

Pupil premium strategy statement

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

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

School overview

| Detail | Data |
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| School name | St Michael and All Angels |
| Number of pupils in school | 433 (410.5 FTE) |
| Proportion (%) of pupil premium eligible pupils | 31% |
| Academic year/years that our current pupil premium strategy plan covers | 21/22/23 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | July 2022 October 2022 |
| Statement authorised by | Anne Bowman Headteacher |
| Pupil premium lead | Angela Canavan Disadvantaged Lead |
| Governor / Trustee lead | Chris Forde-Kelly Disadvantaged Link Governor |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £160,728 |
| Recovery premium funding allocation this academic year | £18,053 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £178,781 |

Part A: Pupil premium strategy plan

Statement of intent

Key Principles

At St Michael and All Angels we ensure that teaching and learning opportunities meet the needs of all of our pupils. We teach an ambitious curriculum that is based on rich experiences that underpin our vision that every child will reach their maximum potential.

We ensure that we provide a clear sequence of learning so that the children can build on prior knowledge and skills and make accelerated progress in knowing and remembering more.

Engagement in reading strongly correlates with reading performance and is a mediator of socio-economic status. We will promote reading for all by accurately assessing children's attainment to identify next steps. We offer a high quality systematic synthetic phonics approach and promote reading for Pleasure.

We ensure that appropriate provision is in place for pupils who belong to vulnerable groups.

We ensure that all staff are involved in the analysis of data and are aware of strengths and weaknesses across the school.

We ensure that our practice is evidence based and use research from the Education Endowment Fund (EEF), among others, to make our practice effective and efficient.

Our Objectives for Disadvantaged Pupils

Our aim is to narrow the gap between disadvantaged pupils and non-disadvantaged pupils. This includes ensuring all pupils, including disadvantaged pupils have the cultural capital they need to succeed in life.

We want to ensure that all disadvantaged pupils in school exceed national expectations in terms of academic progress so that by the end of year 6 they have achieved age related expectations.

Our Approach

Our practice is evidence based and we adapt our approaches to match the needs of our learners.

We are committed to ensuring every child receives quality first teaching and we engage in regular, high quality CPD to maintain high standards. We focus on areas in which Disadvantaged pupils require more support.

We know our children well, and are adept at pre-empting situations where they need extra support. Breakfast club encourages children to come into school and be ready for learning. Afterschool enrichment clubs for target children have improved pupil progress and attainment. Other enrichment opportunities have had a positive effect on pupil Mental Health and Wellbeing.

We shall ensure that our plan is aligned with other key strategic plans -Sports Premium, CPD, SEND, Safeguarding and whole school action planning.

We shall establish regular and robust monitoring measures to ensure the plan remains flexible and responsive to changing need and achieves maximum impact.

All staff and governors will be aware of the plan and their roles and responsibilities in the delivery of the very best provision for eligible pupils.

