

## Pupil Premium Strategy Statement 2021-22

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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
School name	Joy Lane Primary School
Number of pupils in school	595
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Debra Hines Executive Headteacher and Mark Ashley-Jones Head of School
Pupil premium lead	Mark Ashley-Jones Head of School, Laura Millum Assistant Headteacher and Sally Bowler SENCO
Governor / Trustee lead	Chris Graves Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 149,295
Recovery premium funding allocation this academic year	£ 17,715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 167,010

# Part A: Pupil premium strategy plan

## Statement of intent

At Joy Lane Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support children's needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- 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 and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Year 6 in

	<p>Key Stage 2. In general, this is more prevalent among our disadvantaged pupils than their peers.</p> <p>Using Speech Links and Language Links across the school will help assess and monitor progress around fluency and understanding of language. These assessments are carried out in Reception as a baseline and to help with early identification. Where a child is supported as a result of these assessments, they will be re-screened 6 months later to assess progress. This support and review of this will continue throughout the school. Where a child is referred and flagged as having language needs, they can be screened at any point in KS1 or KS2.</p> <p>In <b>Reception</b> baselines show 25% of Pupil Premium children are expected in their language and understanding compared to 51% of all pupils. 58% of PP children are expected with their speech compared to 76% of all children.</p> <p>In <b>Year 1</b>, 16% of all children receive speech and language interventions. 18% of children receiving this support are PP.</p> <p>In <b>Year 2</b>, 7% of all children receive speech and language support. 33% of these children are PP.</p> <p><b>Key Stage 2 including Oysters:</b> 10% of KS2 children receive a specific Speech and Language intervention. 34% of these pupils are PP.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>In Year 1, phonics assessments show 29% of Pupil Premium children are on track with their phonics compared to 60% of all children as of December 2021.</p> <p>In the delayed Year 2 phonics screening in November 2021 (should have been June 2021) 69% of children passed their phonics screening; this was lower for Pupil Premium children at 59%.</p>
3	<p>Internal assessments indicate that reading attainment (including reading ages) among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>In July 2021, the attainment of disadvantaged pupils in reading from Reception to Year 6 ranges between 10 and 20% below the attainment of all other pupils. When SEN is removed from the disadvantaged number, the gap is not as wide.</p> <p><b>September 2021's reading age data reveals:</b></p> <p><b>In Year 6, 33% of PP readers are below their chronological age compared to 34% of all pupils</b></p> <p><b>In Year 5, 40% of PP children are below their chronological age compared to 30% of all pupils</b></p> <p><b>In Year 4, 59% of PP children are below their chronological age compared to 45% of all pupils</b></p> <p><b>In Year 3, 70% of PP children are below their chronological age compared to 58% of all children</b></p> <p>The gap between PP children not reading at their chronological age versus all children widens the lower the age group (in KS2).</p> <p>In Year 2, 72% of PP children are below expected levels in their reading compared to 49% of all children.</p>

	<p>In Year 1, 41% of PP children are below expected levels in their reading from EYFS assessments compared to 31% of all children.</p> <p>Reception baselines show that in reading comprehension 67% of PP children are below expected levels compared to 37% of all children. In word reading, 92% of PP children are below expected compared to 68% of all children</p>
4	<p>Our assessment and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures and poorer engagement in remote learning to a greater extent than for other pupils. <b>These findings are supported by national studies.</b></p> <p>Joy Lane is no exception to these national findings and our internal data evidences the disparity in engagement between all pupils compared to pupil premium children.</p> <p>Remote learning engagement was tracked closely during lockdown. Engagement varied on a daily, weekly and termly basis and our comprehensive data collection helped formulate our RECOVERY CURRICULUM ACTION PLAN.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths.</p>
5	<p>Joy Lane Primary School assessments, well-being surveys through PASS (Pupil Attitude to Self and School) and NADs (Non-Academic Development), observations of and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of engagement with remote school learning, lack of socialising opportunities and minimal enrichment opportunities during school closures. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 58% of our children being supported for Social and Emotional needs through interventions such as Serenity, Sanctuary and Lego play, are Pupil Premium. 62% of children having intervention support in Years 2 and 3 are Pupil Premium. This is where we have focused support and adapted the curriculum to take into account the lost learning and needs as an impact of this.</p> <p>Currently, a total of 47% of <b>all</b> our PP children are receiving some additional support for their Social or Emotional needs.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance amongst disadvantaged pupils has been between 1.5% and 3% lower than for non-disadvantaged pupils. For example, at the end of Term 1 2021, all pupils' attendance was 94.1% and our disadvantaged pupil attendance was 91.3%</p> <p>At the end of Term 6 2018-19, 51% of disadvantaged pupils have been 'persistently absent' compared to 49% of their peers during that period. By the end of Term 1 2021-22, 40% of disadvantaged pupils have been persistently absent compared to 60% of their peers.</p> <p>The percentage of persistent absenteeism has increased during the last three years:</p> <p><b>2018-19- 8.4%</b></p> <p><b>2019-20-12.8% (prior to lockdown)</b></p> <p><b>2020-21- 16.4%</b></p> <p><b>2021-22- 17.4%</b></p>

	Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
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## 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
Improved oral and language skills and vocabulary among disadvantaged pupils	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going assessments.</p> <ul style="list-style-type: none"> <li>• Reading ages demonstrate improvements from children's starting points in September 2021</li> <li>• Year R pupils demonstrate improvements against baseline speech and language screener completed in September 2021. Pupils across the school identified as requiring an intervention will demonstrate progress against their initial assessment</li> </ul>
Improved phonics outcomes for disadvantaged pupils	<p>Assessments and observations indicate significantly improved phonics skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going assessments. Internal and external phonics data to be in-line with or exceed national expectations.</p> <p>Termly phonics data in Early Years and Key Stage 1 demonstrate progress and improvement from September 2021 through to July 2022.</p> <p><b>This links with priority 3 in our SIP to embed a new phonics scheme 'Little Wandle' to measure and track children's progress.</b></p>
Improved reading attainment among disadvantaged pupils	<p>Baselined reading ages in Key stage 2 September 2021 demonstrate progress and improvement when measured again in April 2022 where more children are reaching their chronological age or beyond</p> <p>Key Stage 2 reading outcomes for 2021-22 to be mostly in line with all pupils at Joy Lane Primary School by July 2022. Data shows that more than 75% of</p>

	disadvantaged pupils met the expected standard
Improved maths and writing attainment for disadvantaged pupils at the end of Key Stage 2 as well as a closing of the attainment gap in all other year groups measured with internal data snapshots	Key Stage 2 maths and writing outcomes at the end of 2021-22 are in line or above national figures. All other year groups demonstrate that the attainment of disadvantaged pupils is at least in line when compared to all other pupils
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils</p> <p>To create an environment where our disadvantaged pupils feel safe enough to talk about their feelings in an open and honest way, using the Colour Monster and 5-point scale</p>	<p><b>This links with Priority 7 in our SIP to develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.</b></p> <p>As a result of the re-organisation of the well-being team to develop and establish a 'Mental Health Lead' with a particular focus on disadvantaged pupils</p> <p>Identified children will begin to benefit from the input of the 'Mental Health Lead.' This can be measured through pupil voice, intervention trackers and reports from PASS and NADS</p> <p>The majority of children, particularly our disadvantaged children will feel confident to share how they are feeling and how their body feels for each emotion</p> <p>The majority of children will be able to explain why they are feeling this way</p> <p>The majority of children will be able to manage their emotions and self-regulate using the 5-point scale in a real-life situation</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p><b>This links with Priority 5 in our SIP to improve attendance and punctuality so that disruption to learning is minimised with a focus on persistent absentees.</b></p> <p>Whole school attendance data demonstrates an improving profile with a clear narrowing of the gap in attendance between all children and dis-advantaged children</p> <p>Data in-line with local and national percentages</p> <p>A clear upward trend and narrowing of the gap term on term between attendance levels of all pupils versus disadvantaged pupils taking into account the Omicron Variant</p> <p>To reduce the percentage of disadvantaged pupils that are Persistently Absent compared to all other pupils</p>

## 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: £ 70,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Use of Talk Treasure Chest in classrooms will extend vocabulary. Guided Reading sessions (using DERIC framework) focuses on vocabulary in context and 'Book Banter' encourages high-quality classroom discussion.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p><b>1</b></p> <p><b>School Improvement Priority 2</b></p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> – Little Wandle - to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p><b>2</b></p> <p><b>School Improvement Priority 3</b></p>
<p>Embedding 'Book Banter' across the school to support children's reading for pleasure practices and encouraging reading at home. Book Banter sessions allow teachers to find out about their children's reading identities.</p>	<p>OU Teachers as Readers study (Cremin et al., 2014):</p> <p>'We found that when the teachers widened their knowledge and pleasure in reading children's literature and other texts, and become more aware of their own and the children's reading practices, they began to reconceptualise reading from the inside out, and more effectively built a RfP pedagogy and strong communities of readers within school (Cremin et al., 2014).'</p>	<p><b>3</b></p> <p><b>School Improvement Priority 2</b></p>

<p>Guided Reading to be taught daily in KS2 (using structured DERIC approach) and three times per week in EY/KS1 (in line with Little Wandle).</p>	<p><a href="#">Teachers' knowledge of children's reading practices - Reading for Pleasure (ourfp.org)</a></p> <p><b>Recommendation 3: Teach reading comprehension strategies through modelling and supported practice</b></p> <p>The EEF research outlines modelling and scaffolding key comprehension strategies, which Little Wandle and DERIC supports.</p> <p><a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Purchase a subscription to White Rose Maths and TestBase to support maths mastery approach.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p><b>4</b></p> <p><b>School Improvement Priority 1</b></p>
<p>Improve children's writing outcomes with a focus on language acquisition, sentence construction and building independence to edit and redraft.</p> <p>Continue to use in-school approaches/tools to develop writing skills and fluency:</p> <ul style="list-style-type: none"> <li>• Talk Treasure Chest</li> <li>• Sentence World</li> <li>• Writing Ladders</li> </ul>	<p>The approaches/tools that we use support the following recommendations from the EEF:</p> <p><b>Recommendation 1: Develop pupils' language capabilities</b></p> <p>Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p> <p><b>Recommendation 4: Teach writing composition strategies through modelling and supported practice</b></p> <p><b>Recommendation 5: Develop pupils' transcription and sentence construction skills through extensive practice</b></p> <p><a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	<p><b>4</b></p> <p><b>School Improvement Priority 1</b></p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p>	<p><b>5</b></p> <p><b>School Improvement Priority 7</b></p>



