



# Southville Primary School



## Pupil premium 2021 - 2022



## Pupil premium strategy statement

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

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

### School overview

Detail	Data
School name	Southville Primary School
Number of pupils in school	600
Proportion (%) of pupil premium eligible pupils	11.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	Oct 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Andy Bowman
Pupil premium lead	Gareth Potter
Governor / Trustee lead	Emma Morris



## Funding overview

Detail of Income (funding)	Amount
Pupil premium funding allocation this academic year	<b>£87,735.00</b>
Recovery premium funding allocation this academic year	<b>£4,568.00</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year	<b>£92,303.00</b>
<b>TOTAL</b>	<b>£92,303.00</b>

Budget set for expenditure on PP	Amount
Staffing	£41,895.36
Additional staffing expenses (training, DBS, IT)	£4,814.20
FSM	£24,510.00
Education resources	£1,688
Educational trips and other events	£7,937
Professional services	£2,865
Intervention expenses (including staff salary)	£9,884.50
After school club	£2,794
<b>TOTAL</b>	<b>£96,388.13</b>



## Part A: Pupil premium strategy plan

### Statement of intent

At Southville Primary School, we want our children to be knowledgeable of the world around them and to develop the skills and values to be successful and make positive contributions to society. We have high aspirations and ambitions for all our children and believe that no child should be 'left behind'.

'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.' (EEF Guide to the Pupil Premium', 2021, p3)

High quality teaching is essential to support disadvantaged pupils in oral skills and vocabulary which are central in enabling them to make good progress across the curriculum. We use our pupil premium to support the development of teachers to teach high quality phonics and reading skills, especially for pupils at the stages of Early Reading. We also use our funding to ensure pupils acquire fluency in number skills and develop firm foundations to become successful mathematicians. Teachers are supported to develop high quality teaching through maths mastery. Where disadvantaged pupils need additional support, our pupil premium enables small group and one-to-one intervention and tuition for these pupils to make the most progress

A priority at Southville is enabling all of our children to be exposed to a variety of cultural opportunities including visits to galleries and museums as well as learning musical instruments within school and prioritising the performing arts. Our topic-based curriculum aims to keep all children, regardless of their background or opportunities beyond school, engaged in their learning. Regular trips and visits ensure that every child absorbs each part of the diverse curriculum and that it is made meaningful for them.

We are determined to ensure that our children are given every chance to realise their full potential and aspire to do their best in order to develop into courteous individuals who make the most of opportunities that come their way.

#### Covid response

Following school closures due to Covid the gap between disadvantaged pupils and others has widened, our focus will be supporting these pupils to narrow the gap and be ready to progress. The aim for all of our pupils is to provide a curriculum, teaching and experiences to enable them to become informed, articulate and confident. Improving children's health, wellbeing and access to education is an important key to success.



## Challenges

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

Challenge	Detail of challenge
<b>1 - Academic challenge: Identified areas of support within core learning</b>	<ul style="list-style-type: none"> <li>- Assessment shows that the gap between disadvantaged pupils and others widened following school closures and disruptions due to Covid.</li> <li>- Disadvantaged children achieved below other pupils in the core learning areas of reading, writing and maths - assessment shows that pupils attaining at the lowest 20% of each class in reading often include disadvantaged pupils</li> <li>- Assessment data shows that children in EYFS and Year 1 need more support with their Phonics and Reading outcomes.</li> </ul>
<b>2 - Academic challenge: Identified areas of support within vocabulary</b>	<ul style="list-style-type: none"> <li>- Assessment shows that disadvantaged pupils are more likely to have a lower vocabulary than their non-disadvantaged peers. This 'word gap' can make it harder for pupils to master the curriculum if it is not closed</li> <li>- Additional barriers for some families include EAL and lower communication and language skills upon entry into school.</li> </ul>
<b>3 - Mental health and Well-being</b>	<ul style="list-style-type: none"> <li>- Increased social emotional mental health needs of children and families.</li> <li>- Lack of support services and early help.</li> </ul>
<b>4 - Opportunities for enrichment</b>	<ul style="list-style-type: none"> <li>- Lack of extra-curricular activities to support the physical and mental wellbeing of disadvantaged children.</li> <li>- Lack of cultural activities to inspire and motivate disadvantaged children</li> </ul>
<b>5 – Academic challenge Speech and Language</b>	<ul style="list-style-type: none"> <li>- On entry baseline assessments for disadvantaged pupils show low starting points in many areas of the EYFS Framework, with lower communication and language skills.</li> </ul>



