

St. Matthew's Bloxam C.E. Primary School

Pupil Premium Strategy Statement. 2020 – 2023



At St. Matthew's Bloxam C.E. Primary School, we are committed to promoting the progress and attainment of all children, to ensure every pupil achieves to their fullest potential.

This is a three year plan and some of the actions cannot be implemented immediately due to COVID-19 restrictions.

Pupil Premium Funding

The school receives funding for all pupils who receive free school meals and who have received free school meals in the last six years.

"The pupil premium is additional funding for publicly funded schools in England. It's designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers." Department for Education.

Summary Information					
Academic year	2020 - 2023	Total PP budget	£53,455.00	Date of most recent PP Review	July 2020
Total number of pupils	231	Number of pupils eligible for PP	43 + 2 EYFS 38 (budgeted for within 2020 year)	Date of next internal review of this strategy	Termly Formal – July 2021

Total Pupil Premium Budget

2020 – 2021 - £53,455.00

2019 – 2020 - £52,120

2018 – 2019 - £59,700 and £1,500 EYPP = £61,200

2017 – 2018 - £62,460

High impact intervention and additional support has always been a priority of St. Matthew's Bloxam to ensure that all pupils, particularly the most vulnerable, reach their potential. The pupil premium funding has been allocated to interventions and additional support to close the gap in attainment and progress, but it does not cover the total cost.

Qualifying Pupils		Pupil Premium	Pupil premium +	Adopted from Care / Pupils who are CLA	Service Family Pupils	Vulnerable children	Category of Learning Need		
Year Group	% of cohort						Working towards Attaining Pupil	Working at Attaining Pupil	Greater Depth Attaining Pupil
Nursery	Data protected								
Reception									
Year 1									
Year 2									
Year 3									
Year 4									
Year 5									
Year 6									
Totals									

Potential Barriers to Learning:

In-school barriers – issues to be addressed in school.

- Pupil Premium children gap had started to reduce due to strategies implemented but these are very likely to have increased again due to school closures for COVID-19 and differences in access and support with home learning during closure.
- Poor literacy levels restricting access to the curriculum.
- Poor mathematical levels restricting access to the curriculum.
- Poor speech and language skills, well below average on entry to school.
- Using high quality first teaching strategies is being implemented across school and Pupil Premium children have personalised to help them play an active part in lessons and become more efficient at metacognition and self-regulation.
- Children not at expected age related attainment standard and need accelerated progress to close the gap in attainment.

External barriers

- Attendance and lateness is lower therefore gaps are not being closed and can increase in missing further lessons. COVID-19 also meant children were home for an extensive period of time and school reopening may be compromised with refusal to return.
- Poor parental engagement and parental expectation of home learning during school closure was varied.
- Experiences for children may be limited therefore missing out on vital experiences to help enhance learning and ensure they have high expectations of themselves.
- Social and emotional difficulties.
- Behaviour
- Special Educational Needs and Disabilities (SEND)

Desired outcomes

	Desired outcomes	Success criteria
1	The gap between Pupil Premium children's attainment will decrease through accelerated progress to close the gap in literacy (reading and writing) attainment.	• Strategies to help Pupil Premium children engagement and achievement in lessons reviewed regularly and staff reminded to maintain focus on Pupil Premium children. • Accelerated progress in reading and writing. Average point's progress is at least 2.5 points or more per child per term. • Gap is closed between Pupil Premium compared to all pupils in schools and nationally. • Range of interventions to support Pupil Premium children. • Use of CLPE and power of reading strategies. • Pupil Progress meetings will have a focus on Pupil Premium children.
2	The gap between Pupil Premium children's attainment will decrease through accelerated progress to close the gap in math's attainment.	• Strategies to help Pupil Premium children engagement and achievement in lessons reviewed regularly and staff reminded to maintain focus on Pupil Premium children. • Accelerated progress in mathematics. Average point's progress is at least 2.5 points or more per child per term. • Gap is closed between Pupil Premium compared to all pupils in schools and nationally. • Range of interventions to support Pupil Premium children. • Use of Power Math's strategies. • Pupil Progress meetings will have a focus on Pupil Premium children.
3	Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress.	• High quality first teaching delivered, using a variety of strategies for engagement and involvement. • Lessons will involve modelling and teaching of self-regulative strategies. • Pupil Premium children will be fully engaged in all parts of their lessons using their personalised strategies. • Pupil Progress meetings shows identified children are making accelerated progress to close the attainment gap.
4	Children with SEMH needs supported and ready to learn.	• Children with SEMH needs are supported to ensure they are ready to learn.

