

## 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	Boxgrove Primary School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	4 <sup>th</sup> October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Conatus Governing Board
Pupil premium lead	Christopher Rae
Governor / Trustee lead	Rev Tim Linkens

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,645
Recovery premium funding allocation this academic year	£14,175 – Funding Grant £11,418.75 - Funding Allocation
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£211,820

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. We have drawn on research conducted, by the Education Endowment Foundation. Common barriers to learning for disadvantaged children can be: less support at home, less provision to a quiet work space, weak language and communication skills, lack of confidence, self-esteem challenges, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses of individuals and trends within the school.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed in making provision for socially disadvantaged pupils
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups, or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- School principles for success includes guidance from ‘Supporting the attainment of disadvantaged pupils’ an ethos for attainment for all.
- Low starting points requires the need for excellent progress.
- The school addresses behaviour and attendance.
- High quality teaching for all.
- Social and emotional needs are met for children and their families.
- That all children’s needs are met to succeed.
- Staff are deployed effectively.
- Clear responsive leadership.

## Challenges

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

Challenge number	Detail of challenge
1	Learning and progress. In all year groups and in all subjects the disadvantaged gap is present across the school due in part, due to school closures alongside some historic legacy. Historically the school has worked on increasing the number of pupils from the disadvantaged category achieving EARE. This work will need to be redone. The school recognises the need to accelerate the rate or progress for pupils.
2	Social difficulties experienced by families including housing, finance, family literacy and parental anxieties around coming into school and registering for Pupil Premium funding.
3	Pupil Premium children with low self-esteem and emotional needs have less engagement with school
4	Pupil Premium children may not have high aspirations for their futures or invest in academic success.
5	Attendance of Pupil Premium children is challenged with a target of 96% for each child and a reduction in Pupil Premium Persistent Absence.
6	Changes in family dynamics and the increase of social emotional needs as a result of COVID-19 or bereavement and the impact this has on Pupil Premium children in school. This is also recognised as behaviour incidents are more prevalent with disadvantaged children.
7	Overlap of disadvantaged children also requiring SEN support whilst attending school and accessing the curriculum.

## 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
Continue to close the attainment gap for Pupil Premium children at ARE in all years and in all subjects by accelerating progress	Pupil Premium children will make greater progress in order to close the gap and the percentage achieving ARE be in line with All children in all year groups.
To increase the rates of progress of Pupil Premium children with SEND in all subjects	Progress measures for children in receipt of Pupil Premium funding who may also have SEND will be higher than Expected across the school.
A higher percentage of Pupil Premium children to achieve EARE in all subjects and the Combined measure	The percentage of Pupil Premium children achieving EARE in all subjects in all year groups is in line with non-disadvantaged children.
Ensure all children have equal access to extra-curricular activities and homework	An increased number of Pupil Premium children will attend Extra-Curricular activities; this will enhance their provision and further motivate them to attend school regularly.
Continue to raise children's self-esteem and resilience, ensuring they attend regularly and are more engaged with their learning and develop pride in attending school.	Pupil Premium children will attend regularly (96%), be engaged in the classroom and be more confident about their abilities.  There will be a reduction of Pupil premium persistence absence below LA average.
Raise children's aspirations for the future through a Careers Fair, role models/mentoring and our Looking to the Future Programme	Children will have an awareness of the different options available, to them and be motivated to do well in the future.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£64,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clear and concise feedback on pupils learning timely delivery of training on metacognition for staff.	<p>Feedback studies tend to show high effects on learning. However, there are a wide range of effects and some studies show that feedback can have negative effects and make things worse.</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	1,3
Evaluate and identify a range of programmes of study and deliver quality training for staff to teach phonics and reading to enable rapid progress.	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. Access to remote reading apps for high quality books will allow access to books at home.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1,4
Induction leader to support ECF and teachers in their second year to develop understanding of what outstanding looks like.	<p>Giving teachers new to the profession the key CPD they require to develop their practise further, ensuring that quality first classroom teaching is at the forefront of development and implementation.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-framework-early-roll-out">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-framework-early-roll-out</a></p>	1
Training for staff in relation to metacognition and self-regulation approaches, in order to teach/support pupils to think about their own	<p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching</p>	1,3,4, 6, 7

