



Newchurch Pupil Premium Strategy Statement 2020-2021

Summary Information					
School	Newchurch Community Primary School				
Academic Year	2020-2021	Total PP budget	£29,555	Date of most recent PP review	April 2021
Total number of pupils	180	Number of pupils eligible for PP	19	Date of next internal review	July 2021

Current attainment – KS2 (based on Summer 2019 – pre COVID-19)		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP</i>
% achieving ARE or above in reading, writing and maths	71%	63%
% achieving ARE or above in reading	71%	70%
% achieving ARE or above in writing	86%	80%
% achieving ARE or above in maths	86%	90%

Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school Barriers (issues to be addressed in school)</i>	
A.	Gaps in learning – Reading, Writing and Maths
B.	Social and emotional health and wellbeing and resilience
C.	Phonics and spelling development
<i>External Barriers (issues which also require action outside of school e.g. low attendance rates)</i>	
D.	Parental engagement in home learning
E.	Financial Hardship

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	Those children below the expected standard in Reading, Writing and Maths make better than expected progress to meet the expected standard. PP children with the potential to achieve Greater Depth in Reading, Writing or Maths will make better than expected progress to achieve	<ul style="list-style-type: none"> PP children below the expected standard make better than expected progress from their starting points in Reading, Writing and Maths through focused interventions and targeted support, including therapeutic interventions. Identified children achieve Greater Depth in Reading, Writing or Maths.

	<p>the higher standard.</p> <p>Pupil progress meetings and tracking data will show increase in attainment through targeted support and interventions, including therapeutic interventions.</p> <p>All PP children will continue to have access to quality reading material</p> <p>Children emerging from EYFS, who were identified as below age related expectations at baseline, achieve GLD.</p>	<ul style="list-style-type: none"> • PP children's reading speed and age will have increased and be above their chronological age. • Age standardised scores show progress over time. • Children have access to quality reading materials in the home which sparks their desire to read for pleasure. • Spelling issues continue to be addressed which leads to increased outcomes in Writing. • Outcomes for end of KS2 disadvantaged pupils are positive and progress is strong from their starting points. • Increase in the % of children achieving the higher standard in Reading, Writing and Maths. • Booster sessions are delivered before the start of the school day to improve attainment and progress in reading, writing and maths. • PP children have equal access to quality reading texts, including Reading Plus.
B.	<p>Improve the social, emotional health and wellbeing of pupils measured by SDQ scores, pupil conferencing with PP children at intervals within the school year and outcomes measured during pupil progress meetings and tracking of attainment and progress.</p>	<ul style="list-style-type: none"> • Strength and Difficulties Questionnaires (SDQs) show that the emotional stress score of children receiving play therapy and drawing and talking therapy has reduced. • As a result of therapeutic interventions, behaviour for learning improves resulting in better outcomes (children receiving therapies make better than expected progress)
C.	<p>% of pupils achieving the phonics screening check is high (above the National Average)</p> <p>Children in KS2, where spelling is a barrier, achieve the expected standard in writing.</p>	<ul style="list-style-type: none"> • Year 1 achieve the phonics screening check is above the National Average • Spelling issues are addressed which leads to increased outcomes in Writing. • Spelling ages of targeted children improve and are closer(or in line with) to their chronological age. • Prior learning and interventions will have taken place to ensure gaps in phonic and spelling knowledge have been addressed.
D.	<p>Parental engagement in target children's homework improves which will be measured through completion of homework, reading records and outcomes for pupils as part of the school monitoring process.</p>	<ul style="list-style-type: none"> • Homework is completed each week • Technological devices loaned by the school allow for PP children to access learning and homework tasks • Children are read with regularly and parental comments seen in reading records. • Spellings scores improve • Outcomes for pupils improve
E.	<p>Parental conferences with parents of pupil eligible for pupil premium funding will show that they are clear how their funding is spent.</p> <p>Qualitative data will be collected through conferencing.</p>	<ul style="list-style-type: none"> • Parental support will be given to pupil premium children enabling equality for all pupils to take part in residential visits and trips. • Parents experiencing financial hardship will be supported to provide opportunities for their children.
<p>It must be noted that within the academic year 2020-2021, the number of pupil premium children increased from 19 to 39. The school did not receive funding for 39 children due to the change in the use of the census. However, the school has a moral duty to support all PLAC, LAC and PP children regardless of funding.</p>		

Planned expenditure					
Academic Year	2020-2021				
Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Review date
Increase outcomes for pupils in Reading, Writing and Maths	<p>Subject leaders will support class teachers in the provision to target the focus children through quality first teaching and differentiated inputs. In particular, focus needs to be on more able pupils.</p> <p>Diagnostic analysis of the children’s reading, writing and/or maths will take place and targets set to ensure progress.</p> <p>Team teaching, focus group teaching and lesson study approach to be used to support teaching and learning.</p> <p>Review the deployment of teaching assistants regularly to support learning and ensure impact on outcomes.</p>	<p>The school closure as a result of COVID-19 has resulted in some children not making expected progress in core subjects.</p> <p>Current classroom practice does not always facilitate every child been worked with in English and Maths which is resulting in some children not meeting the expected standard or making accelerated progress. Opportunities for more able pupils to have new learning first would support progress of more able pupils as well as enabling consolidation time for children WTS or EXS.</p> <p>QLA needs to be used more to identify areas to be addressed to accelerate progress.</p> <p>Some PP did not meet EXS last year but did make progress towards the standard. Some EXS children could potentially achieve GDS and need to be targeted.</p>	<p>Subject leaders, through CPD and team teaching will focus on supporting teachers with their planning and provision through differentiated inputs.</p> <p>This will be monitored through learning walks, team teaching, target group work, progress meetings, Question Level Analysis and also book monitoring.</p> <p>Interventions</p>	<p>Jayne Narraway/Jess Toone (English) John Duckett (Maths)</p> <p>Debbie Conreen (interventions)</p>	<p>Dec 2020 March 2021 July 2021</p>