		• Children with SEMH needs have access to Nurture Group or nurturing activities. • Children with SEMH needs supported by Learning Support Mentor. • All staff will access SEMH training throughout the year. • Pupil Premium children will be fully engaged in lessons and use self-regulation strategies.
5	Increase the attendance / punctuality rates for targeted Pupil Premium children.	• Attendance tracked and monitored by Attendance lead and Learning Mentor. • Learning Mentor to support families to increase attendance and support outside issues that may be hindering attendance. • Reduce the % of persistence attendance and lateness for Pupil Premium children. • Target – 95%
6	Improve speech and language skills for all children throughout school, especially on entry in Early Years.	• On entry to Nursery / Reception children will be screened using the Wellcomm materials to assess their language skills. • Children will receive specific intervention to develop speech and language skills and access Speech and language services quickly. • Speech and language interventions delivered throughout school following SALT advice.
7	Raise educational aspirations of Pupil Premium children and increase vital experiences to enhance learning and ensure they have high expectations for themselves.	• Raise aspirations through education pathway visits – high schools, colleges, universities and visitors from a range of careers. • Pupil Premium children have access to uniform to promote a sense of well-being and belonging. • School trips funded and after school clubs funded. • Visitors in school to enrich experiences. • Examples of aspirational futures provided through visits, visitors, speakers, career events.

Planned expenditure 2020 – 2021

Desired outcome	Approach / Resource	Evidence and rationale for choice.	What potential barriers does this address?	Success criteria How will we ensure it is implemented well?	Staff lead	Cost	Number of PP Pupils Involved
1) The gap between Pupil Premium children's attainment will decrease through accelerated progress to close the gap in literacy (reading and writing) attainment.	High quality first teaching with personalised strategies for Pupil premium children. Experienced teachers and Learning Support Assistants use 1to1 and small group teaching to ensure accelerated progress for targeted pupils. Pupil Progress meetings for all staff to discuss progress, interventions and support with focus on Pupil premium Children. Use of CLPE / Power of reading sessions.	Small group focused teaching of skills and support for Reading and Writing to close the gaps in learning. The impact of small group teaching is proven successful when delivering research based interventions based on EEF recommendations. Targeted support includes – (But not limited to) Time to talk, Phonics intervention, Reading intervention, Pre-teaching, Key skills writing, Fine motor provision, Project X reading, Writing intervention. GPS intervention. Specific gaps will be identified through data analysis and discussion between the class teacher, inclusion lead and intervention groups will be set up to cover the gaps, and this will be embedded through the	Poor literacy levels restricting access to the curriculum, Children not at expected age related attainment standard and need accelerated progress to close the gap in attainment. Low aspirations / expectations. Resources sent home to address parental engagement in Reading and Writing.	Teacher and Learning Support Assistants to have a clear focus on learning objectives to significantly close the gap and accelerate progress. Progress for Pupil premium children is accelerated and Pupil Progress meeting discussions ensure correct intervention provided and adapted as needed. Progress within intervention evidenced through	AT (HT) HF (DHT / PP) LB (Literacy Lead) All teachers.	Intervention cost £9,000 Pupil Progress Meeting supply cover £330	43