Challenges

| Challenge number | Detail of challenge |
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| | <p>A large proportion of disadvantaged pupils have SEND. Internal assessment data indicates that in Reading, Writing and Maths attainment among disadvantaged pupils is significantly below in EYFS and KS 1 and below in KS 2 that of non-disadvantaged pupils. However, these gaps lessen significantly when disadvantaged pupils with SEND are disaggregated.</p> |
| 1 | <p>Low starting points in EYFS for oracy and vocabulary. Understanding of language and vocabulary in reading from KS 1 to KS 2 indicates below average understanding of and attainment for those who are disadvantaged compared to their peers who are non-disadvantaged. <i>This has been identified by WellComm screening and discussions with staff. For those children who are in KS 1 and KS 2, nfer test QLA analysis indicates that pupils achieve less than 50% on the vocabulary content domain.</i></p> |
| 2 | <p>Access to speech and language programmes for all those that need them across EYFS, KS 1 and KS 2. <i>This has been identified by screening processes and expert advice.</i></p> |
| 3 | <p>Low levels of support from parents for home learning, especially early reading throughout the key stages. <i>This has been identified by analysis of Reading progress via EYFS Baseline Assessment and Year 1 Phonic Assessment and reviews following Covid lockdown. 39% of Yr 5/6 pupils who require Fresh Start phonics are disadvantaged. And 50% receiving RWInc phonics in KS2 are disaggregated.</i></p> |
| 4 | <p>Fluctuating levels of attendance and poor punctuality. Attendance data indicates that attendance is between -1.6 and +0.9% (average -0.22%) lower for disadvantaged pupils than for on-disadvantaged pupils. <i>This has been identified by detailed attendance analysis However, on average there are no significant conclusions to be made for persistent absentees who are disadvantaged compared to non-disadvantaged (data average non-disadvantaged PA's are 12.1% and disadvantaged PA's are 6.7%).</i></p> |
| 5 | <p>The percentage of pupils identified with additional needs, both academic and relating to SEMH has increased. Currently, 9% of pupils require support since the pandemic. Of those 50% are disadvantaged. They are receiving small group /1:1 support. <i>This has been identified by SENDCO discussion including Pupil Progress Meetings, SEN/PP Surgeries, SEMH class tracking and analysis of objective data such as specialist SEN Teacher Baseline Assessment.</i></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 |
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| <p>1. Progress in Reading – to diminish gaps in progress and attainment. This will be measured by standardised assessments termly.</p> | <p>Achieve in line with or above national average progress scores in KS2 Reading.</p> <p>October 2022 Evaluation:</p> <p>KS2 Reading Standardised Test Results: Expected Standard SMAAA Year 6 – 83% SMAAA Year 6 Dis – 80% National Year 6 – 74%</p> <p>Greater Depth SMAAA Year 6 – 30% SMAAA Year 6 Dis – 15% National Year 6 – 28%</p> <p>Average Progress Scores SMAAA APS +0.1 SMAAA APS DIS -1.7</p> <p>Impact/Next Steps Disadvantaged pupil progress in reading has not matched that of non-disadvantaged pupils. Next Steps: Continue to measure pupil progress using standardised NFER testing termly. Use QLA to identify gaps in learning. Address gaps via class teaching or with a 3-weekly cycle of evaluated interventions. Ensure the Fresh Start programme is fully implemented for targeted pupils in Years 5 and 6.</p> |
| <p>2. Progress in Writing - to diminish the progress gap. This will be measured by moderated Teacher assessment.</p> | <p>Achieve in line with or above national average progress scores in KS2 Writing.</p> <p>October 2022 Evaluation:</p> <p>KS2 Writing Teacher Assessment:</p> <p>Expected Standard SMAAA Year 6 – 79% SMAAA Year 6 Dis – 75%</p> |

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| | <p>National Year 6 – 69%</p> <p>Greater Depth SMAAA Year 6 – 23% SMAAA Year 6 Dis - 25% National Year 6 – 13%</p> <p>Average Progress Scores SMAAA APS +2.2 SMAAA APS DIS +2.3</p> <p>Impact/Next Steps Disadvantaged pupils have achieved in line with non-disadvantaged pupils. Next Steps: Continue the RWI programme in KS1 and RWI Spelling programme is implemented for all pupils who have completed RWI. Learning gaps to be addressed by targeted, timed intervention.</p> |
| <p>3. Progress in Mathematics - to close the attainment gap. This will be measured by termly standardised assessments.</p> | <p>Achieve in line with or above national average progress scores in KS2 Mathematics.</p> <p>October 2022 Evaluation:</p> <p>KS2 Maths Standardised Test Results: Expected Standard</p> <p>SMAAA Year 6 – 68% SMAAA Year 6 Dis – 60% National Year 6 – 71%</p> <p>Greater Depth</p> <p>SMAAA Year 6 – 4% Greater Depth SMAAA Year 6 Dis – 5% National Year 6 – 22% Greater Depth</p> <p>Average Progress Scores SMAAA APS -3% SMAAA APS DIS -3.2</p> <p>Impact/Next Steps Progress of disadvantaged pupils is broadly in line with non-disadvantaged pupils. In order to secure greater progress for all groups of learners CPD in Mathematics has been undertaken. A new approach to teaching Mathematics across the school has been trialled.</p> |