## 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
<p><b>Academic challenges: Identified challenges within core learning</b></p> <p><b>Early reading and Phonic development</b></p>	<ul style="list-style-type: none"> <li>- Improvement in Quality First teaching with all staff through targeted CPD in key areas of Teaching and Learning               <ul style="list-style-type: none"> <li>• Improve planning of well-sequenced and manageable lessons and class work coupled with effective pedagogical choices, and robust assessment for learning – which was used to change instruction so all learners can achieve</li> </ul> </li> <li>- Data tracking demonstrates a higher percentage of children eligible for Pupil Premium achieve at age-related expectation or above from EYFS and the gap closes as the children move up through the school</li> <li>- Disadvantaged to have attainment at least in line with ‘others’ nationally.</li> <li>- Pupils attaining at the lowest 20% of each class in phonics and early reading meet their challenging targets.</li> <li>- Increased parental engagement and confidence (workshops/meetings)</li> <li>- Clear analysis of small group teaching impact for children entitled to Pupil Premium across the school.</li> <li>- Clear analysis of 1:1 teaching impact for children entitled to Pupil Premium across the school.</li> </ul>
<p><b>Academic challenges: Identified gaps in core learning</b></p> <p><b>Reading (KS1/2)</b></p>	<ul style="list-style-type: none"> <li>- Improvement in Quality First teaching with all staff through targeted CPD in key areas of Teaching and Learning               <ul style="list-style-type: none"> <li>• Improve planning of well-sequenced and manageable lessons and class work coupled with effective pedagogical choices, and robust assessment for learning – which was used to change instruction so all learners can achieve</li> </ul> </li> <li>- Data tracking demonstrates a higher percentage of children eligible for Pupil Premium achieve at age-related expectation or above from EYFS and the gap closes as the children move up through the school</li> <li>- Disadvantaged to have attainment at least in line with ‘others’ nationally.</li> <li>- Pupils attaining at the lowest 20% of each class in reading meet their challenging targets.</li> <li>- Increased parental engagement and confidence (workshops/meetings)</li> <li>- Clear analysis of small group teaching impact for children entitled to Pupil Premium across the school.</li> <li>- Clear analysis of 1:1 teaching impact for children entitled to Pupil Premium across the school.</li> </ul>



