



Pupil premium strategy statement

Sandford Primary School

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 | SANDFORD PRIMARY |
| Number of pupils in school | 150 |
| Proportion (%) of pupil premium eligible pupils | 14% (21 pupils) |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022 to 2024-2025 |
| Date this statement was published | December 2022 Reviewed and revised December 2023 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | The Governing Body |
| Pupil premium lead | A.Stevens Head of School |
| Governor / Trustee lead | B Hancock Pupil Premium link governor |

Funding overview

| Detail | Amount |
|--|------------------------------------|
| Pupil premium funding allocation this academic year | £10,415 (21-22) £30,465 (22-23) |
| Recovery premium funding allocation this academic year | £2000 (21-22) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £30,465 (22-23) |

Part A: Pupil premium strategy plan

Statement of intent

At Sandford Primary School, we are collectively committed to fostering a sense of belonging for every pupil and family in our school community. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal, including progress for those who are already high-attainers.

We consider the individual challenges faced by our vulnerable pupils, such as those who have cognition and learning difficulties; pupils who are adopted; pupils who are living with challenging family circumstances; pupils missing education due to medical conditions. The provision we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Through a three-tiered approach, quality-first teaching is at the heart of our strategy, with a focus on 'levelling the playing field' to ensure all pupils feel safe and ready to learn. Research shows that this has the greatest impact on closing the disadvantage attainment gap and at the same time 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 dovetails with wider school plans for education recovery, notably in its targeted support through the NTP/Catch-Up Premium for pupils whose education has been worst affected by the Coronavirus Pandemic, including non-disadvantaged pupils.

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

- prioritise our pupils' emotional needs, first and foremost, so that they have the right attitudes for learning (self-esteem, resilience, positive relationship building)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- make certain that disadvantaged pupils' needs are accurately diagnosed and they are challenged in the work that is set
- act early to intervene at the point need is identified
- rigorously monitor pupil progress to ensure provision is effective

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>POVERTY OF LANGUAGE</p> <p>Internal assessments (including use of Typical Talk www.talkingpoint.org.uk), observations, and discussions with pupils indicate underdeveloped oral language skills, vocabulary gaps and poor written communication skill among many disadvantaged pupils. These are evident from Reception through to KS2 and, notably, are more prevalent among our disadvantaged pupils than their peers.</p> |
| 2 | <p>PHONICS</p> <p>Base line and ongoing assessments from our ULS Systematic Synthetic Phonics Programme and discussions with pupils suggest our disadvantaged pupils generally have greater difficulties with phonics than their peers, and a significant group have SEND within Cognition and Learning. This negatively impacts their development as readers and/or their retention of new learning.</p> |
| 3 | <p>OUTCOMES IN READING & WRITING</p> <p>Internal assessments and external (where available) indicate that Reading & Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils (64% PP meet ARE or above in Reading compared to 77% nonPP / 57% meet ARE or above in Writing compared to 80% nonPP). For our disadvantaged pupils, the lack of exposure to high quality texts impacts on the quality of writing and their reading stamina and fluency.</p> |
| 4 | <p>CHALLENGING FAMILY CIRCUMSTANCES</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to unstable family circumstances (including poor health of parents/pupil, trauma, marital breakdown, single parent families). These challenges particularly affect our disadvantaged pupils, including their attainment, stability and structure at home, and their parents' engagement with school.</p> |
| 5 | <p>WIDER OPPORTUNITIES</p> <p>Our assessments and observations indicate that wider experiences in pupils' home lives and the mental health and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. A lack of resilience and low self-esteem are preventing a significant number of our disadvantaged pupils from fully engaging with their learning and extended activities. These findings are supported by national studies. Our predominantly White British demographic can also limit understanding and respect within key themes, eg. equality, diversity, gender.</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 |
|--|--|
| Improved oral language skills and vocabulary among disadvantaged pupils. | <ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils (as categorized by Typical Talk stages https://ican.org.uk/). This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, outcomes from SLC focus tasks and ongoing formative assessment. • Topic Webs and classroom displays include ‘expert language’ which is referred to in lesson time and used at home during conversations about learning • PP and nonPP pupils use the same breadth of language/vocabulary • Regular quizzes/recaps/games are used to improve meta cognition and move learning from short to long term memory • Whole school Talk 4 Writing approach provides pupils with a bank of new vocabulary/stories to build, year on year, their oral language skills and communication – this will be evident in writing scrutinies • PP mentor checks in weekly with individual PP pupils to monitor and review their personal ‘language targets’ • Where relevant, CTs will regularly record and monitor provision for PP pupils on the school’s Graduated Response Provision Maps • Pupils with SEND will be closely monitored through their ADPR/IEP |
| Improved reading attainment among disadvantaged pupils. | <ul style="list-style-type: none"> • PP reading outcomes in 2022/23 show that all pupils make good progress from their starting points, and at least 80% of disadvantaged pupils meet the expected standard • New school Systematic Synthetic Phonics programme is embedded across EYFS / KS1 • KS1 Phonics Screening outcomes show that at least 80% reach the expected standard in both PP and nonPP groups • Raised profile of Reading across the school, through over 50% of pupils accessing the Laureate Award scheme, school assemblies, text driven topics, reading areas in classrooms and adopting the Sandford Reading Charter |