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| | <p>Next Steps: Continue with standardised NFER testing on a termly basis. Use data from assessments to inform intervention planning. Continue to follow new approach to teaching Mathematics across the school, incorporating 'Maths Mastery' programme sessions daily in KS1.</p> |
| <p>4. Progress in Phonics to ensure appropriate levels of progress. To be measured by the Phonic Screening Check.</p> | <p>Achieve in line with or above national average expected standard in PSC.</p> <p>October 2022 Evaluation:</p> <p>Phonic Screening Check Results:</p> <p>SMAAA Year 1 – 84% passed SMAAA Year 1 Dis – 71% passed National Year 1 – 76% passed</p> <p>Impact/Next Steps Disadvantaged pupils' progress in Phonics has not matched that of their non-disadvantaged peers. However, this data does not reflect the progress some individual pupils have made over time, despite not reaching the threshold for the Phonic Screening Check.</p> <p>Next Steps: Continue weekly short CPD practice sessions for all staff to ensure standard of teaching is consistently high. Use half termly assessments to plan Fast Track Tutoring for individuals and very small groups.</p> |
| <p>5. Improve attendance to be in line with non-disadvantaged pupils. This will be measured by weekly attendance analysis.</p> | <p>Ensure attendance of disadvantaged pupils is above 95% but strive for the school target of 97%</p> <p>October 2022 Evaluation:</p> <p>Whole school attendance – 91.8% Dis Pupil attendance 89.1%</p> <p>Impact/Next Steps Attendance for Disadvantaged pupils is broadly in line with non-disadvantaged pupils.</p> <p>Next Steps: Continue with Attendance initiatives for the whole school. Liaise with EWO to support families.</p> |

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| <p>6. Progress in speech and language to ensure appropriate levels of progress. This will be measured by WellComm standardised screening and SALT assessments.</p> | <p>Achieve in line with or above national average in WellComm re-assessment.</p> <p>October 2022 Evaluation: Re-assessment to take place in February after 12 weeks of intervention.</p> |
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Activity in this academic year

Teaching

Budgeted cost: £ 61,946

| Activity | EEF evidence that supports this approach | Challenge number(s) addressed |
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| <p>Purchase of NFER assessments. (£4,158)</p> <p>Question Level analysis carried out to identify gaps in learning</p> | <p>EEF research shows that standardised diagnostic assessment impacts pupil progress positively when used formatively to identify gaps in learning.</p> <p>The curriculum is amended to support rapid progress for disadvantaged learners.</p> | <p>1, 3, 5, 6</p> |
| <p>Invest in RWI Phonics and Fresh Start (Yr 5/6) schools' subscription for staff CPD and ongoing support and a full day's CPD with a consultant trainer (£7,591)</p> | <p>Investment in CPD to ensure high quality first teaching for pupils and guarantee all staff are experts in early reading. Two full day CPD days booked – September 2021 and March 2022.</p> <p>+4 months Phonics Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>+4 months Small Group Tuition</p> | <p>1, 3, 5, 6</p> |

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| | <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>+6 months Taught Reading Comprehension Strategies Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> | |
| Purchase another whole set of RWI decodable books so that children can take home the book they have read in their RWI lesson to practice and secure fluency (£1,452) | <p>Investment in extra resources to provide fully decodable texts at the correct level for each pupil that is learning to read using phonics. Research from the EEF and guidance from the Reading Framework (July 2021) support this method.</p> <p>+4 months Phonics Phonics EEF (educationendowmentfoundation.org.uk)</p> | 1, 3, 5 |
| Whole school focus on vocabulary – whole school reading spine established providing high quality, diverse texts to be enjoyed as class readers and promote the acquisition of vocabulary (£414) | <p>Our investment in story books is to build a love of reading for our pupils. (PIRLS study, 2016)</p> <p>+5 months Oral Language Interventions Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 1, 3, 5 |
| Employed a Teacher to support with catch up throughout lockdown with key worker children and in September '21 in Y4/Y5 (£35,103) | <p>A teacher funded through catch up funds works with small intervention groups or with children on a 1:1 basis. English and Maths targets identified and addressed. Teachers are based in these year groups to close gaps before the end of Key Stages</p> <p>Use of DfE/NCETM Maths guidance to provide evidence based strategies to promote progress Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>+4 months Small Group Tuition</p> | 1, 2,3, 5 |