			for target children will be delivered by trained teaching assistants.		
Increase reading speed in children to enable them to access age related expectations in reading.	<p>Continue to use Reading Plus across all KS2 cohorts.</p> <p>Identify target children</p> <p>Daily timetable for access and communication with parents</p>	<p>With an increase of 45% word count in the KS2 SATs 2019, this shows the importance of reading speed to ensure the children can access the test.</p> <p>Children also enjoy using online/electronic devices and this will engage more learners in reading.</p> <p>Children who are WTS in reading have a low reading speed when observed. They require constant practice and a need to read regularly. Reading Plus tracks the progress of the children and the school can measure progress over time.</p>	<p>Daily timetable for access to Reading Plus.</p> <p>Initial assessment by Reading Plus Consultant. Diagnostic and progress reports on a half termly basis.</p> <p>Monitoring of usage and engagement of pupils. Remove any barriers towards the children using Reading Plus.</p> <p>House Points to be given to pupils for taking the responsibility to go on Reading Plus</p>	Jayne Narraway and Debbie Conreen	Dec 2020 March 2021 July 2021

							outside of school.		
Total budget cost									£4000
Review Term	Impact							Lessons Learned	RAG
Autumn Term 2019	Reading	September 2020		December 2020		+/-	+/-	Reading An increase in the use of Reading Plus was needed to support the children accelerating their reading speed. The timetable worked well and the Year 6 team introduced a reward system which was used to motivate the children. Some work is needed on parental engagement with Reading Plus but this could be linked to internet access and devices.	
		EXS+	GDS	EXS+	GDS	EXS+	GDS		
	Reception	40%	20%	53%	20%	+13%	=		
	Year 1	38%	*	50%	4%	+12%	+4%		
	Year 2	31%	16%	55%	22%	+24%	+6%		
	Year 3	28%	*	44%	22%	+16%	+22%		
	Year 4	53%	19%	69%	31%	+13%	+12%		
	Year 5	51%	23%	52%	23%	+1%	=		
	Year 6	57%	20%	76%	30%	+19%	+10%		
	It can be seen that in the Autumn term, the percentage of pupils attaining EXS+ and GDS+ from the September 2020 baseline is relatively a positive picture. Quality first teaching impacted on the children, despite some classes needing to isolate on a number of occasions.								
	Writing	September 2020		December 2020		+/-	+/-	Writing The bridging units for KS2 worked well and will be something to	

	EXS+	GDS	EXS+	GDS	EXS+	GDS
Reception	23%	3%	29%	12%	+6%	+9%
Year 1	33%	4%	50%	4%	+17%	=
Year 2	54%	23%	48%	26%	-6%	+3%
Year 3	72%	17%	67%	17%	-5%	=
Year 4	81%	22%	78%	25%	-3%	+3%
Year 5	58%	16%	58%	16%	=	=
Year 6	64%	10%	69%	13%	+5%	+3%

It was anticipated that writing would be the area where the children may not have maintained their level of attainment following the lockdown. In Year 2, the dip is linked to the three times the class needed to isolate and in Y3 that is one child due to the small numbers in the cohort. The KS2 bridging units did allow for the children to have a higher baseline than anticipated in September.

Maths	September 2020		December 2020		+/-	+/-
	EXS+	GDS	EXS+	GDS	EXS+	GDS
Reception	43%	7%	47%	7%	+4%	=
Year 1	42%	4%	41%	8%	-1%	+4%
Year 2	23%	19%	48%	26%	+25%	+7%
Year 3	33%	*	77%	33%	+44%	+33%
Year 4	50%	7%	63%	13%	+13%	+6%
Year 5	38%	26%	39%	26%	+1%	=

consider for the future following the summer holidays. Going forwards, somethings needs to be done to ensure that the children maintain their understanding of spelling and grammar which can then be later applied into their writing.

Mathematics

The focus on arithmetic in the initial lockdown has supported the children in accessing the next year. Reasoning is an area for development across the school.

	<table><tr><td>Year 6</td><td>66%</td><td>27%</td><td>73%</td><td>27%</td><td>+7%</td><td>=</td></tr></table> <p>Quality First Teaching can be seen in his term. Children are making progress in most classes but there is still some work to be done to accelerate progress and ensure mathematics is as strong as hit has been in the past.</p>	Year 6	66%	27%	73%	27%	+7%	=																																																																																														
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Spring Term 2021	<table><tr><th>Reading</th><th colspan="2">September 2020</th><th colspan="2">December 2020</th><th colspan="2">March 2021</th><th colspan="2">Impact of Spring term lockdown</th><th colspan="2">Recovery since September</th></tr><tr><td></td><td>EXS+</td><td>GDS</td><td>EXS+</td><td>GDS</td><td>EXS+</td><td>GDS</td><td>EXS+</td><td>GDS</td><td>EXS+</td><td>GDS</td></tr><tr><td>Reception</td><td>40%</td><td>20%</td><td>53%</td><td>20%</td><td>60%</td><td>20%</td><td>+7%</td><td>=</td><td>+20%</td><td>=</td></tr><tr><td>Year 1</td><td>38%</td><td>*</td><td>50%</td><td>4%</td><td>44%</td><td>20%</td><td>+6%</td><td>+16%</td><td>+6%</td><td>+20%</td></tr><tr><td>Year 2</td><td>31%</td><td>16%</td><td>55%</td><td>22%</td><td>52%</td><td>12%</td><td>-3%</td><td>-10%</td><td>+21%</td><td>-4%</td></tr><tr><td>Year 3</td><td>28%</td><td>*</td><td>44%</td><td>22%</td><td>39%</td><td>11%</td><td>-5%</td><td>-11%</td><td>+11%</td><td>+11%</td></tr><tr><td>Year 4</td><td>53%</td><td>19%</td><td>69%</td><td>31%</td><td>72%</td><td>34%</td><td>+3%</td><td>+3%</td><td>+19%</td><td>+15%</td></tr><tr><td>Year 5</td><td>51%</td><td>23%</td><td>52%</td><td>23%</td><td>45%</td><td>23%</td><td>-7%</td><td>=</td><td>-6%</td><td>=</td></tr><tr><td>Year 6</td><td>57%</td><td>20%</td><td>76%</td><td>30%</td><td>80%</td><td>43%</td><td>+4%</td><td>+13%</td><td>+23%</td><td>+23%</td></tr></table> <p>It can be seen that the second lockdown impacted on some classes as teachers were having to manage children learning from home and also a high percentage of pupils attending face to face learning as part of the vulnerable and critical worker group.</p> <p>The period allowed for an impressive increase in the use of Reading Plus by KS2 pupils which impacted on their reading speed and thus ability to access any tests.</p> <p>KS2 developed the use of Oxford Owls and then Epic where the teachers could allocate their reading books to the children according to their level and also interests.</p>	Reading	September 2020		December 2020		March 2021		Impact of Spring term lockdown		Recovery since September			EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	Reception	40%	20%	53%	20%	60%	20%	+7%	=	+20%	=	Year 1	38%	*	50%	4%	44%	20%	+6%	+16%	+6%	+20%	Year 2	31%	16%	55%	22%	52%	12%	-3%	-10%	+21%	-4%	Year 3	28%	*	44%	22%	39%	11%	-5%	-11%	+11%	+11%	Year 4	53%	19%	69%	31%	72%	34%	+3%	+3%	+19%	+15%	Year 5	51%	23%	52%	23%	45%	23%	-7%	=	-6%	=	Year 6	57%	20%	76%	30%	80%	43%	+4%	+13%	+23%	+23%	<p>Reading</p> <p>Should the nation go into lockdown again, a greater focus on reading sessions, particularly guided reading sessions, will be given to ensure that those children who are more vulnerable have the opportunity for accelerated progress.</p> <p>Benchmarking needs to completed at a faster pace to enable quicker diagnostics of reading needs.</p> <p>Question Level Analysis (QLA) needs to be a focus to ensure targeted quality first teaching. Reading Learning Walk is timetabled for early in the summer term and CPD has been provided to all staff.</p> <p>Reading intervention to be put in palace in certain year groups to ensure accelerated progress.</p>	
Reading	September 2020		December 2020		March 2021		Impact of Spring term lockdown		Recovery since September																																																																																													
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Writing	September 2020		December 2020		March 2021		Impact of Spring term lockdown		Recovery since September	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Reception	23%	3%	29%	12%	40%	3%	+11%	-9%	+17%	=
Year 1	33%	4%	50%	4%	50%	13%	=	+9%	+17%	+9%
Year 2	54%	23%	48%	26%	48%	20%	=	-6%	-6%	-3%
Year 3	72%	17%	67%	17%	39%	11%	-28%	-6%	-33%	-6%
Year 4	81%	22%	78%	25%	69%	16%	-9%	-9%	-12%	-6%
Year 5	58%	16%	58%	16%	55%	16%	-3%	=	-3%	=
Year 6	64%	10%	69%	13%	77%	*	+8%	-13%	+13%	-10%