| | |
|---|---|
| | <ul style="list-style-type: none"> • PP mentor checks in weekly with individual PP pupils to monitor and review their personal 'reading targets' • PP Lead uses data termly to evaluate success/effectiveness of strategies (Reading Age, Phonics & Summative Reading assessments) • SLT Pupil Progress Meetings include challenging conversations about PP provision with every CT • Where relevant, CTs will regularly record and monitor provision for PP pupils on Provision Map through reviews. Success is measured by measureable progress and pupils closing the gap to reach ARE. • Pupils with SEND will be closely monitored through their ADPR/IEP |
| Improved writing attainment among disadvantaged pupils. | <ul style="list-style-type: none"> • PP writing outcomes in 2022/23 show that all pupils make good progress from their starting points, and at least 75% of disadvantaged pupils meet the expected standard. • Whole school Talk 4 Writing approach addresses all learning styles to enable accelerated progress for our weakest writers and embeds a whole school agreed writing process and progression • Regular writing moderation is carried out within the school, across the SLF and WLT • New and reviewed Marking & Feedback Policy enables pupils to respond to feedback immediately and understand the processes of editing & improvement. This impacts pupils' ability to be prepared for subsequent pieces of work and improves independence. • PP mentor checks in weekly with individual PP pupils to monitor and review their personal 'writing targets' • PP Lead uses data termly to evaluate success/effectiveness of strategies (Summative Writing assessments and writing work scrutinies) through PPMs. • SLT Pupil Progress Meetings include challenging conversations about PP provision with every CT • Where relevant, CTs will regularly record and monitor provision for PP pupils on the school's Graduated Response Provision Maps • Pupils with SEND will be closely monitored through their ADPR/IEP |
| To achieve and sustain improved wellbeing for all pupils in our school, | <ul style="list-style-type: none"> • Sustained high levels of wellbeing from 2022/23 demonstrated by: |

| | |
|---|---|
| <p>particularly our disadvantaged pupils.</p> | <ol style="list-style-type: none"> 1. qualitative data from student voice, student and parent surveys and teacher observations 2. a significant improvement in structures and routines at home, including punctuality and attendance at school 3. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <ul style="list-style-type: none"> • Strong relationships are built between our Learning Mentor and the families of our disadvantaged pupils, demonstrated by: <ol style="list-style-type: none"> 1. Workshops, programmes, strategies and advice shared and used by pupils and/or their families 2. a timetable of regular check-ins is established • Where relevant, pupils will be monitored via the school's SDQ (Strengths and Difficulties Questionnaire) assessments and against the Leuven Scale (by both CTs and parents) • Engagement with disadvantaged pupils' parents is increased and monitored (Parent/Teacher Meetings x2 year, Check-ins once/twice termly, Reading Diaries daily etc.) |
|---|---|

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.