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| | <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>+5 months One to One Tuition</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>NCETM Mastering Number Programme supported by North West Maths Hub Rec/Yr1/Yr2</p> | <p>One teacher from each year group receives training once each term then programme is taught every day for 10mins to all children– NCETM provide resources for precise and targeted approach to developing clear number sense and promote progress in these foundations of number.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>+4 months Small Group Tuition</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | 3, 4, 5 |

Targeted academic support

. Budgeted cost: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>SENS outreach SLA. A specialist Teacher works in school 3x days per week assessed groups of pupils on reading, spelling and maths skills (£39,135)</p> | <p>Small group tuition on a weekly basis after diagnostic assessment is used to identify gaps in learning.</p> <p>+4 months Small Group Tuition</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | 1, 2, 3, 5 |

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| <p>Purchase resources to run RWI 'Fast Track Tutoring' programme with small groups or 1:1. Half day CPD for Reading Leader to support implementation (£s...see above - RWI)</p> <p>Additional hours EYFS staff to implement "Fast Track Tutoring" programme in Reception (£.....)</p> | <p>Running from Reception to Year 4. Children are assessed and grouped for tutoring.</p> <p>+5 months One to One Tuition One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>+4 months Small Group Tuition Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 2, 3, 5</p> |
| <p>Times Tables Rock Stars used across year groups to secure times table knowledge and fluency (£200)</p> <p>NumBots purchased to support small groups with fundamental number work (£70)</p> | <p>TTRS gives a high yield from pupil engagement. (The Shine Trust)</p> <p>NumBots is worked on in small groups with adult support.</p> <p>+4 months Small Group Tuition Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>+4 months Individualised Instruction Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> | <p>3</p> |
| <p>IDL spelling purchased and used to support across KS1 and KS2 (£400)</p> | <p>Children work on a personalised spelling programme online with the support of a teacher/TA. Also extends to home learning.</p> <p>+4 months Individualised Instruction Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 3, 5</p> |
| <p>SALT outreach in school to deliver the Chatty Therapy programme to EYFS pupils (£3,515) and use of Well Comm screening to identify</p> | <p>Weak language and communication skills. Children are unlikely to have the expected breadth of vocabulary for the ages on entry to EYFS.</p> <p>Nursery Teacher to screen all Nursery pupils using Well Comm materials – use as formative.</p> | <p>1, 2</p> |

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| <p>pupils with S and L needs, then set targets accordingly (£3,515)</p> <p>Wellcomm Screening for Nursery and Reception Speech and Language targeted support. Carried out by class teachers – cost to cover (£825)</p> | <p>+5 months Oral Language Interventions</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>Purchase of a range of texts for EYFS that support emotional self-regulation (£2,137)</p> | <p>To support behaviour strategies and emotional wellbeing in EYFS we invested in high quality, age appropriate texts.</p> <p>+4 months Social and Emotional Learning</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 3</p> |

Wider strategies

Budgeted cost: £ 9,606

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Forest school established with year groups timetabled. Resources purchased, staff CPD for Lead. (£500)</p> | <p>Continuing our work from the Wellbeing award, children are given the opportunity to learn outdoors and experience different types of learning. Builds on strategies established to support SEMH and wellbeing</p> <p>+4 months Social and Emotional Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | <p>1, 5</p> |
| <p>JIGSAW PSHE scheme (£200)</p> | <p>PSHE programme purchased to help us to support Pupil SEMHW following periods of lockdown.</p> <p>+4 months Social and Emotional Learning</p> | <p>5</p> |