It can be seen that writing has taken a greater hit in terms of attainment following the Spring national lockdown. However, the implementation of the Spelling and Grammar SOS programme for KS2 has impacted on the children's understanding of SPAG.

Writing

A focus on the application of the spelling and grammar into the children's writing will have an impact on the attainment of the children.

Intervention for phonics and spelling is needed in some classes.

SPAG – there needs to be a continued focus on this and then the application into the children's writing in a more consistent manner.

Impact of SPAG SOS

SPAG	Baseline 2020		Spring 2021	
National Ave: 78%	EXS+	GDS	EXS+	GDS
Year 3	22%	6%	33%	11%
Year 4	34%	3%	78%	50%
Year 5	45%	32%	58%	32%
Year 6	70%	20%	87%	30%

SPELLING NA: 12	Average score September 2020	Average score Spring 2021
Year 3	7.3	10.9
Year 4	9.8	14.8
Year 5	7.7	13.7
Year 6	14	15.5

The data above sees the significant increase in the average scale score for spelling which, when applied to the writing, will improve writing outcomes particularly at the EXS level.

Maths	September 2020		December 2020		March 2021		Impact of Spring term lockdown		Recovery since September	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Reception	43%	7%	47%	7%	54%	7%	+7%	=	+11%	=
Year 1	42%	4%	41%	8%	38%	4%	-3%	-4%	-4%	=
Year 2	23%	19%	48%	26%	48%	20%	=	-6%	+25%	-6%
Year 3	33%	*	77%	33%	50%	28%	-27%	-5%	+17%	+28%
Year 4	50%	7%	63%	13%	47%	9%	-16%	-4%	-3%	+2%
Year 5	38%	26%	39%	26%	45%	19%	+6%	-7%	+7%	-7%
Year 6	66%	27%	73%	27%	70%	10%	-3%	-17%	+4%	-17%

The Spring national lockdown has impacted on the attainment. The change to White Rose Hub may

Maths

The misalignment between White Rose Hub and the Nfer test means that the children had not covered what they needed to when taking the tests. This needs to be considere