professional development and training for staff.	<a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>  As part of their NPQML, a member of the SEND team has been introducing SEL across the school through Staff PDM's. She has also created a resource bank for all to access to support. Currently, the Inclusion team is working with the year groups who have experienced the most interrupted learning to embed this as part of their day-to-day teaching, which includes a daily mindfulness session being timetabled, the introduction of a 'Feel Good Friday' and looking at creating a flexible timetable to help meet the SEL needs of identified cohorts.	
Use of Forest School and outdoor environment to enhance learning opportunities across the curriculum.	A member of staff is leading on Outdoor Learning as part of their NPQML project. Based on research and our school priorities, this project aims to not only improve fitness levels and encourage an appreciation for the natural world, but to enhance learning opportunities across the curriculum in way that is more interactive, encouraging team building and creative thinking.  This in turn, builds self-confidence, independence and establishes 'sticky knowledge' and skills.  The project will particularly track the impact of these outdoor opportunities on our disadvantaged pupils, evaluating the impact on their wellbeing, attendance, attainment and progress.	<b>1, 4, 5</b>  <b>School Improvement Priority 8 and 10</b>
Learning from the Early Years approach to learning and embracing the Characteristics of Effective Learning JLPs uses a 'Voices for Choices' approach to learning throughout the school.	The CoEL and Voices for Choices approach is metacognition in action and research suggests pupil progress is enhanced by on average 8months (EEF) <a href="https://www.highspeedtraining.co.uk">Metacognition   Teaching Strategies &amp; Classroom Activities (highspeedtraining.co.uk)</a>  VFC and Metacognition- What does the research say?  Learners approach any learning task or opportunity with some metacognitive knowledge about: <ul style="list-style-type: none"> <li>Abilities and attitudes (knowledge of ourselves as a learner)</li> </ul>	<b>1 and 4</b>  <b>School Improvement Priority 9</b>

	<ul style="list-style-type: none"> <li>• Which strategies are effective and available (knowledge of strategies)</li> <li>• This particular type of activity (knowledge of the task)</li> </ul> <p>When undertaking a learning task, we start with the knowledge, then apply and adapt it. This is metacognitive regulation. It is about planning how to undertake a task, working on it while monitoring the strategy to check progress, then evaluating the overall success. At JLPS we use animals and characters to help 'VOICE' their metacognitive regulation.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 61,900


Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Year R to use NELI to help assess and identify targeted support.</p> <p>KS1 and 2 to follow programmes such as semantic links and Black Sheep to address gaps identified from Speech and Language Links assessments.</p> <p>HLTAs in EYFS, Key Stage 1 and 2 to deliver and EM in Oysters SRP</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions-eeef">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4
Additional phonics sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged	2

<p>who require further phonics support.</p> <p>Teachers CW, RF and AB supported by TAs where appropriate HLTAs in EYFS, Key Stage 1 and 2 to deliver and EM in Oysters SRP</p>	<p>backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Morning, lunchtime and after school boosters to focus on targeted pupils for reading, writing and maths.</p> <p>Additional teachers CW, AB and PB delivering bespoke programmes to our vulnerable and disadvantaged pupils</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4

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

Budgeted cost: £ 34,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5

<p>behaviour across school.</p> <p>Focus on further embedding the whole school behavior policy with a focus on co-regulation.</p> <p>Whole school training on Attachment and Trauma through INSET days and twilight sessions.</p> <p>SLT coaching session around the review and content of the behavior policy across the school.</p> <p>Whole school Emotional Coaching and restorative Approach training.</p> <p>(Links with SB NPQML and SEL)</p>	<p><a href="https://restorativejustice.org.uk/restorative-practice-schools">https://restorativejustice.org.uk/restorative-practice-schools</a></p> 	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Principles of implementing a whole school attendance policy which requires commitment from the whole school community</p> <ul style="list-style-type: none"> <li>• Leadership and Management</li> <li>• Relationships and communication</li> <li>• Systems and data</li> <li>• Intervention</li> </ul> <p>Actions of school staff and local authorities to improve attendance</p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	<p><b>1,2,3,4,5 and 6</b></p>
<p>School clubs, trips and swimming which incur costs subsidised for those pupils eligible for PP</p>	<p>Some pupil premium families are unable to access enrichment activities. The EEF, consider evidence-based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Within the school</p>	<p><b>4,5 and 6</b></p>

	context, systems of evaluation, analysis and forward planning ensure an effective spending model.	
The cost of uniform subsidised for those pupils eligible for PP should they require support.	EEF: Pupils from lower socio-economic households are less likely to be able to afford the cost of school uniforms. <a href="https://educationendowmentfoundation.org.uk">School uniform   EEF (educationendowmentfoundation.org.uk)</a>	<b>4,5 and 6</b>
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	<b>All</b>