		school. Record of intervention kept. Pupil Progress Meeting discussions encourage increased expectations of all vulnerable groups, particularly PP children. Research suggests that high expectations means a limit is not set on potential progress and children are more likely to exceed expectations.		intervention records Book studies Learning walks Data analysis to identify gaps. Accelerated progress – 2.5 points per term. Reviewed termly			
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Desired outcome	Approach / Resource	Evidence and rationale for choice.	What potential barriers does this address?	Success criteria How will we ensure it is implemented well?	Staff lead	Cost	Number of PP Pupils Involved
2) The gap between Pupil Premium children's attainment will decrease through accelerated progress to close the gap in maths attainment.	High quality first teaching with personalised strategies for Pupil premium children. Experienced teachers and Learning Support Assistants use 1to1 and small group teaching to ensure accelerated progress for targeted pupils. Pupil Progress meetings for all staff to discuss progress, interventions and support with focus on Pupil premium Children. Use of Power Math's sessions.	Small group focused teaching of skills and support for Math's to close the gaps in learning. The impact of small group teaching is proven successful when delivering research based interventions based on EEF recommendations. Targeted support includes – (But not limited to) Plus 1maths, 1st class at number, Times table intervention, Math's intervention, Specific gaps will be identified through data analysis and discussion between the class teacher, inclusion lead and intervention groups will be set up to cover the gaps, and this will be embedded through the school. Record of intervention kept. Pupil Progress Meeting discussions encourage increased expectations of all vulnerable groups,	Poor mathematical levels restricting access to the curriculum, Children not at expected age related attainment standard and need accelerated progress to close the gap in attainment. Low aspirations / expectations. Resources sent home to address parental engagement in Math's.	Teacher and Learning Support Assistants to have a clear focus on learning objectives to significantly close the gap and accelerate progress. Progress for Pupil premium children is accelerated and Pupil Progress meeting discussions ensure correct intervention provided and adapted as needed. Progress within intervention evidenced through intervention records Book studies	AT (HT) HF (DHT / PP) EH (Math's lead) All teachers.	Intervention cost £9,000	43

		particularly PP children. Research suggests that high expectations means a limit is not set on potential progress and children are more likely to exceed expectations.		Learning walks Data analysis to identify gaps. Accelerated progress – 2.5 points per term. Reviewed termly			
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Desired outcome	Approach / Resource	Evidence and rationale for choice.	What potential barriers does this address?	Success criteria How will we ensure it is implemented well?	Staff lead	Cost	Number of PP Pupils Involved
3) Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress.	High quality first teaching with personalised strategies for Pupil premium children. Experienced teachers and Learning Support Assistants use 1 to 1 and small group teaching to ensure accelerated progress for targeted pupils. Pre teaching Use of high quality texts / resources / approaches to engage children.	High quality first teaching is shown to be the most effective in promoting achievement and attainment, teachers and Learning support assistants use strategies and high quality resources / approaches / texts to ensure the curriculum is accessible for all and prevent the gaps getting bigger. EEF and research shows that using self – regulation strategies and high quality first teaching can produce an additional seven months progress. It is essential that children are exposed to high quality texts and a vocabulary rich environment to allow them to develop their own vocabulary choices in their writing. These need to be identified, discussed, explained and used to allow it to be embedded.	Poor literacy and mathematics levels restricting access to the curriculum. Poor speech and language skills Using high quality first teaching strategies is being implemented across school and personalised for Pupil Premium children to help them play an active part in lessons and become more efficient at metacognition and self-regulation. Children not at expected age related attainment standard and need accelerated progress to close the gap in attainment. Social and emotional difficulties. Behaviour	Teacher and Learning Support Assistants to have a clear focus on learning objectives to significantly close the gap and accelerate progress. Progress for Pupil premium children is accelerated and Pupil Progress meeting discussions ensure correct intervention provided and adapted as needed. Progress within intervention evidenced through intervention records.	HF (DHT / PP) All subject leaders All teachers	-	43

				Monitored through triangulation activities – books, learning walks, data analysis			
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Desired outcome	Approach / Resource	Evidence and rationale for choice.	What potential barriers does this address?	Success criteria How will we ensure it is implemented well?	Staff lead	Cost	Number of PP Pupils Involved
4) Children with SEMH needs clearly identified and appropriate support put in place.	Data to include SEMH needs for Pupil premium children and needs clearly identified. All staff working with children aware of individual circumstances and have regular discussions with parents. Learning mentor support for families as well as children.	Children may not be ready to learn if their SEMH needs are not met. All staff trained to recognise the needs to address and support SEMH needs. Inclusion team in place to provide support. Nurture group – Beehive to provide Nurture provision to respond to SEMH needs in Key Stage 1, Nurture support group in Key Stage 2. All staff attending SEMH training through attachment aware project and WISSSP project – attachment and emotional coaching refresher training – April 2020 Learning Mentor support. WISSSP project (Joyce Bowley fund) to support children with SEMH needs.	Social and emotional difficulties. Low aspirations and expectations. Children ready to learn to address poor literacy and mathematical levels.	To promote a positive learning culture within school where all children are able and ready to learn every day and manage social situations with increasing confidence.	HF (DHT / PP) CJ (Learning mentor) LC / KE / BW (Nurture) All staff.	Learning Mentor £10,000 Nurture support £4,800 £1,600 Inclusion team support including Pupil Premium Lead, Office Manager, £10,630	43 Focus on 12