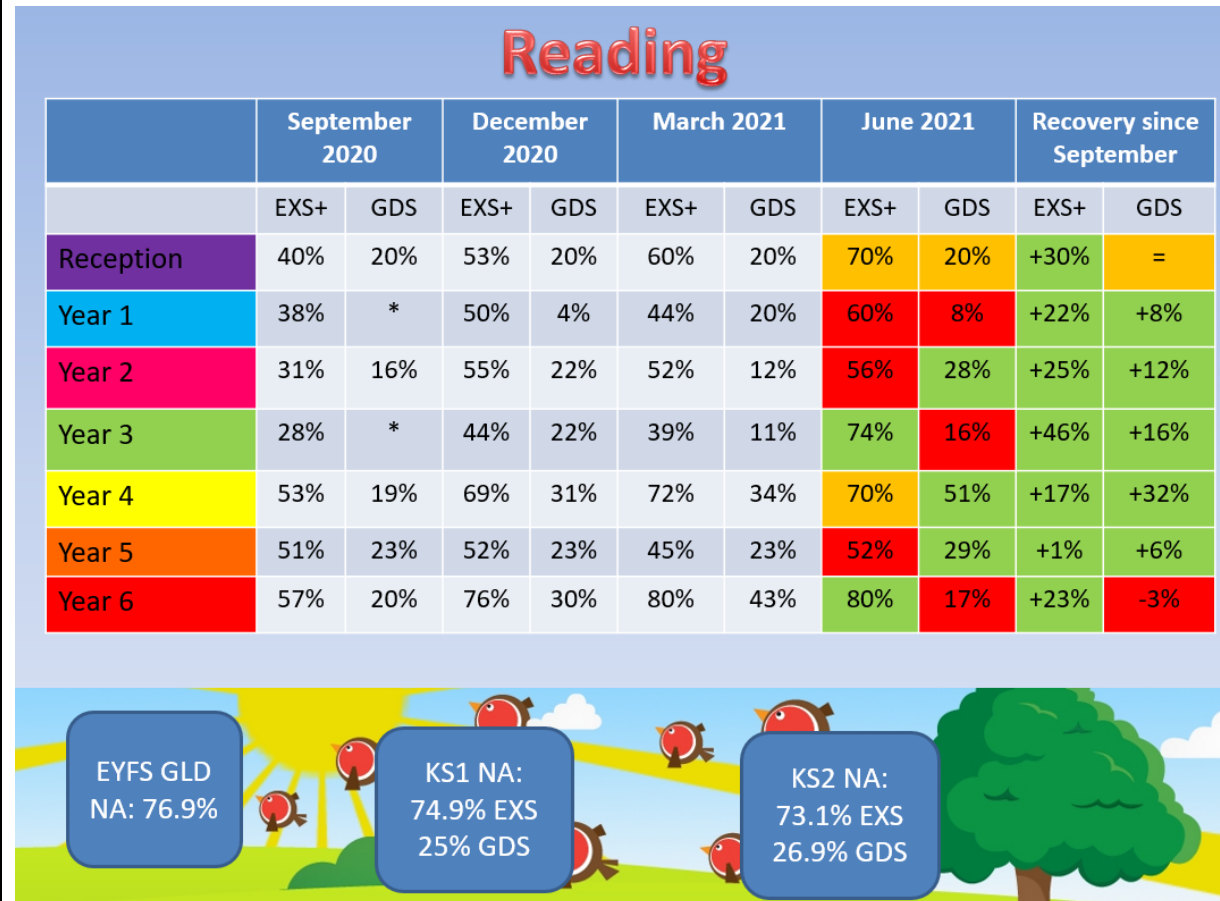
Mathematics

The school moved to White Rose Hub to enable the teachers to access materials to support home learning. QLA indicates that as WRH follows a structure and the Nfer tests do not align, the children will not have covered some areas of maths they should have. Going forwards, a greater focus is needed on reasoning to impact on outcomes.

have had something to do with this. Arithmetic is an area the children have achieved well in and the focus needs to be on reasoning more.

Summer
Term 2021

Internal data for Summer 2021 reads as such:



It can be seen that there has been positive progress since September following the initial closure of the school with Y6 data above the NA for the expected standard. Senior leaders believe that the LKS2 classes will be able to build on this data and get back to where they should be. The current Year 5 will require specific intervention to accelerate learning. The school has identified ten children who could potentially achieve age related expectations with a focused and targeted approach to reading.

In addition to this, a structured approach to additional reading for the current Year 1 and Year 2 needs to be put in place.

Reading

Interventions need to be implemented and additional adults needed to support pastoral support to allow interventions and teaching assistants to be deployed to support teaching and learning.

Writing

	September 2020		December 2020		March 2021		June 2021		Recovery since September	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Reception	23%	3%	29%	12%	40%	3%	56%	13%	+33%	+10%
Year 1	33%	4%	50%	4%	50%	13%	48%	8%	+15%	+4%
Year 2	54%	23%	48%	26%	48%	20%	44%	4%	-10%	-19%
Year 3	72%	17%	67%	17%	39%	11%	31%	5%	-41%	-12%
Year 4	81%	22%	78%	25%	69%	16%	62%	6%	-19%	-16%
Year 5	58%	16%	58%	16%	55%	16%	55%	16%	-3%	=
Year 6	64%	10%	69%	13%	77%	*	70%	13%	+6%	+3%



It is clear that writing has taken the largest hit in terms of getting close to the national average. The school focused heavily on grammar and spelling to ensure the children returned to school able to know grammatical terms and spell correctly.

	Reading		Writing		Maths	
	EP	BEP	EP	BEP	EP	BEP
Rec	93%	47%	100%	37%	100%	40%
Y1	76%	16%	84%	20%	96%	4%
Y2	58%	0%	63%	4%	63%	8%
Y3	84%	11%	53%	0%	79%	37%
Y4	85%	18%	62%	0%	41%	0%
Y5	65%	10%	77%	6%	74%	13%
Y6	77%	10%	80%	3%	67%	3%

Writing

Although spelling and grammar outcomes have improved, the application to writing of punctuation is an area for development. The structured time for planning is improving readiness for the writing process but there needs to be a focus on consistency.

Should the children need to work from home again then a focus on writing skills needs to be increased especially in the current Y2 cohort.

Impact of SPAG SOS

SPAG	Baseline 2020		Spring 2021		Summer 2021	
National Ave: 78%	EXS+	GDS	EXS+	GDS	EXS+	GDS
Year 3	22%	6%	33%	11%	43%	*
Year 4	34%	3%	78%	50%	59%	38%
Year 5	45%	32%	58%	32%	42%	23%
Year 6	70%	20%	87%	30%	87%	33%

SPELLING NA: 12	Average score September 2020	Average score Spring 2021	Average score Summer 2021
Year 3	7.3	10.9	13.9
Year 4	9.8	14.8	18.1
Year 5	7.7	13.7	14.1
Year 6	14	15.5	15.7

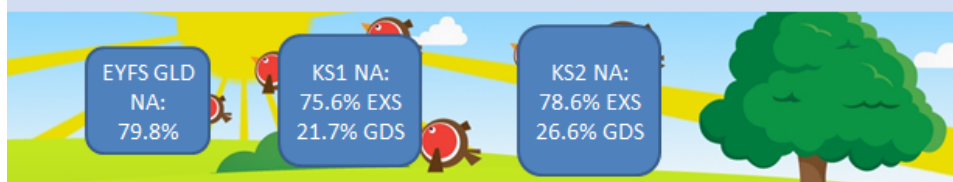
Spelling has definitely seen much improvement and in all cohorts in KS2, the average spelling score is above that of the national average. Summer term tests show that Year Six are above the NA but the other KS2 classes are below; however, since the start of the year, there has been some improvement.

Moderation of the children's writing across the whole school shows the importance of the modelling process used by teachers. Children need more opportunities to write and also engage in the editing process. Following moderation clear targets have been set for each of the classes and a bridging unit will be written for the autumn term to address the gaps in their writing. In addition to this, planned staff training on the writing process will be given.