**Total budgeted cost: £ 167, 010**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Data for Governors									
Jul-21									
<b>Year 6 Pupil Attainment</b>									
<b>Reading</b>	<b>No. of Pupils</b>		<b>Below</b>		<b>Expected</b>		<b>Expected +</b>		
All Pupils	79	100%	12	15%	67	85%	22	28%	
PPG Eligible Pupils	20	25%	6	30%	14	70%	3	15%	
Non PPG Eligible Pupils	59	75%	6	10%	53	90%	19	32%	
PPG Eligible Pupils who are not SEND	15	19%	3	20%	12	80%	3	20%	
Boy Pupils	45	57%	8	18%	37	82%	11	24%	
Girl Pupils	34	43%	4	12%	30	88%	11	32%	
Pupils with SEN	14	18%	8	57%	6	43%	0	0%	
More Able Pupils	14	18%	1	7%	13	93%	8	57%	
<b>Writing</b>	<b>No. of Pupils</b>		<b>Below</b>		<b>Expected</b>		<b>Expected +</b>		
All Pupils	79	100%	12	15%	67	85%	27	34%	
PPG Eligible Pupils	20	25%	5	25%	15	75%	3	15%	
Non PPG Eligible Pupils	59	75%	7	12%	52	88%	24	41%	
PPG Eligible Pupils who are not SEND	15	19%	2	13%	13	87%	3	20%	
Boy Pupils	45	57%	8	18%	37	82%	12	27%	
Girl Pupils	34	43%	4	12%	30	88%	15	44%	
Pupils with SEN	14	18%	9	64%	5	36%	0	0%	
More Able Pupils	14	18%	0	0%	14	100%	9	64%	
<b>Maths</b>	<b>No. of Pupils</b>		<b>Below</b>		<b>Expected</b>		<b>Expected +</b>		
All Pupils	79	100%	16	20%	63	80%	25	32%	
PPG Eligible Pupils	20	25%	9	45%	11	55%	2	10%	
Non PPG Eligible Pupils	59	75%	7	12%	52	88%	23	39%	
PPG Eligible Pupils who are not SEND	15	19%	5	33%	10	67%	2	13%	
Boy Pupils	45	57%	11	24%	34	76%	12	27%	
Girl Pupils	34	43%	5	15%	29	85%	13	38%	
Pupils with SEN	14	18%	10	71%	4	29%	0	0%	
More Able Pupils	14	18%	0	0%	14	100%	9	64%	

(Key PPG - Pupil Premium Grant, SEND - Special Educational Needs & Disability)

20 Year 6 pupils PPG eligible with a small attainment gap between PPG pupils and all pupils in reading and writing. A more significant gap in maths; however, when SEND is taken out the attainment gap is zero in reading and writing and less significant in maths.

## Progress outcomes for Year 6 PP v All Pupils highlighted July 21

Year 6		Progress (%)								
		Reading			Writing			Maths		
Jul-21	No.	Below (%)	Good (%)	Above (%)	Below (%)	Good (%)	Above (%)	Below (%)	Good (%)	Above (%)
All Pupils	79	8%	92%	1%	9%	91%	14%	6%	94%	10%
Boys	45	4%	96%	0%	9%	91%	9%	2%	98%	9%
Girls	34	12%	88%	3%	9%	91%	21%	12%	88%	12%
EHCP	3	0%	100%	0%	0%	100%	0%	0%	100%	0%
AEN not EHC	11	36%	64%	0%	36%	64%	0%	36%	64%	0%
All AEN	14	29%	71%	0%	29%	71%	0%	29%	71%	0%
No AEN	65	3%	97%	2%	5%	95%	17%	2%	98%	12%
Non PP	59	3%	97%	2%	5%	95%	12%	3%	97%	10%
PP	20	20%	80%	0%	20%	80%	20%	15%	85%	10%
PP no AEN	15	13%	87%	0%	20%	80%	27%	7%	93%	13%
FSM	16	25%	75%	0%	25%	75%	19%	19%	81%	13%
CIC	1	0%	100%	0%	0%	100%	0%	0%	100%	0%
EAL	5	0%	100%	20%	0%	100%	40%	0%	100%	20%
More Able	14	0%	100%	0%	0%	100%	0%	0%	100%	0%

### Year 5 Pupil Attainment

Reading	No. of Pupils		Below		Expected		Expected +	
All Pupils	84	100%	31	37%	53	63%	9	11%
PPG Eligible Pupils	14	17%	7	50%	7	50%	0	0%
Non PPG Eligible Pupils	70	83%	24	34%	46	66%	9	13%
PPG Eligible Pupils who are not SEND	9	11%	3	33%	6	67%	0	0%
Boy Pupils	46	55%	20	43%	26	57%	5	11%
Girl Pupils	38	45%	11	29%	27	71%	4	11%
Pupils with SEN	15	18%	10	67%	5	33%	1	7%
More Able Pupils	4	5%	1	25%	3	75%	2	50%
Writing	No. of Pupils		Below		Expected		Expected +	
All Pupils	84	100%	31	37%	53	63%	6	7%
PPG Eligible Pupils	14	17%	8	57%	6	43%	1	7%
Non PPG Eligible Pupils	70	83%	23	33%	47	67%	5	7%
PPG Eligible Pupils who are not SEND	9	11%	3	33%	6	67%	1	11%
Boy Pupils	46	55%	21	46%	25	54%	5	11%
Girl Pupils	38	45%	10	26%	28	74%	1	3%
Pupils with SEN	15	18%	10	67%	5	33%	1	7%
More Able Pupils	4	5%	1	25%	3	75%	1	50%
Maths	No. of Pupils		Below		Expected		Expected +	
All Pupils	84	100%	28	33%	56	67%	10	12%
PPG Eligible Pupils	14	17%	6	43%	8	57%	1	7%
Non PPG Eligible Pupils	70	83%	22	31%	48	69%	9	13%
PPG Eligible Pupils who are not SEND	9	11%	3	33%	6	67%	1	11%
Boy Pupils	46	55%	17	37%	29	63%	9	20%
Girl Pupils	38	45%	11	29%	27	71%	1	3%
Pupils with SEN	15	18%	8	53%	7	47%	2	13%
More Able Pupils	4	5%	1	25%	3	75%	2	50%

(Key PPG - Pupil Premium Grant, SEND - Special Educational Needs & Disability)

14 pupils are PPG eligible with an attainment gap compared to all pupils in reading, writing and maths; however, when SEND is taken out attainment percentages are the same in maths and a little higher in reading and writing.