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| | Social and emotional learning EEF (educationendowmentfoundation.org.uk) | |
| Attendance SLA with Liverpool. An attendance officer liaises with families to support improved attendance, also takes on casework where necessary (£5,016) | <p>Working with families to improve attendance is critical. Attendance data shows Disadvantaged Pupils absence is generally greater than that of Non-Disadvantaged Pupils. The same applies to punctuality.</p> <p>+3 months Parental Engagement Parental engagement EEF (educationendowmentfoundation.org.uk)</p> | 4 |
| Behaviour outreach (£3,890) | <p>As part of a cluster of schools we receive CPD to support pupil behaviour needs.</p> <p>+4 months Behaviour Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> | 5 |

Total budgeted cost: £

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| NFER | 4158 |
| PHONICS & FRESH START | 7591 |
| ADD SET OF RWI | 1452 |
| VOCAB | 414 |
| GMC | 35103 |
| OS | 39135 |
| FAST TRACK | TBC |

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| IDL & TIMES TABLES NUM BOTS | 670 |
| CHATTY THERAPY | 3515 |
| EYFS | 2137 |
| FOREST SCHOOL | 500 |
| JIGSAW | 200 |
| ATTENDANCE | 5016 |
| OUTREACH | 3890 |

TOTAL 103,781 PLUS OTHER SALARIES ABOVE £78,090 = £181,871

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. Like schools across the country, the Covid -19 pandemic has had a significant impact upon us.

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| Context | <p>The school is situated in a deprived and challenging area and has an above average percentage of vulnerable children and those entitled to the Pupil Premium. Therefore, the school is central to ensuring that the families and children facing those challenges were given the very best quality of education and support during the COVID 19 Lockdowns. A significant number of children and families have been disadvantaged throughout the Pandemic because of their limited access to the internet and the restricted number of devices available to fully benefit from the school's comprehensive learning package. The school has worked with many bodies and agencies to address these challenges and significant progress has been made with the majority of such families although a small number of very challenging families have proved extremely difficult to effectively support.</p> <p>The above challenges have been compounded by the sharp rise in those 'just about managing' families who have either been furloughed, lost their job or lost their income because they were self-employed and not included in the government support schemes. Equally there have been parents working from home at the same time as trying to support the home schooling of, in some cases, up to four children across three key stages.</p> <p>The combined effect of the rising challenges that families face has been a growing concern of the school in regard to the safeguarding of many more pupils. The school has gone to extraordinary lengths to mitigate these challenges by providing frequent opportunities for direct dialogue with parents, by providing an extensive network of food parcels and other basic essential support across the community and extending the category of 'vulnerable' to permit more children to attend school on site.</p> <p>The school is in an area where there has been a high rate of infection, a higher than- average number of deaths and a high</p> |
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| | <p>level of hospitalisation. This has created a high level of anxiety amongst parents (and indirectly communicated to their children) and staff. Again, the school has gone to great lengths to mitigate the impact by having a very strict regime of cleanliness in the school, by providing testing for staff and being highly sensitive to the potential impact of every aspect of the school's organisation and daily routines.</p> <p>The school has faced unplanned expenditure throughout the past year in ensuring that it is meeting all of the COVID 19 requirements in relation to cleanliness, in providing additional IT resources to particular pupils and in the provision of 'paper' learning packages for those families without printing facilities.</p> <p>Despite the many challenges the school has gained overwhelming support from parents and staff in meeting the needs of the children. Staff absenteeism has been very low, pupil attendance and participation has been high and the morale of the total school community has reached new heights, reflecting the marvellous spirit and shared vision of the school and its constituent community.</p> |
| <p>Remote Learning</p> | <p>Remote Learning was made accessible in different ways following consultation with families. The most popular and well received were:</p> <ul style="list-style-type: none"> • Google Classroom daily timetable covering all elements of the curriculum; • Twitter where families shared learning; • Paper copies for families with multi-age children/ease of access for parents; • Google Classroom focus on wellbeing and creative activities during holiday times e.g. Easter; • Differentiated tasks for children; • PE weekly challenges across each year groups <p>Laptops were well received and tablets were ordered where deemed appropriate. Access to data was organised for families who required it.</p> <p>Weekly checks for access to data and devices was maintained and monitored by the SENDCo and Class Staff.</p> |