<p><b>Academic challenges: Identified areas of support within core learning</b></p> <p><b>Maths and Writing</b></p>	<ul style="list-style-type: none"> <li>- Improvement in Quality First teaching with all staff through targeted CPD in key areas of Teaching and Learning             <ul style="list-style-type: none"> <li>• Improve planning of well-sequenced and manageable lessons and class work coupled with effective pedagogical choices, and robust assessment for learning – which was used to change instruction so all learners can achieve</li> </ul> </li> <li>- Data tracking demonstrates a higher percentage of children eligible for Pupil Premium achieve at age-related expectation or above from EYFS and the gap closes as the children move up through the school</li> <li>- Disadvantaged to have attainment at least in line with ‘others’ nationally.</li> <li>- Pupils attaining at the lowest 20% of each class in maths and writing meet their challenging targets.</li> <li>- Increased parental engagement and confidence (workshops/meetings)</li> <li>- Clear analysis of small group teaching impact for children entitled to Pupil Premium across the school.</li> <li>- Clear analysis of 1:1 teaching impact for children entitled to Pupil Premium across the school</li> </ul>
<p><b>Academic challenge:</b></p> <p><b>Speech and Language</b></p>	<p>Pupil Progress data shows:</p> <ul style="list-style-type: none"> <li>- By the end of the EYFS, there are a reduced number of children still working within the 30 – 50 month developmental band. (from Sept 2021)</li> <li>- By the end of the EYFS, there is an increase in the % of children attaining a Good Level of Development</li> <li>- Children eligible for the Pupil Premium attain at least as well other children</li> <li>- Speech and Language LSA support for children across school, targeted approach in the EYFS – language development.</li> <li>- Children have a good level of language skills to support their acquisition of Phonics and early Literacy.</li> </ul>
<p><b>Mental health and Well-being</b></p>	<p>Close and trusting relationships with adults supports parents to be informed and connected with their children's education.</p> <ul style="list-style-type: none"> <li>- Develop a comprehensive and flourishing adult education programme delivered in school supports parents to further their own education.</li> <li>- Strive to increase the number of parents that engage in programmes and courses</li> </ul> <p>Children who are eligible for the Pupil Premium attend school at least as well other children (no in-school gap).</p> <ul style="list-style-type: none"> <li>- Children eligible for the Pupil Premium close the gap between their attendance and the national attendance percentage for all children</li> </ul> <p>Behaviour tracking, data and records shows:</p>



	<ul style="list-style-type: none"><li>- All children are supported so that they are able to have a positive attitude towards learning and they do not disrupt their learning or that of others.</li><li>- The positive impact upon progress and attainment of Learning Mentor and behaviour support.</li><li>- Case studies provide evidence of support to meet children's individual needs and overcome barriers to learning.</li></ul>
<b>Opportunities for enrichment</b>	<p>Children have many opportunities throughout their education to widen their life experiences.</p> <ul style="list-style-type: none"><li>- We aim for all children to undertake at least 6 visits / experiences outside school per year.</li><li>- We offer a wide range of after-school clubs which are free of charge.</li><li>- Children's language is enriched by their experiences.</li></ul>





## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>CPD for all staff in teaching systematic synthetic phonics using the revised Little Wandle scheme</b>	Synthetic Systematic Programme which shows fidelity to the scheme. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it. Pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning.	1,2,5
<b>CPD for KS2 staff to provide a standardised approach to teaching whole class reading</b>	Training provided during autumn term to create consistency of approach & delivery. New standardised template for structuring whole class reading lessons introduced, including: <ul style="list-style-type: none"> <li>● reviewing learning behaviours</li> <li>● teaching vocabulary</li> <li>● teacher modelling &amp; metalanguage</li> <li>● levels of questioning</li> <li>● example templates for written responses</li> <li>● guidance on how to improve written answers to comprehension</li> </ul>	
<b>'NELI' intervention for disadvantaged pupils in Reception</b>	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 'oral language interventions consistently show positive impact on learning'.	1,2,5