## Progress outcomes for Year 5 PP v All Pupils highlighted July 21

Year 5		Progress (%)								
		Reading			Writing			Maths		
		Below (%)	Good (%)	Above (%)	Below (%)	Good (%)	Above (%)	Below (%)	Good (%)	Above (%)
Jul-21	No.									
All Pupils	84	12%	88%	2%	7%	93%	7%	0%	100%	1%
Boys	46	15%	85%	2%	7%	93%	11%	0%	100%	2%
Girls	38	8%	92%	3%	8%	92%	3%	0%	100%	3%
EHCP	0	#####	#####	#####	#####	#####	#####	#####	#####	#####
AEN not EHC	15	20%	80%	0%	0%	100%	0%	0%	100%	0%
All AEN	15	20%	80%	0%	0%	100%	0%	0%	100%	0%
No AEN	69	10%	90%	3%	9%	91%	9%	0%	100%	1%
Non PP	70	13%	87%	3%	6%	94%	7%	0%	100%	1%
PP	14	7%	93%	0%	14%	86%	7%	0%	100%	0%
PP no AEN	9	11%	89%	0%	22%	78%	11%	0%	100%	0%
FSM	14	7%	93%	0%	14%	86%	7%	0%	64%	0%
CIC	0	#####	#####	#####	#####	#####	#####	#####	#####	#####
EAL	4	0%	100%	0%	25%	75%	25%	0%	100%	0%
More Able	4	0%	100%	0%	0%	100%	25%	0%	100%	0%

### Year 4 Pupil Attainment

Reading	No. of Pupils		Below		Expected		Expected +	
All Pupils	78	100%	28	36%	50	64%	9	12%
PPG Eligible Pupils	20	26%	10	50%	10	50%	0	0%
Non PPG Eligible Pupils	58	74%	18	31%	40	69%	9	16%
PPG Eligible Pupils who are not SEND	15	19%	7	47%	8	53%	0	0%
Boy Pupils	43	55%	11	26%	32	74%	6	14%
Girl Pupils	35	45%	17	49%	18	51%	3	9%
Pupils with SEN	12	15%	8	67%	4	33%	0	0%
More Able Pupils	1	1%	0	0%	1	100%	1	100%
Writing	No. of Pupils		Below		Expected		Expected +	
All Pupils	78	100%	33	42%	45	58%	7	9%
PPG Eligible Pupils	20	26%	14	70%	6	30%	1	5%
Non PPG Eligible Pupils	58	74%	19	33%	39	67%	6	10%
PPG Eligible Pupils who are not SEND	15	19%	9	60%	6	40%	1	7%
Boy Pupils	43	55%	15	35%	28	65%	2	5%
Girl Pupils	35	45%	18	51%	17	49%	5	14%
Pupils with SEN	12	15%	11	92%	1	8%	0	0%
More Able Pupils	1	1%	0	0%	1	100%	1	100%
Maths	No. of Pupils		Below		Expected		Expected +	
All Pupils	78	100%	28	36%	50	64%	6	8%
PPG Eligible Pupils	20	26%	12	60%	8	40%	1	5%
Non PPG Eligible Pupils	58	74%	16	28%	42	72%	5	9%
PPG Eligible Pupils who are not SEND	15	19%	9	60%	6	40%	1	7%
Boy Pupils	43	55%	11	26%	32	74%	4	9%
Girl Pupils	35	45%	17	49%	18	51%	2	6%
Pupils with SEN	12	15%	8	67%	4	33%	0	0%
More Able Pupils	1	1%	0	0%	1	100%	0	0%

(Key PPG - Pupil Premium Grant, SEND - Special Educational Needs & Disability)

20 eligible PPG children in Year 4 with a more significant gap in attainment in reading, writing and maths although that gap closes a little when SEND PPG children are removed.



## Progress outcomes for Year 4 PP v All Pupils highlighted July 21

Year 4		Progress (%)								
		Reading			Writing			Maths		
		Below (%)	Good (%)	Above (%)	Below (%)	Good (%)	Above (%)	Below (%)	Good (%)	Above (%)
Jul-21	No.									
All Pupils	78	18%	82%	9%	8%	92%	9%	13%	87%	27%
Boys	43	12%	88%	16%	12%	88%	5%	16%	84%	33%
Girls	35	26%	74%	0%	3%	97%	14%	9%	91%	49%
EHCP	0	#####	#####	#####	#####	#####	#####	#####	#####	#####
AEN not EHC	12	42%	58%	8%	33%	67%	0%	33%	67%	8%
All AEN	12	42%	58%	8%	33%	67%	0%	33%	67%	8%
No AEN	66	14%	86%	9%	3%	97%	11%	9%	91%	30%
Non PP	58	16%	84%	9%	7%	93%	9%	12%	88%	29%
PP	20	25%	75%	10%	10%	90%	10%	15%	85%	20%
PP no AEN	15	20%	80%	13%	7%	93%	13%	13%	87%	27%
FSM	19	26%	74%	11%	11%	89%	11%	11%	89%	21%
CIC	0	#####	#####	#####	#####	#####	#####	#####	#####	#####
EAL	4	25%	75%	25%	0%	100%	50%	0%	100%	50%
More Able	1	0%	100%	0%	0%	100%	0%	0%	100%	0%