Desired outcome	Approach / Resource	Evidence and rationale for choice.	What potential barriers does this address?	Success criteria How will we ensure it is implemented well?	Staff lead	Cost	Number of PP Pupils Involved
5) Increase the attendance / punctuality rates for targeted Pupil Premium children.	Attendance lead and Office Manager to monitor Pupil Premium children and address low attendance and lateness as evidence shows that children who have and attendance above 95% make better progress. Attendance team to identify those at risk struggling to return and COVID absences.	Attendance Lead and Learning Mentor to meet half termly to review and analyse attendance and lateness. Office Team to record attendance and phone / text parents if child is absent / late. Learning Mentor to support children and families. Support given to help outside issues that may be hindering attendance / punctuality as children with worries about things outside or within school will either be absent or enter school with a mindset that will hinder their learning. Letters sent half termly. Meet regularly with parents to support their needs for persistent absentees / lateness and with children whose attendance is below 95%	Attendance and Lateness. Poor parental engagement. Low aspirations / expectations. Children not at expected age related standard and need accelerated progress to close the gap in attainment.	Attendance will meet target of 95% for Pupil premium children. Lateness levels will reduce. Data analysis to identify reduction in gap.	HF (DHT / Attendance Lead) CJ (learning Mentor)	£1, 043	43 Focus on 15

		Pupil Progress meetings discussions focused on children with Pupil premium and whether attendance is an issue. In extreme case transport provided to ensure that children can get to school and on time when other transport is not available so school and routine are not missed or disrupted and children can start next day with correct mind set.					
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Desired outcome	Approach / Resource	Evidence and rationale for choice.	What potential barriers does this address?	Success criteria How will we ensure it is implemented well?	Staff lead	Cost	Number of PP Pupils Involved
6) Improve speech and language skills for all children throughout the school, especially on entry.	All staff will model a wide variety of rich vocabulary in all interactions with children. Early assessment of speech and language needs and focused teaching to enrich vocabulary and understanding.	All staff to have a clear understanding of why rich and precise vocabulary is needed in all interactions as the majority of our children are not surrounded by quality talk. Regular and sustained teaching in small groups and 1to1 through Time to talk sessions led by experienced Learning Support Assistants and teachers. Referred quickly to Speech and Language therapists if needed. Learning support assistants in school trained in classroom communicators and follow SALT advice and feedback	Poor speech and language skills, well below average on entry to school, Poor literacy levels restricting access to the curriculum. Children not at expected age related standard and need accelerated progress.	Good and accelerated Progress within Time to Talk sessions. Children closing the gap in attainment in Communication and language. Language rich environments through Early Years and the whole school.	HF (DHT / PP) LB(EYFS Phase Leader) All EYFS staff. All staff.	TTT Course £320 Classroom communicat ors course £350 LSA £2,082	43 Focus on 10

Desired outcome	Approach / Resource	Evidence and rationale for choice.	What potential barriers does this address?	Success criteria How will we ensure it is implemented well?	Staff lead	Cost	Number of PP Pupils Involved
7) Raise educational aspirations of Pupil Premium children.	Pupil Premium children to have opportunities and experiences to raise aspirations. All pupil premium children have £100 available to support purchase of uniform, club participation and school trips are subsidised to ensure access for all. Visitors in school as well as trips to enrich experiences and aspire aspirations. Examples of aspirational futures provided through visitors, speakers and careers events. Pupil voice used to identify wants and needs and where possible clubs provided in club. Social activities funded for Pupil Premium children.	Raise aspirations through education pathway visits – high schools, colleges, universities. Career visitors in talk about their jobs. Opportunities and experiences to extend and enrich the curriculum including Visitors, Forest School, Gardening club, other clubs including Science, Sport, cooking... to increase self-esteem and to provide a range of opportunities and equal access for all. Workshops / Open mornings provided to support parents in teaching of key skills in each year. Pupil Premium children often have limited experiences outside schools, wider experiences are needed to be provided to allow children a full choice of future for all children.	Low aspirations and expectations. Poor attendance and lateness. Social and emotional difficulties. Poor parental engagement	Children's experiences widened leading to rise in aspirations and expectations and also leading to a significant rise in attendance and children managing social situations effectively. Pupil voice Book trawls – look for use of use of experiences in relevant work. Behaviour	HF (DHT / PP) JH (Clubs)	Uniform, clubs, trip £100 provision £4,300 Additional trip / visitors costs	43