SPAG: consistency on the delivery of spelling impacts positively on outcomes.

Mathematics

	September 2020		December 2020		March 2021		June 2021		Recovery since September	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Reception	43%	7%	47%	7%	54%	7%	76%	13%	+33%	+6%
Year 1	42%	4%	41%	8%	38%	4%	60%	16%	+18%	+12%
Year 2	23%	19%	48%	26%	48%	20%	52%	12%	+29%	-7%
Year 3	33%	*	77%	33%	50%	28%	79%	26%	+46%	+26%
Year 4	50%	7%	63%	13%	47%	9%	44%	12%	-6%	+5%
Year 5	38%	26%	39%	26%	45%	19%	55%	42%	+17%	+16%
Year 6	66%	27%	73%	27%	70%	10%	73%	17%	7%	-10%



Against the national average, the data shows that Maths needs to be addressed but good progress has been made since the return in September. The subject leader is looking at this and is now working with the Maths Hub which looks at raising standards in maths. The staff have completed Question Level Analysis (QLA) which will be used to provide interventions to children early in September enabling them to then access their new curriculum.

Phonics

National average: 81.9%	Spring 2021	Summer 2021
Year 1	46%	76%
Year 2	72%	84%
		Those not achieving the standard are all SEND

We are very pleased with our phonics outcomes. The current Year One missed so much of the reception phonics from March to July 2020 and then have had the disruptions of this year. There has been a marked improvement since the spring and to achieve 76% (only 5.9% - two children) less than the national average is great. The six children who did not meet the standard are close and we are confident that they will pass it in Year Two following additional intervention. The children not achieving the phonics standard in Year 2 are all SEND children but they have made very good progress.



The current Good Level of Development (GLD) is 50% which is below that of previous years.

Early Years	EXS+	GDS+
Self confidence	87%	17%
Making relationships	87%	17%
Managing feelings	86%	13%
Speaking	80%	20%
Understanding	93%	20%
Listening and attention	83%	20%
Moving and handling	77%	13%
Health and Self care	93%	20%
Reading	70%	20%
Writing	56%	10%
Number	76%	13%
Shape, Space and Measure	80%	13%
Communities	93%	17%
The World	93%	13%
Technology	100%	13%
Media and materials	93%	20%
Imagination	93%	13%

The document above shows us that Speaking, Moving and Handling (mainly letter formation and fine motor skills), Reading, Writing, Number and Shape, Shape, Space and Measure are the areas which we have seen a reduction in the usual outcomes. As these are all prime areas which make up the GLD, the reduction has resulted in the lower GLD.

The addition of a pastoral teaching assistant in addition to the teaching assistant in the Year 1 classroom next year will enable focussed targeting of learning and interventions to take place for reading, writing and maths. Phonics continues to be strong in this cohort and so application is the key to improving the reading and writing skills of the children.

Speaking and Listening activities will take priority in EYFS and Year One next year to ensure outcomes are improved.

The school have worked hard to ensure that the 'chocolate box curriculum' is maintained throughout

	the pandemic. There have been some subjects which have been difficult to deliver remotely but this is reflected in the subject leader reports and will be a focus for prior learning next year when planning for learning.				
Targeted Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Review date
Increase attainment of specific PP children who are below the expected standard in reading, writing or maths. This will ensure better than expected progress for these children. Increase the attainment of PP children with the potential to achieve Greater Depth.	English Bridging Units written for KS2 pupils to support transition back into school and focus on re-engagement with previous learning.	None of the cohorts have a significant group of PP children. In many cases, the children are working at different levels of attainment and therefore not be grouped together for targeted support for reading, writing and maths.	Interventions times set, delivered and measured for impact through progress data, including age standardised scores and standardised scaled scores.	John Duckett , Debbie Conreen and Jayne Narraway	Mid-term progress reviews at the end of each half term. Pupil progress reviews
	Maintain the increase in the hours of the teaching assistant in Y1 to deliver interventions for phonics and reading.	Targeted support in Y1 and Y6 will improve outcomes for pupils.			
	Y6 Booster learning sessions at the end of the school day in Reading, Writing and Maths.	In addition, writing is an issue in the current Y5 cohort and targeted support here would enable progress in writing to improve through the delivery of a bespoke writing package.	Planning lead by the subject leaders will show focus support for target children based on their needs. Question Level Analysis will show impact of target support.		
	These will be GDS groups as well as EXS.	After school learning sessions will ensure that children are able to achieve EXS or move towards GRDS within the upper key stage two phase thus improving overall outcomes and ensuring progress and achievement for PP children against their peers.	Log of support		

			<p>will show work completed and applied in children's workbooks.</p> <p>Pupil conferencing and book monitoring will show impact of interventions.</p>		
Reduce the emotional stress of targeted PP children.	<p>SDQs completed at regular intervals of the school year.</p> <p>Support teacher to provide Theraplay to identified children if required and appropriate.</p>	<p>Some children who are eligible for PP have been identified as having social and emotional needs which impact on their learning. The impact of the therapy has been seen to significantly impact not only on the children's emotional wellbeing but on their learning outcomes also. Further work with these children, and those children joining the PP register, will benefit from the therapy.</p> <p>The regulation of children with SEMH will impact positively on those pupils who need to make progress as there will be limited disruptions to learning due to deregulation.</p>	<p>Debbie Conreen to monitor delivery and impact.</p> <p>Children will have early identification by use of SDQs, timetabling will be set to optimise the impact of the therapy. At regular intervals, SDQs to be completed to measure impact as well</p>	Debbie Conreen	<p>Intervention reviews linked to progress meetings.</p> <p>Pupil progress reviews (SDQ scores included in reviews)</p>