### Year 3 Pupil Attainment

Reading	No. of Pupils		Below		Expected		Expected +	
All Pupils	84	100%	33	39%	51	61%	21	25%
PPG Eligible Pupils	24	29%	15	63%	9	38%	4	17%
Non PPG Eligible Pupils	60	71%	18	30%	42	70%	17	28%
PPG Eligible Pupils who are not SEND	20	24%	11	55%	9	45%	4	20%
Boy Pupils	49	58%	20	41%	29	59%	9	18%
Girl Pupils	35	42%	13	37%	22	63%	12	34%
Pupils with SEN	11	13%	9	82%	2	18%	0	0%
More Able Pupils	0	0%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Writing	No. of Pupils		Below		Expected		Expected +	
All Pupils	84	100%	37	44%	47	56%	6	7%
PPG Eligible Pupils	24	29%	16	67%	8	33%	0	0%
Non PPG Eligible Pupils	60	71%	21	35%	39	65%	6	10%
PPG Eligible Pupils who are not SEND	20	24%	12	60%	8	40%	0	0%
Boy Pupils	49	58%	23	47%	26	53%	2	4%
Girl Pupils	35	42%	14	40%	21	60%	4	11%
Pupils with SEN	11	13%	10	91%	1	9%	0	0%
More Able Pupils	0	0%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Maths	No. of Pupils		Below		Expected		Expected +	
All Pupils	84	100%	32	38%	52	62%	13	15%
PPG Eligible Pupils	24	29%	16	67%	8	33%	1	4%
Non PPG Eligible Pupils	60	71%	16	27%	44	73%	12	20%
PPG Eligible Pupils who are not SEND	20	24%	12	60%	8	40%	1	5%
Boy Pupils	49	58%	19	39%	30	61%	10	20%
Girl Pupils	35	42%	13	37%	22	63%	3	9%
Pupils with SEN	11	13%	10	91%	1	9%	0	0%
More Able Pupils	0	0%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!

(Key PPG - Pupil Premium Grant, SEND - Special Educational Needs & Disability)

Higher proportion of 24 pupils eligible for the PPG with a significant gap in attainment in this year group in reading, writing and maths. The gap doesn't close significantly when SEND pupils are removed.

## Progress outcomes for Year 3 PP v All Pupils highlighted July 21

Year 3		Progress (%)								
		Reading			Writing			Maths		
		Below (%)	Good (%)	Above (%)	Below (%)	Good (%)	Above (%)	Below (%)	Good (%)	Above (%)
Jul-21	No.									
All Pupils	84	12%	88%	1%	12%	88%	1%	17%	83%	5%
Boys	49	16%	84%	2%	14%	86%	2%	20%	80%	6%
Girls	35	6%	94%	0%	9%	91%	0%	11%	89%	3%
EHCP	2	50%	50%	0%	0%	100%	0%	50%	50%	0%
AEN not EHC	9	11%	89%	0%	11%	89%	0%	11%	89%	0%
All AEN	11	18%	82%	0%	9%	91%	0%	18%	82%	0%
No AEN	73	11%	89%	1%	12%	88%	1%	16%	84%	5%
Non PP	60	7%	93%	2%	7%	93%	2%	10%	90%	7%
PP	24	25%	75%	0%	25%	75%	0%	33%	67%	0%
PP no AEN	20	25%	75%	0%	30%	70%	0%	35%	65%	0%
FSM	24	25%	75%	0%	25%	75%	0%	33%	67%	0%
CIC	0	#####	#####	#####	#####	#####	#####	#####	#####	#####
EAL	4	0%	100%	0%	0%	100%	0%	0%	100%	25%
More Able	0	#####	#####	#####	#####	#####	#####	#####	#####	#####

### Year 2 Pupil Attainment

Reading	No. of Pupils		Below		Expected		Expected +	
All Pupils	72	100%	21	29%	51	71%	6	8%
PPG Eligible Pupils	19	26%	9	47%	10	53%	1	5%
Non PPG Eligible Pupils	53	74%	12	23%	41	77%	5	9%
PPG Eligible Pupils who are not SEND	15	21%	6	40%	9	60%	1	7%
Boy Pupils	39	54%	14	36%	25	64%	2	5%
Girl Pupils	33	46%	7	21%	26	79%	4	12%
Pupils with SEN	9	13%	6	67%	3	33%	0	0%
More Able Pupils	0	0%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Writing	No. of Pupils		Below		Expected		Expected +	
All Pupils	72	100%	35	49%	37	51%	0	0%
PPG Eligible Pupils	19	26%	15	79%	4	21%	0	0%
Non PPG Eligible Pupils	53	74%	20	38%	33	62%	0	0%
PPG Eligible Pupils who are not SEND	15	21%	11	73%	4	27%	0	0%
Boy Pupils	39	54%	24	62%	15	38%	0	0%
Girl Pupils	33	46%	11	33%	22	67%	0	0%
Pupils with SEN	9	13%	8	89%	1	11%	0	0%
More Able Pupils	0	0%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Maths	No. of Pupils		Below		Expected		Expected +	
All Pupils	72	100%	28	39%	44	61%	1	1%
PPG Eligible Pupils	19	26%	11	58%	8	42%	0	0%
Non PPG Eligible Pupils	53	74%	17	32%	36	68%	1	2%
PPG Eligible Pupils who are not SEND	15	21%	7	47%	8	53%	0	0%
Boy Pupils	39	54%	16	41%	23	59%	1	3%
Girl Pupils	33	46%	12	36%	21	64%	0	0%
Pupils with SEN	9	13%	8	89%	1	11%	0	0%
More Able Pupils	0	0%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!