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| Safeguarding | <p>Safeguarding Provision was a priority:</p> <ul style="list-style-type: none"> • Weekly Safeguarding Team Meetings to review access to learning, support, food, onsite education; • Contact maintained with Social Workers and Family First Workers etc: • Shared tracking of contact with Safeguarding Team and Local Authority staff; • Standard agenda item on Governor virtual meetings • EHCP families contacted every week by SENDCO |
| Parent Communication | <p>Communication was maintained through the following means following consultation with families:</p> <ul style="list-style-type: none"> • Telephone calls; • Google Lessons; • Google Wellbeing sessions; • Twitter; • Letters home if communication was difficult; • Paper copies of work; • Art competitions to engage families |
| Key Worker and Vulnerable Children Onsite Education | <p>Access to onsite provision was prioritised for pupils in vulnerable groups as well as key Worker children.</p> <p>High numbers of children attended on a regular basis and received high quality teaching and wellbeing support.</p> |
| SEMH Support | <p>Access to Social, Emotional and Mental Health Support was provided in the following ways following consultations with families:</p> <ul style="list-style-type: none"> • Google Wellbeing Sessions; • Signposting through Google Classroom/newsletters/family phone calls e.g. to Knowsley mental Health Service and Knowsley COVID support Hub; • Sign posting to services for parents/carers and pupils; • Telephone calls to families; • Buddy up system for pupils less likely to join Google Classroom lessons/wellbeing support; • Equipment and resources delivered to families e.g. paper/stationary/ personal hygiene packages • Competitions to engage pupils of different ages e.g. art/quizzes/ PE activities |
| Voucher Distribution | <p>Determined school staff ensured the prompt delivery of:</p> <ul style="list-style-type: none"> • Food boxes; |