Quality First Teaching

Budgeted cost: £ 4000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Build strong relationships in class (pastoral care), eliminating unconscious bias, establishing individual pupil interests, welcoming pupils positively every morning.</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>Professional, personal and an effective relationship built between staff member and PP child to listen to their needs, provide encouragement and advice</p> <p>EEF Social and Emotional Learning Supporting-the-attainment-of-disadvantaged-pupils DfE</p> | 4 |
| <p>Use standardized diagnostic assessments (eg. Phonics. Reading Age, White Rose Maths) and rich questioning.</p> <p>Train staff to ensure assessments are interpreted and administered correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>EEF Standardised tests Assessing and Monitoring Pupil Progress Supporting-the-attainment-of-disadvantaged-pupils DfE</p> | 1, 2, 3 |
| <p>Embed use of knowledge organisers and expert language across the school curriculum to empower all pupils with key knowledge at the beginning of topics studied. And an SLC task to culminate one Sci-</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>EEF Oral language interventions Supporting-the-attainment-of-disadvantaged-pupils DfE</p> | 1,3 |

| | | |
|---|---|---------|
| <p>ence/Humanities/PSHE unit every term. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will share these with pupils/parents through Topic Webs and use and display them in our classrooms.</p> | | |
| <p>Embed and monitor our own DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, understood by all staff.</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>EEF Phonics Supporting-the-attainment-of-disadvantaged-pupils DfE</p> | 2 |
| <p>Enhance our teaching of writing and English curriculum planning, using T4W approach.</p> <p>We will train all staff members in the Talk for Writing approach.</p> <p>We will draw up a Writing Progression Map tailored to our Mixed Age class school.</p> | <p>Talk for Writing (T4W) represents a new synthesis of teaching practices, focused on the extensive use of classroom talk to help children become familiar with a range of text genres.</p> <p>https://www.talk4writing.com/wp-content/uploads/2019/04/Talk-for-Writing-Review-of-related-research.pdf</p> | 3 |
| <p>Focus on metacognition and use regular quizzes/recaps to review learning and retain knowledge in Long Term Memory.</p> | <p>Learning is about developing those schemata through acquiring knowledge and making connections with different schemata. However, before information enters long-term memory, it needs to be processed by the short-term or working memory. This has limited capacity. It is not able to retain knowledge or develop schemata if it is overloaded i.e. if we are given too many things to think about at once. (Cognitive Load Theory OFSTED) Revisiting and repetition strengthens neural pathways.</p> <p>EEF Metacognition</p> | 1, 2, 3 |

| | | |
|--|---|------------|
| | Supporting-the-attainment-of-disadvantaged-pupils DfE | |
| <p>Review and ensure consistency and effectiveness of Marking and Feedback.</p> <p>Update school policy and monitor effectiveness of verbal and written feedback.</p> | <p>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p>EEF Feedback</p> <p>Supporting-the-attainment-of-disadvantaged-pupils DfE</p> | 1, 2, 3, 4 |
| <p>Embed our school Learning Powers (attitudes to learning) through whole school assemblies, rewards and classroom expectations. Monitor rewards received by disadvantaged pupils.</p> | <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities (EEF)</p> <p>EEF Behaviour interventions</p> <p>Supporting-the-attainment-of-disadvantaged-pupils DfE</p> | 1, 4 |

Targeted academic support

Budgeted cost £5,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Use Phonics/Reading intervention programs to improve phonetical knowledge and understanding/ fluency in reading for pupils who are falling significantly behind the expected standard for their age phase.</p> <p>Immediate phonics intervention sessions targeted at pupils who require further phonics support following daily</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged 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>EEF Phonics</p> | 1, 4 |

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|--|--|------------|
| SSP sessions (keep up not catch up approach) | | |
| <p>Provide each PP pupil a staff mentor and a passport for 1:1 support.</p> <p>PP Mentor will use 1:1 targeted session to engage in quality conversation, weekly, and time to address individual learning targets, which will be reviewed and monitored by CTs and PP Lead every term (x6).</p> | <p>A professional, personal and effective relationship built between staff member and PP child to listen to their needs, provides encouragement and advice.</p> <p>For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p>EEF One to one tuition</p> | 1, 2, 3, 4 |
| <p>Provide staff with relevant CPD, including:</p> <p>Phonics T4W Number Sense PP Lead Network Talk Boost / SLC Overcoming Barriers to Engaging with Families Trauma Informed Practice</p> | <p>When staff gain expertise and are well informed in how to deliver a new approach or program, then pupils will benefit.</p> <p>Supporting-the-attainment-of-disadvantaged-pupils DfE NFER – High Quality Teaching for All / Deploying Staff Effectively</p> | 1, 2, 3, 4 |
| <p>Review specific ‘pupil need’ every term (x3) through school identification and recording systems, including Pupil Need Overviews, Graduated Response Provision Maps and ‘Provision Map’ (part of Edukey), to ensure provision is effective and meaningful.</p> <p>These records will be reviewed by HoS/SENDCO and be</p> | <p>The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>EEF Parental Engagement</p> | 1, 2, 3, 4 |

| | | |
|--|---|---------|
| communicated regularly with parents. | | |
| Engage 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. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: EEF One to one tuition And in small groups: EEF Small group tuition | 1, 2, 3 |