			as pupil conferencing and parental and staff voice.		
Resourcing of therapeutic interventions available to PP children.	<p>Continuation of LEGO therapy – two members of staff trained on LEGO therapy and after school club for targeted children delivered.</p> <p>Purchase of more LEGO sets. (£500) Therapy Dog and Reading Scheme to continue.</p> <p>Development of a nurture room (and associated resources) to support the delivery therapeutic interventions:</p> <ul style="list-style-type: none"> • Drawing and Talking • Building skills (LEGO) • Reading/Therapy Dog • Theraplay • Regulation time • Speech and Language 	There needs to be a range of therapeutic interventions which are appropriate for the needs of the pupils. 80% of PP children have experienced SEMH issues at some point and therefore, there needs to be consideration of the type of therapeutic intervention offered.	<p>Theraplay, Reading Dog, LEGO therapies timetable established in Autumn 2020 and reviewed half termly for impact.</p> <p>Pupils identified by Autumn 2020 and parental consent obtained.</p> <p>Baseline established for intervention.</p> <p>Intervention carried out and progress measures seen from baseline.</p>	Jayne Narraway and Debbie Conreen	<p>Intervention reviews linked to progress meetings.</p> <p>Pupil progress reviews (SDQ scores included in reviews)</p>
Total budgeted cost					£15, 484
Review Term	Impact		Lessons Learned		RAG
Autumn Term 2020	As a result of COVID-19, it became apparent that our PP children may require more support for the mental health and wellbeing. Part of the PP funding and also the Catch-up funding was used to develop 'The Nest', a place for children to have their therapeutic interventions.		COVID restrictions and guidelines made it particularly difficult for the trained staff to be aligned with the children who		

	<p>The booster sessions at the end of the day in Y6 have positive impacted on the children’s attainment, setting them in good stead for the year ahead.</p> <p>KS2 writing bridging units impacted positively on the children’s outcomes at the end of Autumn.</p> <p>74% of Y2 made the expected standard in phonics in December.</p>	<p>needed the interventions.</p>																																																																																																																																																																	
Spring Term 2021	<p>The national lockdown and the COVID restrictions made the delivery of interventions very difficult. The sensory/nurture room (The Nest) is set up and used for groups of children. Following the return to school in March, the Nest is now timetabled for speech and language as well as other therapeutic interventions:</p> <ul style="list-style-type: none">• Drawing and Talking• Nuffield Speech and Language Programme• Read2Dog <p>Children with ‘Big feelings’ use the space for regulation time as part of their personalised learning.</p> <p>Theraplay is working well for the children who require it and the staff are seeing a reduction on the children’s dysregulated behaviour.</p> <p>SDQs have been completed for the start of the Summer term to support the measuring of impact of therapeutic interventions.</p> <table><tr><th>READING</th><th>Number of children</th><th colspan="3">ATTAINMENT</th><th colspan="3">PROGRESS</th></tr><tr><th></th><th></th><th>WTS%</th><th>EXS+%</th><th>GDS%</th><th>% NOT ON TRACK TO MAKE EP</th><th>% ON TRACK TO MAKE AT LEAST EP+</th><th>% ON TRACK TO MAKE BEP</th></tr><tr><td>RECEPTION</td><td>7</td><td>57%</td><td>43%</td><td>14%</td><td>*</td><td>100%</td><td>29%</td></tr><tr><td>All</td><td>23</td><td>40%</td><td>60%</td><td>20%</td><td>20%</td><td>80%</td><td>27%</td></tr><tr><td>YEAR 1</td><td>3</td><td>67%</td><td>33%</td><td>*</td><td></td><td></td><td></td></tr><tr><td>Non-PP</td><td>22</td><td>56%</td><td>44%</td><td>20%</td><td></td><td></td><td></td></tr><tr><td>YEAR 2</td><td>6</td><td>83%</td><td>17%</td><td>17%</td><td>83%</td><td>17%</td><td>*</td></tr><tr><td>Non-PP</td><td>18</td><td>48%</td><td>52%</td><td>12%</td><td>42%</td><td>58%</td><td>*</td></tr><tr><td>NATIONAL 2019</td><td>Disadvantaged</td><td></td><td>79%</td><td>28%</td><td></td><td></td><td></td></tr><tr><td></td><td>All Pupils</td><td></td><td>76%</td><td>25%</td><td></td><td></td><td></td></tr><tr><td>YEAR 3</td><td>4</td><td>100%</td><td>*</td><td>*</td><td>*</td><td>50%</td><td>*</td></tr><tr><td>Non-PP</td><td>14</td><td>61%</td><td>39%</td><td>11%</td><td>50%</td><td>50%</td><td>13%</td></tr><tr><td>YEAR 4</td><td>4</td><td>25%</td><td>75%</td><td>25%</td><td>25%</td><td>75%</td><td>*</td></tr><tr><td>Non-PP</td><td>28</td><td>28%</td><td>72%</td><td>34%</td><td>25%</td><td>75%</td><td>13%</td></tr><tr><td>YEAR 5</td><td>7</td><td>71%</td><td>29%</td><td>*</td><td>14%</td><td>86%</td><td>*</td></tr><tr><td>Non-PP</td><td>24</td><td>55%</td><td>45%</td><td>22%</td><td>35%</td><td>65%</td><td>3%</td></tr><tr><td>YEAR 6</td><td>4</td><td>50%</td><td>50%</td><td>25%</td><td>*</td><td>100%</td><td>*</td></tr><tr><td>Non-PP</td><td>26</td><td>20%</td><td>80%</td><td>43%</td><td>10%</td><td>90%</td><td>30%</td></tr><tr><td>NATIONAL 2019</td><td>Disadvantaged</td><td></td><td>71%</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>All Pupils</td><td></td><td>71%</td><td></td><td></td><td></td><td></td></tr></table>	READING	Number of children	ATTAINMENT			PROGRESS					WTS%	EXS+%	GDS%	% NOT ON TRACK TO MAKE EP	% ON TRACK TO MAKE AT LEAST EP+	% ON TRACK TO MAKE BEP	RECEPTION	7	57%	43%	14%	*	100%	29%	All	23	40%	60%	20%	20%	80%	27%	YEAR 1	3	67%	33%	*				Non-PP	22	56%	44%	20%				YEAR 2	6	83%	17%	17%	83%	17%	*	Non-PP	18	48%	52%	12%	42%	58%	*	NATIONAL 2019	Disadvantaged		79%	28%					All Pupils		76%	25%				YEAR 3	4	100%	*	*	*	50%	*	Non-PP	14	61%	39%	11%	50%	50%	13%	YEAR 4	4	25%	75%	25%	25%	75%	*	Non-PP	28	28%	72%	34%	25%	75%	13%	YEAR 5	7	71%	29%	*	14%	86%	*	Non-PP	24	55%	45%	22%	35%	65%	3%	YEAR 6	4	50%	50%	25%	*	100%	*	Non-PP	26	20%	80%	43%	10%	90%	30%	NATIONAL 2019	Disadvantaged		71%						All Pupils		71%					<p>The school needs to look at how to maintain interventions for the pupils who need it should there be a national or localised lockdown in the future. Following their high number of isolation periods, more focus is needed to accelerate the phonological awareness of the pupils in Year 2 who did not meet the expected standard in phonics in December. Intervention is set in place to ensure progress is made.</p> <p>Should a national or localised lockdown be implemented, a target group for guided reading, maths and phonics is to be set up to support children to facilitate progress.</p>	
READING	Number of children	ATTAINMENT			PROGRESS																																																																																																																																																														
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WRITING	Number of children	ATTAINMENT			PROGRESS		
		WTS%	EXS+%	GD5%	% NOT ON TRACK TO MAKE EP	% ON TRACK TO MAKE AT LEAST EP+	% ON TRACK TO MAKE BEP
RECEPTION	7	71%	29%	*	*	100%	14%
Non-PP	23	57%	43%	3%	10%	90%	20%
YEAR 1	3	67%	33%	*			
Non-PP	22	48%	52%	12%			
YEAR 2	6	67%	33%	17%	33%	67%	*
Non-PP	18	52%	48%	20%	37%	63%	4%
NATIONAL 2017	Disadvantaged		72%	18%			
	All Pupils		68%	16%			
YEAR 3	4	100%	*	*	50%	50%	*
Non-PP	14	61%	39%	11%	33%	67%	6%
YEAR 4	4	50%	50%	25%	25%	75%	*
Non-PP	28	31%	69%	16%	19%	81%	*
YEAR 5	7	71%	29%	*	14%	86%	*
Non-PP	24	45%	55%	16%	19%	81%	6%
YEAR 6	4	75%	25%	*	*	100%	*
Non-PP	26	23%	77%	*	30%	70%	3%
NATIONAL 2017	Disadvantaged		76%				
	All pupils		76%				