		EEF have reported that social and emotional learning can allow an extra 4 months learning, this is extremely important on the return after COVID -19 closure, as some children have not interacted with people outside of their household during this time.					
Total Pupil Premium Spend	£53,455.00						

Pupil Premium Children Behaviour Log Incidents

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Nursery	Data protected.		COVID-19 lockdown	Data protected		
Reception						
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						
Totals	232	228	0	42	78	61

Autumn Impact

	Autumn 2019			Autumn 2020			Spring 2020			Spring 2021			Summer 2020	Summer 2021
FSM / PP All pupils Difference	% at ARE	Expected or above progress	Ave points progress	% at ARE	Expected or above progress	Ave points progress	% at ARE	Expected or above progress	Ave points progress	% at ARE	Expected or above progress	Ave points progress	No data due to COVID -19	
Reading	42% 67% -25% (Same)	71% 89% -18%	1.8 1.8 Same	45% 63% -18% (Reduced by 7%)	65% 69% - 4% (Reduced by 14%)	3.5 3.3 +0.2 Increased	49% 80% -31% (increased by 6%)	63% 74% -11% (reduced by 7%)	3.8 3.8 Same					
Writing	32% 60% -28% (reduced by 10%)	78% 85% -7%	1.6 1.75 -0.15	41% 57% -16% (Reduced by 12%)	70% 64% + 6% (Reduced by 13%)	3.0 3.1 -0.1	36% 72% -36% (increased by 10%)	51% 74% -23% (increased by 16%)	3.3 3.8 -0.5					
Maths	33% 65% - 32% (widened)	69% 86% - 17%	1.7 2 - 0.3	44% 60% -16% (reduced by 16%)	58% 71% -13% (Reduced by 4%)	2.8 3.4 -0.6	48% 70% -22% (reduced by 10%)	71% 76% -5% (reduced by 12%)	3.6 3.9 -0.3					
Average	35.6% 64% 28.4%	73% 87% - 14%	1.7 1.85 -0.15	43% 60% -17% (reduced by 11.4%)	64.3% 68% - 3.7% (reduced by 10.3%)	3.1 3.2 -0.1	44% 74% -30%	62% 75% - 13%	3.6 3.8 -0.2					

	Desired outcomes	Autumn term impact
1	Accelerate progress to close the gap in literacy (reading and writing) attainment.	• 4% difference in expected progress to Non PP students, which has reduced by 13% from Autumn 2019 in Reading and 6% difference in writing. • Percent at ARE has increased, reduced by 7% in Reading and 12% in writing from Autumn 2019.
2	Accelerate progress to close the gap in math's attainment.	• 13% difference in expected progress to Non PP students, which has reduced by 4% from Autumn 2019 • Percent at ARE has increased, reduced by 16%
3	Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress.	• High quality first teaching, internally monitored by SLT and MLT and externally monitored by Catherine Nyman on learning walks. • Learning walk focus on engagement and involvement of PP children resulting in accelerated progress – 3.7% to non PP students.
4	Children with SEMH needs supported and ready to learn.	• SEMH needs supported well by Learning mentor and in class bubbles. No nurture support due to COVID-19. • Reduction in behaviour incidents.
5	Increase the attendance / punctuality rates for targeted Pupil Premium children.	• 96.6% whole school attendance in Autumn term, 93.72% PP attendance. • 10 PP students, (41%) are persistent absentees – working closely with Deputy Head and Learning Mentor.
6	Improve speech and language skills for all children throughout school, especially on entry in Early Years.	• Sarah Wilson, Reception LSA attended Time to talk training (level 1 and 2, starting level 3) to support Early Years speech and language. • Increased percentage in Nursery working at ARE for CL. (66.7%) • Reception working at CL is 41.3%
7	Raise educational aspirations of Pupil Premium children.	• Limited due to Covid-19 restrictions • KS2 parliament session, Bikeability