(Key PPG - Pupil Premium Grant, SEND - Special Educational Needs & Disability)

19 pupils eligible for the PPG with the most significant gap in attainment in writing even when SEND is removed. Reading and maths have a less significant gap of 11% and 8% respectively.

## Progress outcomes for Year 2 PP v All Pupils highlighted July 21

Year 2		Progress (%)								
		Reading			Writing			Maths		
		Below (%)	Good (%)	Above (%)	Below (%)	Good (%)	Above (%)	Below (%)	Good (%)	Above (%)
Jul-21	No.									
All Pupils	72	17%	83%	8%	21%	79%	6%	11%	89%	6%
Boys	39	18%	82%	8%	28%	72%	0%	13%	87%	5%
Girls	33	15%	85%	9%	12%	88%	12%	9%	91%	6%
EHCP	0	#####	#####	#####	#####	#####	#####	#####	#####	#####
AEN not EHC	9	33%	67%	0%	56%	44%	0%	33%	67%	0%
All AEN	9	33%	67%	0%	56%	44%	0%	33%	67%	0%
No AEN	63	14%	86%	10%	16%	84%	6%	8%	92%	6%
Non PP	53	17%	83%	8%	21%	79%	8%	8%	92%	6%
PP	19	16%	84%	11%	21%	79%	0%	21%	79%	5%
PP no AEN	15	13%	87%	13%	13%	87%	0%	20%	80%	7%
FSM	17	18%	82%	12%	18%	82%	0%	12%	88%	6%
CIC	0	#####	#####	#####	#####	#####	#####	#####	#####	#####
EAL	5	40%	60%	0%	20%	80%	20%	0%	100%	20%
More Able	0	#####	#####	#####	#####	#####	#####	#####	#####	#####

### Year 1 Pupil Attainment

Reading	No. of Pupils		Below		Expected		Expected +	
All Pupils	83	100%	41	49%	42	51%	6	7%
PPG Eligible Pupils	18	22%	13	72%	5	28%	0	0%
Non PPG Eligible Pupils	65	78%	28	43%	37	57%	6	9%
PPG Eligible Pupils who are not SEND	16	19%	11	69%	5	31%	0	0%
Boy Pupils	42	51%	19	45%	23	55%	5	12%
Girl Pupils	41	49%	22	54%	19	46%	1	2%
Pupils with SEN	11	13%	9	82%	2	18%	0	0%
More Able Pupils	0	0%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Writing	No. of Pupils		Below		Expected		Expected +	
All Pupils	83	100%	56	67%	27	33%	2	2%
PPG Eligible Pupils	18	22%	16	89%	2	11%	0	0%
Non PPG Eligible Pupils	65	78%	40	62%	25	38%	2	3%
PPG Eligible Pupils who are not SEND	16	19%	14	88%	2	13%	0	0%
Boy Pupils	42	51%	30	71%	12	29%	2	5%
Girl Pupils	41	49%	26	63%	15	37%	0	0%
Pupils with SEN	11	13%	10	91%	1	9%	0	0%
More Able Pupils	0	0%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Maths	No. of Pupils		Below		Expected		Expected +	
All Pupils	83	100%	25	30%	58	70%	4	5%
PPG Eligible Pupils	18	22%	8	44%	10	56%	0	0%
Non PPG Eligible Pupils	65	78%	17	26%	48	74%	4	6%
PPG Eligible Pupils who are not SEND	16	19%	6	38%	10	63%	0	0%
Boy Pupils	42	51%	9	21%	33	79%	4	10%
Girl Pupils	41	49%	16	39%	25	61%	0	0%
Pupils with SEN	11	13%	9	82%	2	18%	0	0%
More Able Pupils	0	0%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!

(Key PPG - Pupil Premium Grant, SEND - Special Educational Needs & Disability)

18 pupils PPG eligible with a significant gap in reading, writing and maths. The gap closes significantly in maths when SEND pupils are removed.

## Progress outcomes for Year 1 PP v All Pupils highlighted July 21

Year 1		Progress (%)								
		Reading			Writing			Maths		
		Below (%)	Good (%)	Above (%)	Below (%)	Good (%)	Above (%)	Below (%)	Good (%)	Above (%)
Jul-21	No.									
All Pupils	83	11%	89%	12%	12%	88%	4%	5%	95%	8%
Boys	42	10%	90%	10%	14%	86%	7%	5%	95%	10%
Girls	41	12%	88%	15%	10%	90%	0%	5%	95%	7%
EHCP	0	#####	#####	#####	#####	#####	#####	#####	#####	#####
AEN not EHC	11	45%	55%	0%	27%	73%	0%	18%	82%	9%
All AEN	11	45%	55%	0%	27%	73%	0%	18%	82%	9%
No AEN	72	6%	94%	14%	10%	90%	4%	3%	97%	8%
Non PP	65	8%	92%	14%	11%	89%	5%	3%	97%	9%
PP	18	22%	78%	6%	17%	83%	0%	11%	89%	6%
PP no AEN	16	13%	88%	6%	19%	81%	0%	13%	88%	6%
FSM	17	24%	76%	6%	18%	82%	0%	12%	88%	6%
CIC	0	#####	#####	#####	#####	#####	#####	#####	#####	#####
EAL	2	0%	100%	0%	0%	100%	0%	0%	100%	0%
More Able	0	#####	#####	#####	#####	#####	#####	#####	#####	#####