MATHS	Number of children	ATTAINMENT			PROGRESS		
		WTS%	EXS+%	GD5%	% NOT ON TRACK TO MAKE EP	% ON TRACK TO MAKE AT LEAST EP+	% ON TRACK TO MAKE BEP
RECEPTION	7	85%	15%	14%	*	100%	14%
Non-PP	23	44%	56%	7%	*	100%	10%
YEAR 1	3	67%	33%	*			
Non-PP	22	72%	28%	4%			
YEAR 2	6	83%	17%	17%	67%	33%	*
Non-PP	18	44%	56%	20%	29%	71%	8%
NATIONAL 2017	Disadvantaged		79%	23%			
	All Pupils		75%	21%			
YEAR 3	4	75%	25%	*	25%	75%	*
Non-PP	14	45%	55%	28%	33%	67%	13%
YEAR 4	4	75%	25%	*	50%	50%	*
Non-PP	28	37%	63%	9%	44%	56%	*
YEAR 5	7	71%	29%	*	14%	86%	*
Non-PP	24	55%	45%	19%	45%	55%	13%
YEAR 6	4	75%	25%	*	*	100%	*
Non-PP	26	26%	74%	34%	17%	83%	7%
NATIONAL 2017	Disadvantaged		75%				
	All pupils		75%				

It can be seen that there is no evidence to suggest that the PP children were more disadvantaged than those who were not PP. Where some classes are below, it is linked to a high percentage of PP children also being SEND.

It must also be noted that none of our disadvantaged pupils make a meaningful group in any cohort.

Summer Term
2021

It needs to be noted that no cohorts have a meaningful group and that the number of PP in some classes is very small making the percentage larger.

PP children need to be read with more often as in some cases, the children are not practising their reading at home frequently enough.

READING	Number of children	ATTAINMENT			PROGRESS		
		WTS%	EXS+%	GDS%	% NOT ON TRACK TO MAKE EP	% ON TRACK TO MAKE AT LEAST EP+	% ON TRACK TO MAKE BEP
RECEPTION	9	44%	56%	*	11%	89%	22%
All	21	30%	70%	20%	7%	93%	47%
YEAR 1	3	67%	33%	*	*	100%	*
Non-PP	22	56%	44%	20%	40%	60%	8%
YEAR 2	7	47%	53%	29%	43%	57%	14%
Non-PP	18	44%	56%	28%	42%	58%	*
NATIONAL 2019	Disadvantaged		79%	28%			
	All Pupils		76%	25%			
YEAR 3	5	40%	60%	*	60%	40%	20%
Non-PP	14	61%	39%	11%	50%	50%	13%
YEAR 4	6	50%	50%	50%	17%	83%	17%
Non-PP	28	30%	70%	51%	15%	85%	18%
YEAR 5	7	86%	14%	14%	14%	86%	*
Non-PP	24	48%	52%	29%	35%	65%	10%
YEAR 6	4	25%	75%	*	*	100%	25%
Non-PP	26	20%	80%	17%	23%	77%	10%
NATIONAL 2019	Disadvantaged		71%				
	All Pupils		71%				

In most classes, there is little variable between PP and non-PP children's attainment and progress.

WRITING	Number of children	ATTAINMENT			PROGRESS		
		WTS%	EXS+%	GDS%	% NOT ON TRACK TO MAKE EP	% ON TRACK TO MAKE AT LEAST EP+	% ON TRACK TO MAKE BEP
RECEPTION	9	44%	56%	*	*	100%	33%
Non-PP	21	20%	80%	13%	*	100%	37%
YEAR 1	3	67%	33%	*	*	100%	*
Non-PP	22	52%	48%	8%	16%	84%	20%
YEAR 2	7	71%	29%	*	76%	24%	*
Non-PP	18	56%	44%	4%	37%	63%	4%
NATIONAL 2017	Disadvantaged		72%	18%			
	All Pupils		68%	16%			
YEAR 3	5	80%	20%	20%	40%	60%	*
Non-PP	14	31%	69%	5%	47%	53%	*
YEAR 4	6	33%	67%	*	17%	83%	*
Non-PP	28	38%	62%	6%	38%	62%	*
YEAR 5	7	71%	29%	*	14%	86%	*
Non-PP	24	45%	55%	16%	23%	77%	6%
YEAR 6	4	75%	25%	*	*	100%	*
Non-PP	26	30%	70%	13%	20%	80%	3%
NATIONAL 2017	Disadvantaged		76%				
	All Pupils		76%				

It can be seen that some of the potential greater depth PP were not able to achieve the standard but this is relative to all pupils.

