways to progress to target post Covid gaps in
- Teaching Assistant led interventions, including: Nessy, Or-rets Meadow

3

- ☐ Speech Therapy (1:1)
- ☐ Counselling service. ELSA Mentoring programme
- ☐ Social/communication groups.
- ☐ Teacher enrichment clubs.
- ☐ ELSA provision.
- ☐ Enhanced trips and visits



provision.

- ☐ Access to instruments and IT to enhance learning at home.

1. Pupil Premium Funding outcomes 2021

Outcomes are evidencing that we are narrowing the gap in Foundation Stage and Key Stage One in phonics. There is progress in KS2 in Reading and Writing but not maths in 2019. Attainment and progress gaps must be closed more over time. Principally, we have to close the gap quicker to promote higher attainment levels and more rapid progress by the end of Key Stage Two. The pandemic has limited some of the progress and as this is the end of the Current Pupil premium units we are now focussed on the new three year plan for 2021-2024 with renewed and increased ambition and focus on the disadvantaged groups- in particular narrowing the gap for children on entry.

2020-21 spending impact:

Area for spending. What provision are we providing?	Impact
<p>Quality First teaching - development of the Curriculum and middle leadership. Review of Subjects and key areas of learning because of the disruption to Education.</p> <p>Purchase of Pathways to read and write / pathways to progress – to support progression - Mastery teaching is a proven strategy to improved outcomes. Support from mastery consultants in Reading and writing – diagnostic teaching – review of formative assessment and assessment within the school</p> <p>Support from Maths Consultants – First 4 Maths – use of the NECTM resources to prioritise learning.</p> <p>Targeted support for phonics – extra phonics resources and training for Current Year 2 up to end of Autumn term</p>	<ul style="list-style-type: none"> • Whole staff training on the Essentials Curriculum shows increased confidence in using the curriculum as a progression model – especially using previous Curriculum expectations to target gaps in insecure knowledge. • New Curriculum in place in line with overcoming barriers. Curriculum is now clearly identified with cumulative and progressive knowledge. (All plans Curriculum on website) • Evidence from Work Scrutiny and learning walks shows teachers are now adapting learning using diagnostic tests especially for disadvantaged with high ambition • New feedback policy in place with greater emphasis on responding early. • Star maths and star Reader used to Benchmark and track groups. • NFER used diagnostically in the Autumn term and showing some improvements from September to July for Disadvantaged and using the Maths progression documents more effectively • The phonics check in the Autumn term showed that although the number of

Additional teaching across the school to reduce class sizes and ensure targeted teaching for disadvantaged pupils.

2 teachers DHT and SENCO and TA's managed by the SENCO and class teacher teaching assistants deployed in classes for team teaching to enhance achievement whilst maintaining integrity of bubble safety model.

disadvantaged children passing the phonics check has risen from only 40% in 2017 to 81.3% in 2019 there has been an internal dip of 10% in Autumn term 2020 where 83% of non-pupil premium children achieved the required standard compared with 72% of pupil premium children.

- Children were supported from Autumn 2020 to Summer 2021 so that only three children left Year 2 moving into year 3 not having passed the phonics check. However, the school's internal monitoring shows that children's application of their phonics and translation into writing shows application of their phonic knowledge needs to become more secure.
- There are now less children in Key stage 2 that have moved through the school insecure in their phonics than has been the case previously due to a more focused approach and adaptation of the curriculum. A key factor in choosing a whole school phonics scheme and whole school training for all staff in phonics.
- As a consequence of the Covid-19 pandemic, our expectations of improved assessment results on previous years in attainment and progress were not realised. Although at the end of Key Stage 2 attainment has started to get closer to national attainment averages unfortunately this could not be demonstrated using statutory assessment and formally acknowledged. For other year groups assessments demonstrated other year groups had underperformed on our aspirations in particular in writing and Grammar, Spelling and punctuation.
- As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to

<p>Whole school Oracy project – voice 21 Zoo project transition support and support for Curriculum leaders</p>	<p>teaching and targeted interventions to the degree we had intended.</p> <ul style="list-style-type: none"> • Evidence through learning walks of greater focus on Oracy and vocabulary - staff survey and knowledge has increased
<p>Investment to target improved teaching using EEF toolkit and evidence. Purchase of the Teaching Walthrus and Curriculum resources to support</p>	<ul style="list-style-type: none"> • Staff showing increased confidence in using Evidence based interventions and solutions • No hands up embedded throughout the school
<p>Improve early intervention in EYFS through smaller class sizes targeted teaching for speech development, physical development and early number recognition. Focus on the prime areas</p>	<ul style="list-style-type: none"> • Internal data (not quality assured externally showed that the GLD had risen) • EYFS and the younger children show that they have been most effected - increased SEMH issues since September 2021 means that this is a priority in the new plan and supporting disadvantaged children with self-regulation

Pupil Premium Funding Statement September

Area for spending. What provision are we providing?	Intended Impact
Intervention work led by teachers and TAs (element directed towards disadvantaged children).	<ul style="list-style-type: none">• Due to Covid-19 the school has focussed on diagnostic testing and ensuring that feedback and the principles of immediate feedback has played a key part in the schools improvement plan for all pupils especially disadvantaged.• As a consequence of the Covid-19 pandemic, our expectations of improved assessment results on previous years in attainment and progress were not realised. Although at the end of Key Stage 2 attainment has started to get closer to national attainment averages unfortunately this could not be demonstrated using statutory assessment and formally acknowledged. For other year groups assessments demonstrated other year groups had underperformed on our aspirations in particular in writing and Grammar, Spelling and punctuation.• As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.• The impact was mitigated by our intention to maintain a high quality curriculum, including during periods of partial closure.

<p>1-1 booster sessions for pupil premium children in KS2 in and Summer Term</p>	<ul style="list-style-type: none"> • Children were identified through the National tutoring programme over 100 pupils were supported and all made progress as evidenced in the three cohorts of children that used baseline data – some notable highlights of children making rapid progress in reading.
<p>Social and Emotional Support from Learning Mentors. Improve well-being and attendance.</p> <p>TA working as attendance officer</p> <p>Purchase of Scholar pack</p>	<ul style="list-style-type: none"> • Attendance in 2020/21 was 96.91% for other children with a gap of 2.8% Since returning attendance from September 2021 attendance has been 93.45% for other children and 94.88 for pupil premium. This has largely been due to an increase in unauthorised holidays. The current attendance data is comparable with the national average for Primary • As a consequence of assessments, parental surveys and audits it was clear that wellbeing and mental health were significantly impacted last year, as a direct result of COVID-19-related issues. The impact was particularly acute for disadvantaged pupils.
<p>Ensure that disadvantaged children benefit from social capital with enhanced enrichment, subsidies etc.</p>	<ul style="list-style-type: none"> • The residential could not go ahead but the money was used to support the children • Clubs were limited due to the lockdown • A longer five day residential has been planned • Extra swimming lessons have been identified to support the disadvantaged