<p><b>R/Y1/Y2 teachers trained in Mastering Number</b></p>	<p>The EEF summary of evidence indicates that the impact of mastery learning approaches is an additional five month progress, on average, over the course of a year.</p> <p>Mastering number is a collegiate approach to professional learning, building on the successes of the NCETM hub work. The project will:</p> <ul style="list-style-type: none"> <li>- develop skills in working in a professional learning community, reflecting with other colleagues on their own practice, and refining skills through support and challenge within a community</li> <li>- develop a secure understanding of how to build firm mathematical foundations with a stronger subject and pedagogical understanding for EYFS and KS1</li> <li>- Ensure firm foundations in children’s understanding of early number</li> </ul>	<p>1,5</p>
<p><b>Additional teaching in Y6</b></p>	<p>Education endowment fund claims that reducing class sizes results in around 3 months additional progress on pupils, on average. Children are given more high-quality feedback and more individualised learning experiences. Teachers team teaching results in the professional development of staff.</p> <p>Allow better targeting of different ability ranges within the class with 3 teachers rather than two. Plug gaps and extend where needed to ensure accelerated progress for all groups leading to higher attainment and progress than expected levels.</p>	<p>1</p>
<p><b>High quality carefully planned professional development - peer to peer practice based lesson study approach for all teachers</b> <b>Connecting classrooms cycles supporting core teaching and learning areas</b></p>	<p>Evidence collected during a study by the GTC suggested that “teachers benefited in a number of ways including: improved capability for designing learning tasks, experience of collaborative working which offered the teachers the opportunity to tackle problems together and to share project work out gaining skills in reflection, discussion and evaluation, and - developing a research perspective in their classrooms continuing to have the opportunity to share problems and solutions with other teachers through informal networks created during the project improved self-confidence. Teachers felt that by becoming learners themselves - by developing a greater capacity for thinking independently, reflecting critically, problem solving and working together with other teachers</p>	<p>1</p>
<p><b>Letter join handwriting scheme implemented from EYFS-KS2</b></p>	<p>Each of the key stage requirements are met through Letter-join’s aim is for children to develop a fluent and legible, cursive handwriting style to ensure they reach the standard expected at the end of each key stage. Suggestions for differentiation are included in the key stages in order that every child has the opportunity to master the relevant skills.</p> <p>Non pre- cursive handwriting adaptation for EYFS and KS1 in line with SSP phonics recommendations.</p>	<p>1</p>



<b>ELSA trained adults to support Emotional literacy</b>	<p>Key stage 1 &amp; 2s to have an ELSA trained member of staff on site.</p> <p>EEF state: The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	1,3,5
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Additional support for targeted lowest 20% in 1:1 reading from support staff and FLW</b>  <b>Resources to enable small group teaching</b>	<p>1:1 reading with support staff of targeted children.</p> <ul style="list-style-type: none"> <li>● Little Wandle Reading Programme (Reception &amp; KS1)</li> <li>● Keeping up Year 3 Reading resources (Little Wandle)</li> <li>● Switched on Reading (KS2)</li> <li>● 1:1 Reading to improve frequency and expectation</li> </ul>	1, 2, 5
<b>Small group keep up and catch-up phonics teaching with teacher.</b>	<p>The EEF Toolkit evaluation of small group phonics shows this to have a positive impact with an average of 4 months progress.</p>	1, 2, 5
<b>Lightning Squad Intervention</b>  <b>LSA delivery 0.5</b>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p>	1,5
<b>1:1 reading with targeted children</b>	<p>Reading intervention for reluctant pupil premium readers. One-to-one reading support improves their reading ability, increases confidence and increases the enjoyment they gain from reading.</p> <p>LSA, SMSA and Volunteers meet regularly with the English Lead to ensure quality and progress of children.</p>	1,2,3, 5



<p><b>Online and home learning resources (Tech support) for disadvantaged families for access to learning - Google Classrooms, subscriptions/resources</b></p>	<p>National Literacy Trust - “The home learning environment is vital in supporting early literacy, but children from disadvantaged backgrounds are less likely to be read to at home, meaning they can fall behind.” Higher-income parents were more likely to receive online support from practitioners, and low-income families are less likely to have the resources they need, including the right digital devices and reliable internet connections.</p>	<p>4, 5</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>FLW. to support vulnerable families</b></p>	<p>We define parental engagement as the successful involvement of parents in supporting their children’s social, emotional welfare as well as their academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• Early intervention to support families in need – ‘sign posting’ to other agencies e.g. foodbank, charities for furniture etc</li> <li>• Supporting Parenting within the home – offering Triple P course within school</li> <li>• Supporting Early Help cases and additional safeguarding cases</li> <li>• more intensive programmes for families in crisis.</li> </ul>	<p>3, 4</p>
<p><b>Therapeutic and specialist behaviour and mental well-being support for vulnerable pupils to ensure children feel secure and ready to learn</b></p> <p><b>Trained ELSA practitioners work to support emotional and behavioural needs of individual children</b></p> <p><b>Bought in Professional Services</b></p>	<p>To offer a confidential psychotherapeutic service for children and their families including assessment, brief and longer-term individual work, parent support, family work and children’s groups.</p> <p>To work alongside teachers. To support teacher and families to understand the underlying meaning of pupil behaviour, identify children more easily who are at risk, and feel more confident managing their own reactions and those of the children leading to improved Evaluations for the children and better engagement between families and school.</p>	<p>3, 4, 5</p>
<p><b>Pupils participate in enrichment activities including residential, theatre, outdoor adventurous and learning</b></p>	<p>Arts and cultural participation has been shown to have a positive +3 month impact on attainment. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF</p>	<p>3, 4</p>