Wider strategies

Budgeted cost: £2,915

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Whole staff training on behaviour management with the aim of developing our school ethos and raising behaviour expectations across school with pupil role models. | Both targeted interventions and universal approaches can have positive overall effects: EEF Behaviour interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | 1, 2, 3, 4,5 |
| Review, enhance and monitor student self-efficacy and student leadership. Ensure disadvantaged pupils are appointed to key roles in school, eg. Young Leaders, school/eco councils, crew captains and other jobs in school. | Disadvantaged children are more at risk of low self-efficacy than their peers. Often, many see their families powerless in the face of events. Self-efficacy is emerging as an important factor in attainment, particularly for disadvantaged learners. Research has shown it to be almost as predictive of achieving good educational qualifications by the age of 26 as cognitive skills. https://blog.optimus-education.com/self-efficacy- | 4,5 |

| | | |
|--|--|---------------|
| | simple-strategies-raise-attainment | |
| Use Breakfast Club to assist targeted families of disadvantaged pupils to get their children in school on time, and ready for learning. | Engaging parents to ensure their children are in school on time, provides them with the right attitudes for learning at the start of the school day. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 1, 2, 3, 4 |
| Contribute up to £150 towards: school uniform school, essential resources, opportunity to attend 1x enrichment club or 1x musical tuition per term, school trips (including outdoor adventure learning and sport) and transport. | Give wider opportunities to children with limited experience. (Moderate impact for moderate cost EEF) To ensure pupils are ready to learn and are well supported for schooling. | 4, 5 |
| Learning Mentor contact with identified families. Targeted phone calls before enrichment activities and/or Parents Evening appointments Termly coffee morning. | The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. (EEF) Learning Mentor weekly sessions provide strategy and an outlet for identified pupils/families, which feeds into lunchtime behaviours, friendship building and sign posting external support for families. Learning Mentor provides a link between home, primary school and prospective secondary school. | 4, 5 |
| Ensure Pastoral Curriculum is relevant. | Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the | 1, 2, 3, 4, 5 |

| | | |
|---|---|------------|
| <p>Aspirations Week at start of academic year, then Learning Powers focus throughout year.</p> <p>JIGSAW PSHE program is engaging, relevant and purposeful.</p> | <p>course of an academic year. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. (EEF)</p> | |
| <p>Contingency fund for acute issues. (For example, cost of vital counselling session)</p> | <p>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.</p> | <p>All</p> |

Total budgeted cost: £30,465

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 2021 to 2022 academic year.

Our internal and external assessments during 2021/22 indicate that our strategy has had some demonstrable impact during its first year of implementation. The strategy and its actions have been revised in light of the analysis of these outcomes and are outlined in the document sections above.

Outcomes for our Reception children show that 80% of our children achieved a Good Level of Development compared to 65% nationally and 72% in the LA. For our disadvantaged pupils, the GLD outcome was 67%. This represents good progress from the children's starting point. It is clear that our strategy to focus on developing the children's Phonics skills and supporting their family circumstances have had a significant impact already. This aspect will continue in 2022-23 along with further work to develop phonics and early reading and work to develop the children's breadth of language and their register.

Our Year 1 phonics check outcomes show good outcomes for our Pupil Premium Pupil – 100% of children passed the phonics check compared to 79% of non-Pupil Premium Pupils.

The impact of our strategy for end of Key Stage 1 outcomes are positive. With only 2 PP pupils, 100% met ARE in Reading compared to 83% nonPP, and 50% met ARE in both Writing and Maths, compared to 83% nonPP and 78% nonPP respectively.