Move to measuring the increase in age standardised scores for PP children to show progress within a standard.

MATHS	Number of children	ATTAINMENT			PROGRESS		
		WTS%	EXS+%	GDS%	% NOT ON TRACK TO MAKE EP	% ON TRACK TO MAKE AT LEAST EP+	% ON TRACK TO MAKE BEP
RECEPTION	9	33%	67%	11%	*	100%	44%
Non-PP	21	24%	76%	13%	*	100%	40%
YEAR 1	3	67%	33%	33%	*	100%	*
Non-PP	22	40%	60%	16%	4%	96%	24%
YEAR 2	7	43%	57%	*	29%	71%	*
Non-PP	18	48%	52%	12%	37%	63%	8%
NATIONAL 2017	Disadvantaged		79%	23%			
	All Pupils		75%	21%			
YEAR 3	5	40%	60%	*	40%	60%	20%
Non-PP	14	21%	79%	26%	21%	79%	37%
YEAR 4	6	83%	17%	*	40%	60%	*
Non-PP	28	56%	44%	12%	59%	41%	*
YEAR 5	7	57%	43%	14%	*	100%	*
Non-PP	24	45%	55%	42%	26%	74%	13%
YEAR 6	4	75%	25%	*	*	100%	*
Non-PP	26	27%	73%	17%	33%	67%	3%
NATIONAL 2017	Disadvantaged		75%				
	All Pupils		75%				

Other Approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Review date
Increase phonological awareness and spelling in Year 1 and Year 2 so that children meet the expected standard.	Deployment of teaching assistant to deliver additional 'top up' phonics sessions (2 x 30mins per week totalling £2,418)	100% of PP children in Y1 achieve the phonics screening check.	Timetabling set and member of staff is highly trained in delivery of phonics. Progress measured each half term by Leading Practitioner.	Jayne Narraway, Lauren Igglesden and Jessica Toone	Termly updates in line with pupil progress meetings.
All PP children have access to enrichment activities, uniform and trips/residential.	£50 voucher for all PP children towards uniform and trips. (£950) Residentials to Beeston, Kingswood and Arete are paid for by school. (£1,740) School trips are subsidised (£1,140)	Some families need subsidies for uniform and trips. This also acts as an incentive to other parents to apply for FSM. Parental conferences at parents' evening (introduced 2017-2018) showed that 73% of PP families are experiencing financial hardship and that paying residentials and trips in particular was	BH to send out letters and information at the start of the year. Financial planning clear for all year groups of trips and residential.	Jayne Narraway/Bev Heath	Termly pupil premium report meetings.

		impacting on their family budget and the emotional wellbeing of the members of the family.	BH to send out statement of how much left at the end of each term to parents. Letters to be reviewed for residentials and trips to PP children to highlight that the school will subsidise the visits.		
All PP children to have access to digital devices to enable them to access homework and online learning via Google Classroom.	Purchase of 19 chrome books to be loaned to the children.	Many of our PP children did not have access to devices during lockdown and as such they were not able to access learning in the same way other children were. Also, when returning to school and the introduction of online homework and the potential for remote learning, purchasing devices was a viable option.	All PP children have access to devices equal to their peers and are able to participate in homework and remote learning as there is not a barrier to them accessing the resources.		
Total budgeted cost					£10,071
Review Term	Impact		Lessons Learned		RAG
Autumn Term 2020	74% of our Year 2 pupils achieved the expected standard in phonics in December. Of those 7 children not achieving the standard, three were on the cusp of achieving it (one mark difference).		Phonics champion to be established in the school. It was clear that the likelihood of the children being able to go on trips and residential visits was slim and as such the funding was reallocated to the additional devices for children to access remote learning if needed.		
Spring Term 2021	Progress in phonics in Y2 has not had the desired effect and as such further work is needed to accelerate progress of these pupils who have had fractured phonics sessions due to the initial lockdown, periods of isolation and also a further national lockdown. It is anticipated that 92% of the current Y2 cohort will achieve the expected standard by the end of Year 2 (using previous screening materials).		Support NQT in the delivery of phonics following assessment of the children. Redeployment of HLTA to ensure provision is of high quality. The fact that during the numerous isolation periods and also the national lockdown, the focus remained		

	<p>Phonics screening shows that 47% of pupils in Year 1 would achieve the expected standard for the end of Year 1. Target children have been identified for additional phonics support in the summer term.</p> <p>The parental survey to analyse which children had devices at home allowed the school to identify which children did not have a device to access home learning. As a matter of priority, all PP children were provided with a device to use at home as part of their homework and allow access to Google Classroom. As a result of this, in terms of engagement, there was no variation in the level of engagement between the PP children and their peers.</p>	on phonics has impacted positively on the children.	
Summer Term 2021	<p>In Reception, 55% of PP pupils (5 out of 9) are on track to achieve meet expectations in phonics.</p> <p>In Year 1, 76% of the pupils achieved the phonics screening check; 33% (1 of the 3) of PP children achieved the phonics screening check standard using the 2019 test. Progress had been made by these children.</p> <p>In Year 2, 100% of PP children (7 children) achieved the phonics screening standard by the end of the year using the 2019 test.</p> <p>Trips and residentials were not able to take place as planned for this academic year. Vouchers were still used for uniform. The designated budget for the subsidy of the trips was used to purchase further devices due to the increase in PP children throughout the year (from 19 to 39).</p>	<p>There is a need to start the intervention for phonics early in the Autumn term to ensure the children can revisit and review their learning from this year.</p> <p>Possibly redirect intervention to Reception in addition to Year 1 and Year 2 to ensure more children are secure on entry to Year 1.</p>	
Overall cost			£29,555

Additional detail

- Some of the Catch Up funding received by the DfE will be linked to the nurture room and also the provision of devices to support homework and online learning.
- Autumn 2020 – over the course of the Autumn term, there has been a rise in the number of pupils who are eligible for benefit-related FSM. Although these children will not show in the school budget until the next financial year, they will be included in the provision for devices.
- The focus on the nurture room and the devices is to ensure there is a legacy of support for Pupil Premium children.