<p><b>related visits.</b></p>	<p>Outdoor Adventure Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self- confidence and motivation.</p>	
<p><b>Music bursaries - Wider opportunities - violin lessons, recorder group,</b></p>	<p>The Arts Council found that the challenges facing families of low-socio-economic status in supporting their children’s musical activities are considerable. The cost of tuition and participating in extracurricular ensembles may be more than they can afford. They may also face challenges in transporting their children to activities.</p> <p>Short term music projects have shown that music can provide opportunities for vulnerable young people to acquire a range of transferable skills and enhance their confidence and aspirations</p>	<p>3, 4</p>
<p><b>Family Liaison officer support for targeted pupils and family support</b></p>	<p>Pastoral care in schools is essential in identifying families in need of support and bridging the gap where access to services is limited.</p> <p>Nationally referrals to support mental health concerns in children are up 134%. The ongoing impact of the pandemic has made this more pronounced.</p>	<p>3, 4, 5</p>



## 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.

#### Summary of objectives in spending 2020-21:

1. **Academic:** high quality teaching and learning to enable disadvantaged children of all abilities to 'diminish the difference' in regards to attainment when compared to their peers
2. **Mental Health and Wellbeing:** extensive network of social and emotional support
3. **Enrichment and Engagement:** adding 'cultural capital'

Academic	Mental Health and Wellbeing	Enrichment and Engagement
<ul style="list-style-type: none"> <li>● Additional LSA support in class</li> <li>● Lightning Squad (NTP)</li> <li>● Third Space Learning (NTP)</li> <li>● Small group intervention sessions</li> <li>● Teacher lead booster groups</li> <li>● R.W.I small group teaching</li> <li>● Precision teaching</li> <li>● Toe by Toe</li> <li>● Lego Masters</li> <li>● Speech and Language program</li> <li>● LSA lead interventions across KS1 and KS2 in R,W &amp; M</li> <li>● Pre teach for EAL</li> <li>● Sensory sessions</li> <li>● O.T. program</li> <li>● Clicker Sentences</li> <li>● Technology for supporting home learning</li> <li>● 1:1 online OT (Funky fingers)</li> <li>● 1:1 online lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Play Therapy</li> <li>● Key worker support</li> <li>● CBT</li> <li>● FLW to support parents and children</li> <li>● Emotional and Behavioural support (in and outside class)</li> <li>● Zones of Regulation training</li> <li>● Mindfulness</li> <li>● ACE training</li> <li>● Trauma training (Whole school CPD)</li> <li>● Internet training</li> <li>● Daily check-in with identified Children/Parents/Carers</li> <li>● Transition home to school</li> <li>● Technology for supporting home learning</li> <li>● Daily checks for vulnerable children</li> </ul>	<ul style="list-style-type: none"> <li>● School camp years 5 &amp; 6</li> <li>● Gardening club</li> <li>● Cooking club</li> <li>● School trips</li> <li>● SATs books</li> <li>● FLW focusing on and supporting children's attendance</li> <li>● Technology for supporting home learning</li> <li>● After school club provision</li> <li>●</li> </ul>



## Review 2020 - 2021

**Mental Health and Wellbeing:** The school ran an extensive mental health support programme in the last academic year. The use of Zones of Regulation to support regulating emotions was introduced throughout the school. There was a significant uptake in parent support workshops, advice, CAMHS/referrals - additional support was brought in to support this.