End of Key Stage 2 outcomes show the impact of our strategy over time as well as the impact of our 2021-2022 strategy. This is especially true in their scaled scores where the Pupil Premium children outperformed those nationally, with Value Added +0.9 in Reading and Maths, and +1.4 in Writing. In Reading/Writing/Maths, 100% of our PP pupils met ARE, one reached GD in Reading, with another reaching GD in SPAG.

KS1 Statutory Assessment Data 21-22

Pupil groups compared with 'Like-for-Like' FFT national average

| | Pupils | Reading & Maths Scaled Score | Nat. diff | Reading Scaled Score | Nat. diff | Maths Scaled Score | Nat. diff | Attendance |
|------------|--------|------------------------------|-----------|----------------------|-----------|--------------------|-----------|------------|
| All Pupils | 20 | 103.4 | +2.0 | 103.1 | +1.6 | 104.2 | +2.4 | 94.9% |
| Female | 12 | 103.3 | +1.9 | 102.7 | +0.8 | 103.8 | +2.7 | 94.4% |
| Male | 8 | 103.6 | +2.1 | 103.7 | +2.7 | 104.6 | +2.3 | 95.6% |
| EHCP | 1 | | | | | | | 90.3% |
| Not SEND | 1 | 103.5 | +1.5 | 106.0 | +4.2 | 101.0 | -1.3 | 88.0% |
| FSM6 | 2 | 97.0 | -1.4 | 98.0 | -0.6 | 96.0 | -2.8 | 97.0% |
| Not FSM6 | 18 | 104.1 | +1.8 | 103.8 | +1.4 | 105.1 | +2.5 | 94.6% |
| Autumn | 9 | 104.4 | +1.6 | 104.3 | +1.5 | 104.6 | +1.4 | 97.0% |
| Spring | 5 | 106.8 | +5.4 | 108.3 | +6.8 | 105.3 | +3.6 | 93.4% |
| Summer | 6 | 99.6 | -0.4 | 96.8 | -3.3 | 102.8 | +2.5 | 93.0% |

KS2 Statutory Assessment Data 21-22

| | Pupils | Reading SS | Reading VA | Writing SS | Writing VA | Maths SS | Maths VA | GPS SS | GPS VA | Attendance |
|------------|--------|------------|------------|------------|------------|----------|----------|--------|--------|------------|
| All Pupils | 22 | 107.6 | +0.8 | 105.8 | +2.7 | 108.2 | +1.6 | 108.7 | +1.4 | 93% |
| Female | 9 | 109.7 | +0.6 | 109.7 | +4.5 | 109.1 | +2.1 | 112.4 | +2.6 | 95% |
| Male | 13 | 106.1 | +0.9 | 102.8 | +1.3 | 107.6 | +1.2 | 105.9 | +0.5 | 92% |
| Higher | 5 | 113.8 | +1.4 | 113.0 | +4.3 | 114.2 | +2.8 | 117.2 | +2.6 | 95% |
| Middle | 13 | 105.7 | +0.2 | 104.5 | +2.7 | 106.2 | +1.3 | 107.4 | +1.3 | 93% |
| Lower | 2 | 107.0 | +3.4 | 91.0 | -1.4 | 100.0 | +0.5 | 100.0 | -0.7 | 92% |
| FSM6 | 3 | 106.3 | +0.9 | 103.0 | +1.4 | 106.0 | +0.9 | 107.0 | +0.9 | 96% |
| Not FSM6 | 19 | 107.8 | +0.8 | 106.2 | +3.0 | 108.6 | +1.7 | 109.0 | +1.5 | 93% |
| EHCP | 1 | | -12.1 | | -8.9 | | -10.0 | | -13.2 | 86% |
| Not SEN | 2 | 106.0 | +7.9 | 97.0 | +1.9 | 104.0 | +5.5 | 102.5 | +3.0 | 97% |
| Autumn | 8 | 109.1 | +2.4 | 108.0 | +4.7 | 111.3 | +4.4 | 110.4 | +2.9 | 91% |
| Spring | 7 | 105.6 | -3.5 | 105.9 | +1.4 | 106.3 | -2.1 | 106.4 | -2.2 | 95% |
| Summer | 7 | 108.0 | +2.8 | 102.7 | +1.9 | 106.5 | +2.1 | 109.2 | +3.2 | 94% |