Year R Pupil Attainment									
Reading	No. of pupils		Below		Expected		Expected +		
All Pupils	66	100%	10	15%	56	85%	13	20%	
PPG eligible pupils	14	21%	4	29%	10	71%	1	7%	
Non-PPG eligible pupils	52	79%	6	12%	46	88%	12	23%	
PPG eligible pupils who are not SEND	14	21%	4	29%	10	71%	1	7%	
Boy Pupils	34	52%	6	18%	28	82%	6	18%	
Girl Pupils	32	48%	4	13%	28	88%	7	22%	
Pupils with SEN	2	3%	1	50%	1	50%	0	0%	
Writing	No. of pupils		Below		Expected		Expected +		
All Pupils	66	100%	14	21%	52	79%	12	18%	
PPG eligible pupils	14	21%	6	43%	8	57%	0	0%	
Non-PPG eligible pupils	52	79%	8	15%	44	85%	12	19%	
PPG eligible pupils who are not SEND	14	21%	6	43%	8	57%	0	0%	
Boy Pupils	34	52%	8	21%	24	71%	2	6%	
Girl Pupils	32	48%	6	19%	28	88%	10	31%	
Pupils with SEN	2	3%	1	50%	1	50%	0	0%	
Maths Number	No. of pupils		Below		Expected		Expected +		
All Pupils	66	100%	8	12%	58	88%	8	12%	
PPG eligible pupils	14	21%	3	21%	11	79%	0	0%	
Non-PPG eligible pupils	52	79%	5	10%	47	90%	8	15%	
PPG eligible pupils who are not SEND	14	21%	3	21%	11	79%	0	0%	
Boy Pupils	34	52%	4	12%	25	74%	5	12%	
Girl Pupils	32	48%	4	13%	33	103%	3	9%	
Pupils with SEN	2	3%	1	50%	1	50%	0	0%	
Maths SSM	No. of pupils		Below		Expected		Expected +		
All Pupils	66	100%	6	9%	60	91%	4	6%	
PPG eligible pupils	14	21%	3	21%	11	79%	0	0%	
Non-PPG eligible pupils	52	79%	3	6%	49	94%	4	8%	
PPG eligible pupils who are not SEND	14	21%	3	21%	11	79%	0	0%	
Boy Pupils	34	52%	4	12%	28	82%	2	6%	
Girl Pupils	32	48%	2	6%	32	100%	2	6%	
Pupils with SEN	2	3%	1	50%	1	50%	0	0%	
(Key: PPG = Pupil Premium Grant, SEND = Special Education Need & Disability)									

14 pupils currently eligible for PPG with a smaller attainment gap noticeable in reading, writing and maths compared to year 1 and 2.

## Progress outcomes for Year 1 PP v All Pupils highlighted July 21

Term 6	%	Reading			Writing			Numbers		
		Below (%)	On Track + (%)	Above (%)	Below (%)	On Track + (%)	Above (%)	Below (%)	On Track + (%)	Above (%)
All Pupils	100%	24%	76%	34%	28%	72%	29%	9%	91%	46%
Boys	54%	24%	76%	43%	32%	68%	32%	8%	92%	49%
Girls	46%	23%	77%	23%	23%	77%	26%	10%	90%	42%
EHCP	1%	100%	0%	0%	100%	0%	0%	100%	0%	0%
AEN not EHC	4%	67%	33%	0%	100%	0%	0%	33%	67%	67%
All AEN	6%	75%	25%	0%	100%	0%	0%	50%	50%	50%
No AEN	94%	20%	80%	36%	23%	77%	31%	6%	94%	45%
Non PP	78%	17%	83%	38%	23%	77%	34%	8%	92%	51%
PP	22%	47%	53%	20%	47%	53%	13%	13%	87%	27%
PP no AEN	21%	43%	57%	21%	43%	57%	14%	7%	93%	29%
FSM	18%	42%	58%	17%	42%	58%	17%	8%	92%	33%
CIC	1%	100%	0%	0%	100%	0%	0%	100%	0%	0%
EAL	9%	17%	83%	33%	33%	67%	17%	0%	100%	83%
More Able	0%	####	####	####	####	####	####	####	####	####

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils.

The school continued to focus on developing social and emotional learning skills for disadvantaged pupils with particularly positive feedback from the school community with regards to the support and guidance offered during challenging times.

When in school pupils from disadvantaged pupils made good progress from their lower starting points. Rapid progress continued to be made in communication and language in Early Years whilst intervention trackers demonstrated increased engagement and progress against personal targets. Our provision map overview demonstrated a positive impact.

For many children positive behaviours for learning was re-established; however, for a few the focus on 'reconnect, 'restore' and 'recover' was more important than ever. Data suggests that individual support, zen zones and self-regulation skills have become more important than ever and individual children have struggled to re-adjust.

Further training on the Mainstream Core Standards for all staff ensured they feel confident in supporting all needs and abilities in class. Interventions that have addressed areas of need have demonstrated significant steps of progress from their starting points.

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

Mark Ashley-Jones

Head of School

28/1/2022