**Enrichment and Engagement:** Access to Home Learning - the provision of technology for a significant group of disadvantaged children has had some impact on their learning. They were able to access the online learning offer during school closure in January 21 onwards, meaning all children had potential access to live teaching all day. Staff worked hard to ensure that children remained visible and ensure quality first teaching for all. This also supported parental engagement as it allowed parents to gain a better understanding of the teaching and learning pedagogy that takes place at the school, helping them to better support their children. All disadvantaged children were given chrome books/ devices and dongles where required. In-school support was provided to families struggling to use technology or Google Classrooms. Disadvantaged children not engaging with online provision or requiring additional support were invited into the Key worker provision to ensure their learning wasn't adversely disrupted.

### Outcomes:

*Due to COVID-19, national performance measures have not been published for 2020 to 2021, and 2020 to 2021. The following data is from 2019:*

Comparative attainment at statutory assessment points 2019			
KS2 Attainment 2019	Pupils eligible for PP (4 children)	All Pupils	
		School average	National average
% achieving expected standard or above grammar, punctuation and spelling	60%	91%	78%
% achieving expected standard or above reading	60%	89%	73%
% achieving expected standard or above writing	20%	82%	78%
% achieving expected standard or above maths	60%	89%	79%



<b>KS2 Progress Measure 2019</b>	<b>Pupils eligible for PP Pupils eligible for PP (4 children)</b>	<b>All Pupils</b>
Reading	0.52	2.64
Writing	-6.84	-1.11
Maths	0.16	0.68

<b>KS1 Attainment 2019</b>	<b>Pupils eligible for PP (10 children)</b>	<b>All Pupils</b>	
		<b>School average</b>	<b>National average</b>
% achieving expected standard or above reading	60%	75%	75%
% achieving expected standard or above writing	50%	75%	69%
% achieving expected standard or above maths	70%	83%	76%

<b>Phonics Attainment 2019</b>	<b>Pupils eligible for PP (9 children)</b>	<b>All Pupils</b>	
		<b>School average</b>	<b>National average</b>
% achieving expected standard in phonics	67%	87%	82%

<b>EYFS Attainment 2019</b>	<b>Pupils eligible for PP (4 children)</b>	<b>All Pupils</b>
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		School average	National average
% achieving GLD	75%	81%	82%

*The disruption to school due to COVID 19 had an increased impact on disadvantaged pupils. Internal assessments using past papers and moderated teacher assessments show the following.*

<b>Comparative attainment at statutory assessment points 2021</b>		
<b>KS2 Attainment 2021</b>	<b>Pupils eligible for PP (12 children)</b>	<b>All Pupils</b>
% achieving expected standard or above reading (progress)	41.7% (0.22)	79% (0.39)
% achieving expected standard or above writing (progress)	25% (0)	67.9% (0.24)
% achieving expected standard or above maths (progress)	33% (0.33)	77.8% (0.39)
Combined	25%	61.7%

<b>KS1 Attainment 2021</b>	<b>Pupils eligible for PP (4 children)</b>	<b>All Pupils</b>
% achieving expected standard or above reading	50%	74.1%
% achieving expected standard or above writing	25%	63%
% achieving expected standard or above maths	25%	72.8%
Combined	25%	60%



## Review:

Following school closures and ongoing disruption due to Covid-19 the gap between disadvantaged pupils and others has widened. Children learnt at home remotely for a significant amount of the Spring Term, and some classes during the autumn and summer term due to bubble closures. In all year groups this has significantly impacted the children's progress in writing, with significant gaps in all areas widening at KS1. Prolonged barriers to accessing school in Nursery and Reception significantly impacted their communication, early reading and writing skills.

## Externally provided programmes

Programme	Provider
Lightning Squad	FFT
Third Space Learning Maths Programme	Third Space Learning
Times Table Rockstars	Maths Circle
Purple Mash	2 Simple
Real PE	Jasmine Active