Spring Impact

	Autumn 2019			Autumn 2020			Spring 2020			Spring 2021			Summer 2020	Summer 2021
FSM / PP All pupils Difference	% at ARE	Expected or above progress	Ave points progress	% at ARE	Expected or above progress	Ave points progress	% at ARE	Expected or above progress	Ave points progress	% at ARE	Expected or above progress	Ave points progress	No data due to COVID -19	
Reading	42% 67% -25% (Same)	71% 89% -18%	1.8 1.8 Same	45% 63% -18% (Reduced by 7%)	65% 69% -4% (Reduced by 14%)	3.5 3.3 +0.2 Increased	49% 80% -31% (increased by 6%)	63% 74% -11% (reduced by 7%)	3.8 3.8 Same	26% 56% -20% Increased by 2%	84% 90% -6% Increased by 2%	4.3 4.7 -0.4 Increased		
Writing	32% 60% -28% (reduced by 10%)	78% 85% -7%	1.6 1.75 -0.15	41% 57% -16% (Reduced by 12%)	70% 64% +6% (Reduced by 13%)	3.0 3.1 -0.1	36% 72% -36% (increased by 10%)	51% 74% -23% (increased by 16%)	3.3 3.8 -0.5	23% 40% -17% Increased by 1%	87% 89% -2% Increased by 8%	4.1 4.5 -0.4 increased		
Maths	33% 65% -32% (widened)	69% 86% -17%	1.7 2 -0.3	44% 60% -16% (reduced by 16%)	58% 71% -13% (Reduced by 4%)	2.8 3.4 -0.6	48% 70% -22% (reduced by 10%)	71% 76% -5% (reduced by 12%)	3.6 3.9 -0.3	25% 39% -14%	86% 93% -7%	4.0 4.6 -0.6 Same		
Average	35.6% 64% 28.4%	73% 87% -14%	1.7 1.85 -0.15	43% 60% 17% (reduced by 11.4%)	64.3% 68% 3.7% (reduced by 10.3%)	3.1 3.2 -0.1	44% 74% -30%	62% 75% -13%	3.6 3.8 -0.2	25% 45% -20% Increased by 3%	86% 91% -5% Increased by 1.3%	4.13 4.6 0.47 Increased		

FSM / PP

All pupils

Difference between PP / FSM and all pupils.

	Desired outcomes	Spring term impact
1	Accelerate progress to close the gap in literacy (reading and writing) attainment.	• 6% difference in expected progress to Non PP students, which the gap has increased by 2% from Autumn 2020 in Reading and 2% difference in writing. • Percent at ARE has decreased – this has been impacted by Spring 1 lockdown. (Trend with Non PP students as well.)
2	Accelerate progress to close the gap in math's attainment.	• 7% difference in expected progress to Non PP students, which has reduced by 6% from Autumn 2020 • Percent at ARE has decreased – this has been impacted by Spring 1 lockdown. (Trend with Non PP students as well.)
3	Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress.	• High quality first teaching, internally monitored by SLT and MLT and externally monitored by Catherine Nyman on learning walks. • Learning walk focus on engagement and involvement of PP children resulting in accelerated progress – 5% to non PP students, this has increased by 1.3% since Autumn term.
4	Children with SEMH needs supported and ready to learn.	• SEMH needs supported well by Learning mentor and in class bubbles. Limited nurture support due to COVID-19, in class support. • Behaviour incidents significantly reduced from 228 to 42 (a reduction of 186 incidents.)
5	Increase the attendance / punctuality rates for targeted Pupil Premium children.	• 96.49% whole school attendance in Spring term, 96.12% PP attendance, which has increased since autumn term. • 6 PP students, (14%) are persistent absentees – working closely with Deputy Head and Learning Mentor.
6	Improve speech and language skills for all children throughout school, especially on entry in Early Years.	• Sarah Wilson, Reception LSA attended Level 3 Time to talk training to support Early Years speech and language. • Increased percentage in Nursery working at ARE for CL. (76.2% - an increase of 9.5%) • Reception working at CL is 62.6%, an increase of 21.3%

7	Raise educational aspirations of Pupil Premium children.	• Limited due to Covid-19 restrictions and lockdown • Let's Count Day, Safer Internet Day, Chinese New Year, Empathy Week, World Book Day, Science day, Red Nose day, Easter.
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Summer Impact