Our **internal assessments** during 2021/22 suggest that the performance of disadvantaged pupils still remains lower than their nonPP peers in key areas of the curriculum. Despite being on track during 2018/19, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised and only just starting to improve. It is worth noting that the percentage of PP pupils has risen 5% in the last 12 months.

| Summer 2021-2022 | % meeting Age Related Expectations | | | |
|----------------------------|------------------------------------|---------|-------------|-------------------|
| | Reading | Writing | Mathematics | All 3 areas R/W/M |
| Whole School | 77% | 80% | 82% | 47% |
| PP Pupils (15 pupils) | 64% | 57% | 64% | 36% |
| Non PP Pupils (135 pupils) | 78% | 80% | 81% | 69% |

Our analysis of these assessments still points significantly to Covid-19 impact, which has particularly disrupted subject areas for our current KS2 pupils (Y3-5). As evidenced in schools across the country, school closure was particularly detrimental to disadvantaged pupils. In terms of writing, the school has established the “Talk for Writing” strategy throughout the school which has improved the children’s understanding and skills of composition and grammar. The “Talk for Writing” strategy is being embed this year in teachers’ practise and will show further children achieving ARE in this forthcoming year.

Progress data from Entry in 2021 to Summer 2022 (see below) demonstrates the beginning of a strong recovery in most areas, so we aim to continue with these effective strategies in 22/23. The pupil remaining specifically below has significant SEND, and we are working with external agencies to support their individual needs.

Reading Progress Matrix for 15 Pupils (from 2021-2022) in Pupil Premium

| | | 2021-2022 Sum Main Assessment | | | |
|---------------------------------|---------------------|-------------------------------|-----------------|----------------|---------------|
| | | Significantly Below | Working Towards | Expected | Greater Depth |
| 2021-2022 Entry Main Assessment | No Data | | 1 pupil (7%) | | |
| | Significantly Below | 1 pupil (7%) | 4 pupils (27%) | 2 pupils (13%) | |
| | Working Towards | | 2 pupils (13%) | 4 pupils (27%) | 1 pupil (7%) |

Writing Progress Matrix for 15 Pupils (from 2021-2022) in Pupil Premium

2021-2022 Sum Main Assessment

| | | Significantly Below | Working Towards | Expected |
|---------------------------------|---------------------|---------------------|-----------------|----------------|
| 2021-2022 Entry Main Assessment | No Data | | 1 pupil (7%) | |
| | Significantly Below | 1 pupil (7%) | 1 pupil (7%) | 4 pupils (27%) |
| | Working Towards | | 4 pupils (27%) | 4 pupils (27%) |

Maths Progress Matrix for 15 Pupils (from 2021-2022) in Pupil Premium

2021-2022 Sum Main Assessment

| | | Significantly Below | Working Towards | Expected |
|---------------------------------|---------------------|---------------------|-----------------|----------------|
| 2021-2022 Entry Main Assessment | Significantly Below | 1 pupil (7%) | 1 pupil (7%) | 5 pupils (33%) |
| | Working Towards | | 4 pupils (27%) | 4 pupils (27%) |

Our assessments and observations also indicate that pupil behaviour, wellbeing and mental health have been impacted since the pandemic. The impact is particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on this approach with the activities detailed in this year's strategy.

Attendance Data

Period: 01/09/2021 AM to 20/07/2022 PM

Whole School

Percentages

| | Pupils in group | Attendances | Authorised Absences | Unauthorised Absences | Late Before | Late After |
|----------------------|-----------------|-------------|---------------------|-----------------------|-------------|------------|
| Free School Meals | 15 | 89.73 | 8.60 | 1.67 | 1.28 | 0.00 |
| No Free School Meals | 140 | 94.57 | 4.53 | 0.90 | 0.84 | 0.00 |

Our attendance data for PP pupils is slightly skewed by one pupil who has significant medical issues.

Our recent, Pupil Premium pupil voice shows that the children feel safe and happy at school. They enjoy all elements of the curriculum and know what to do if they are stuck and need help/advice. They particularly enjoy their responsibilities across the school, including Crew Captaincy, Young Leaders, school councillors and eco councillors. We will continue to provide additional targeted support for those who are the most vulnerable. We are building on that approach with the activities detailed in this plan.

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 |
|-----------|----------|
| | |
| | |

Further information (optional)

recovery premium funding.