| and Food Boxes Distribution | <ul style="list-style-type: none"> • Food vouchers; • Hygiene packages; • Education packages/exercise books/stationary Support with technology to access families with the access to online vouchers was provided by staff. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--------------------------|------------|--|------|----------------------|--------------------------|------------|-----|-----|-----|------|---------|-----|-----|------|---------|-----|-----|------|--------|-----|-----|------|------------------------|-----|-----|-----|-----|-----|-----|-----|--------|----------------------|--------------------------|------------|------------------|-----|-----|------|----------------|-----|-----|-----|------------------|-----|-----|------|----------------|----|-----|------|----------------|-----|-----|------|--------------|----|-----|------|--------|----------------------|--------------------------|------------|------------------|-----|-----|-----|----------------|----|-----|------|------------------|-----|-----|-----|----------------|----|----|-----|
| Pupil Engagement | Pupils were consulted about lessons, timetables, access times and encouraging friendship groups to see each other: <ul style="list-style-type: none"> • Google Meet; • Letters home; • Telephone calls to families who could link with other families virtually; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Data Summer 2021 Data for this period is based on Teacher Assessment and the results of NFER testing. | <table border="1" data-bbox="478 705 1404 1131"> <thead> <tr> <th>EYFS</th> <th>Pupil Premium Pupils</th> <th>Non Pupil Premium Pupils</th> <th>School Gap</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>45%</td> <td>36%</td> <td>+11%</td> </tr> <tr> <td>Writing</td> <td>64%</td> <td>49%</td> <td>+15%</td> </tr> <tr> <td>Reading</td> <td>64%</td> <td>54%</td> <td>+10%</td> </tr> <tr> <td>Number</td> <td>73%</td> <td>56%</td> <td>+17%</td> </tr> <tr> <td>Shape, Space, Measures</td> <td>73%</td> <td>66%</td> <td>+7%</td> </tr> <tr> <td>PSE</td> <td>73%</td> <td>70%</td> <td>+3%</td> </tr> </tbody> </table> <table border="1" data-bbox="478 1209 1404 1601"> <thead> <tr> <th>Year 2</th> <th>Pupil Premium Pupils</th> <th>Non Pupil Premium Pupils</th> <th>School Gap</th> </tr> </thead> <tbody> <tr> <td>Reading Expected</td> <td>33%</td> <td>74%</td> <td>-41%</td> </tr> <tr> <td>Reading Higher</td> <td>17%</td> <td>23%</td> <td>-6%</td> </tr> <tr> <td>Writing Expected</td> <td>33%</td> <td>65%</td> <td>-32%</td> </tr> <tr> <td>Writing Higher</td> <td>0%</td> <td>11%</td> <td>-41%</td> </tr> <tr> <td>Maths Expected</td> <td>33%</td> <td>74%</td> <td>-48%</td> </tr> <tr> <td>Maths Higher</td> <td>0%</td> <td>22%</td> <td>-22%</td> </tr> </tbody> </table> <p data-bbox="478 1601 1404 1713">*It is important to note that the 2020-2021 Year 2 cohort were a smaller than average year group with a high proportion of Pupil Premium pupils that had identified additional needs.</p> <table border="1" data-bbox="478 1747 1404 2031"> <thead> <tr> <th>Year 6</th> <th>Pupil Premium Pupils</th> <th>Non Pupil Premium Pupils</th> <th>School Gap</th> </tr> </thead> <tbody> <tr> <td>Reading Expected</td> <td>82%</td> <td>75%</td> <td>+7%</td> </tr> <tr> <td>Reading Higher</td> <td>6%</td> <td>22%</td> <td>-16%</td> </tr> <tr> <td>Writing Expected</td> <td>70%</td> <td>78%</td> <td>-8%</td> </tr> <tr> <td>Writing Higher</td> <td>6%</td> <td>9%</td> <td>-3%</td> </tr> </tbody> </table> | | | | EYFS | Pupil Premium Pupils | Non Pupil Premium Pupils | School Gap | GLD | 45% | 36% | +11% | Writing | 64% | 49% | +15% | Reading | 64% | 54% | +10% | Number | 73% | 56% | +17% | Shape, Space, Measures | 73% | 66% | +7% | PSE | 73% | 70% | +3% | Year 2 | Pupil Premium Pupils | Non Pupil Premium Pupils | School Gap | Reading Expected | 33% | 74% | -41% | Reading Higher | 17% | 23% | -6% | Writing Expected | 33% | 65% | -32% | Writing Higher | 0% | 11% | -41% | Maths Expected | 33% | 74% | -48% | Maths Higher | 0% | 22% | -22% | Year 6 | Pupil Premium Pupils | Non Pupil Premium Pupils | School Gap | Reading Expected | 82% | 75% | +7% | Reading Higher | 6% | 22% | -16% | Writing Expected | 70% | 78% | -8% | Writing Higher | 6% | 9% | -3% |
| EYFS | Pupil Premium Pupils | Non Pupil Premium Pupils | School Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GLD | 45% | 36% | +11% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 64% | 49% | +15% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 64% | 54% | +10% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number | 73% | 56% | +17% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shape, Space, Measures | 73% | 66% | +7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PSE | 73% | 70% | +3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | Pupil Premium Pupils | Non Pupil Premium Pupils | School Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Expected | 33% | 74% | -41% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Higher | 17% | 23% | -6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing Expected | 33% | 65% | -32% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing Higher | 0% | 11% | -41% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths Expected | 33% | 74% | -48% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths Higher | 0% | 22% | -22% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | Pupil Premium Pupils | Non Pupil Premium Pupils | School Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Expected | 82% | 75% | +7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Higher | 6% | 22% | -16% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing Expected | 70% | 78% | -8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing Higher | 6% | 9% | -3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|----------------|-----|-----|------|
| | Maths Expected | 82% | 78% | +7% |
| | Maths Higher | 6% | 19% | -13% |
| | | | | |

Externally provided programmes

| Programme | Provider |
|---------------|------------------|
| TT Rock Stars | Maths Circle LTD |

| | |
|-----------------|---------------------|
| IDL Spelling | IDLS Groups |
| RWI/Fresh Start | Ruth Miskin via OUP |