	Autumn 2019			Autumn 2020			Spring 2020			Spring 2021			Summer 2020	Summer 2021		
FSM / PP All pupils Difference	% at ARE	Expected or above progress	Ave points progress	% at ARE	Expected or above progress	Ave points progress	% at ARE	Expected or above progress	Ave points progress	% at ARE	Expected or above progress	Ave points progress	No data due to COVID -19	% at ARE	Expected or above progress	Ave points progress
Reading	42% 67% -25% (Same)	71% 89% -18%	1.8 1.8 Same	45% 63% -18% (Reduced by 7%)	65% 69% -4% (Reduced by 14%)	3.5 3.3 +0.2 Increased	49% 80% -31% (increased by 6%)	63% 74% -11% (reduced by 7%)	3.8 3.8 Same	26% 56% -20% Increased by 2%	84% 90% -6% Increased by 2%	4.3 4.7 -0.4 Increased		46% 66% -20% Same	84% 88% -4% Reduced by 2%	7.3 7.2 +0.1 Reduced by 0.5
Writing	32% 60% -28% (reduced by 10%)	78% 85% -7%	1.6 1.75 -0.15	41% 57% -16% (Reduced by 12%)	70% 64% +6% (Reduced by 13%)	3.0 3.1 -0.1	36% 72% -36% (increased by 10%)	51% 74% -23% (increased by 16%)	3.3 3.8 -0.5	23% 40% -17% Increased by 1%	87% 89% -2% Increased by 8%	4.1 4.5 -0.4 increased		33% 51% -18% Increased by 1%	84% 85% -1% Reduced by 16%	7.0 7.0 Same Reduced by 0.4
Maths	33% 65% -32% (widened)	69% 86% -17%	1.7 2 -0.3	44% 60% -16% (reduced by 16%)	58% 71% -13% (Reduced by 4%)	2.8 3.4 -0.6	48% 70% -22% (reduced by 10%)	71% 76% -5% (reduced by 12%)	3.6 3.9 -0.3	25% 39% -14%	86% 93% -7%	4.0 4.6 -0.6 Same		48% 66% -18% Increased by 4%	80% 65% +15% Increased by 29%	6.8 7.25 0.45 Reduced by 0.15
Average	35.6% 64% 28.4%	73% 87% -14%	1.7 1.85 -0.15	43% 60% 17% (reduced by 11.4%)	64.3% 68% 3.7% (reduced by 10.3%)	3.1 3.2 -0.1	44% 74% -30%	62% 75% -13%	3.6 3.8 -0.2	25% 45% -20% Increased by 3%	86% 91% -5% Increased by 13%	4.13 4.6 0.47 Increased		42.3% 61% -18.7% Reduced by 1.3%	83% 79% +4% Decreased by 1%	7.0 7.15 -0.15 Reduced by 0.32

	Desired outcomes	Summer term impact
1	Accelerate progress to close the gap in literacy (reading and writing) attainment.	• Summer term impact
2	Accelerate progress to close the gap in math's attainment.	• 4% difference in expected progress to Non PP students, which the gap has stayed the same in reading and increased by 1% from Spring 2021 in writing. • Percent at ARE has increased from Spring, however still below 50% of PP students achieving ARE, this is still an area of concern.
3	Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress.	• Expected and accelerated progress has increased with 80% making expected progress to Non PP students, which has increased by 29% from Spring 2021. • Percent at ARE has increased from Spring, however still below 50% of PP students achieving ARE, this is still an area of concern.
4	Children with SEMH needs supported and ready to learn.	• High quality first teaching, internally monitored by SLT and MLT and externally monitored by Catherine Nyman on learning walks. • Learning walk focus on engagement and involvement of PP children resulting in accelerated progress especially in reading and writing (+6% to whole school progress in reading and +1% in writing)
5	Increase the attendance / punctuality rates for targeted Pupil Premium children.	• SEMH needs supported well by Learning mentor and in class bubbles. Limited nurture support due to COVID-19, in class support. • Behaviour incidents have significantly reduced from a total of 460 in Autumn term to 139 in Summer term.
6	Improve speech and language skills for all children throughout school, especially on entry in Early Years.	• 94.3% whole school attendance in Summer term, 90.5% PP attendance, which has decreased in the summer term due to Covid-19 • 13 PP students, (22%) are persistent absentees – working closely with Deputy Head and Learning Mentor.

7	Raise educational aspirations of Pupil Premium children.	• Sarah Wilson, Reception LSA attended Level 3 Time to talk training to support Early Years speech and language. • Increased percentage in Nursery working at ARE for CL. (90.5% - an increase of 15.7%) • Increased percentage in Reception working at ARE for CL – 93.2%, an increase of 30.6% • Progress is good – 96% making expected progress and 78% making accelerated progress.
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