<p>learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Ensure appropriate staff training.</p>	<p>of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	
<p>Embedding formative and summative assessment in all curriculum areas.</p>	<p>Ensuring a scaled approach to formative assessment is in place and builds on evidence that formative assessment can improve students' learning. Prioritising formative assessment, but often report that it can be challenging to implement. EEF further researched this strategy looking towards supporting schools to deliver the approach.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</a></p>	1,3
<p>Effective use of assessment to identify pupils' prior knowledge and understanding, and potential barriers to learning and using this to flexibly group pupils based on ability</p>	<p>As with setting and streaming, evidence suggests that disadvantaged pupils can suffer from lower teacher expectations which increases their chances of being grouped with lower prior attainers. If groups are not arranged flexibly, and the impact of grouping on pupil engagement and motivation not monitored, within-class grouping could have negative effects for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</a></p>	1,3,4
<p>Effective teaching of reading comprehension strategies with training for Teachers and TAs.</p>	<p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.</p> <p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Parent training sessions will be incorporated, as well as offering IT training to support staff. Moderation sessions for staff to share good practice and research.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1,2,4, 7

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed specific planned interventions (WellComm, RWInc, Steps, Etc) to target key disadvantaged with SEND children with pupil premium. Using TA support and relevant training.</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1,3,4</p>
<p>Using grant funding, 1:1 or small group support/tuition for Pupil Premium children with multiple barriers.</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1,3</p>
<p>School counsellor and outside agencies to be allocated to work with vulnerable Pupil Premium children and prioritise social and emotional as appropriate.</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	<p>2,3,7</p>

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

Budgeted cost: £35,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding Breakfast and After School Club using the National School Breakfast Programme.</p>	<p>A previous EEF impact evaluation of the Magic Breakfast programme found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</a></p>	<p>2</p>
<p>After school clubs and homework clubs/extra-curricular activities to extend the school day.</p>	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	<p>2,4</p>
<p>Funding and Subsidising School trips for outside learning for key families.</p> <p>Providing Forest School to outdoor learning opportunities for Pupil Premium children in earlier year groups – ensuring that relevant training is maintained.</p> <p>Community events also planned to maintain the ethos of support and inclusiveness of the school</p>	<p>Outside learning in education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	<p>1,2,4,7</p>
<p>Attendance tracking analyses groups every half term with incentives in place</p>	<p>Good attendance in school is required in order to close the gaps in learning.</p>	<p>2,3,6</p>

School uses LA external Attendance officers to support this	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	
Behaviour interventions in place to seek to improve attainment by reducing challenging behaviour in school. Including using the zones of regulation approach. School to also purchase meditation and yoga resources to support relaxation and 'readiness for learning'.  Ensuring the relevant training is in place for consistent approach throughout the school.	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes. Additional counselling hours will be implemented.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	3,7
Access to a range of physical activity clubs, subsidised by pupil premium funding.  Funding will also be used to train effective playground buddies for play-times.	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	2,3,4,5
Ensure appropriate supervision is in place for counsellor.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	2,3,7
Using Digital Technology to Improve Learning. Purchasing devices and the required access to	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a>	1,2,3,5

software and applications.		
Provide support with school uniform for pupil premium families where required.	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p>	2,5
Organise career fairs and high aspiration events for children in the school	<p>Whilst pupils eligible for the pupil premium are likely to have lower academic attainment compared to their more advantage peers, the assumption that poorer pupils have lower aspirations for their education and adult life is less clear.</p> <p>Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	5

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the outcomes that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### Attainment Summary Over Time

#### Reading | All Pupil Premium Pupils | Including Leavers

##### Report Description:

This report displays percentages for ARE for each term within the academic year(s) selected.

Year Group 2	Below Target POS	Below	At and Above	Above Only
Start of Year Baseline Y1	94.44% (17/18)	5.56% (1/18)	-	-
Autumn End of Term Y1	13.64% (3/22)	22.73% (5/22)	63.64% (14/22)	22.73% (5/22)
Spring End of Term Y1	14.29% (3/21)	28.57% (6/21)	57.14% (12/21)	9.52% (2/21)
Summer End of Term Y1	9.52% (2/21)	23.81% (5/21)	66.67% (14/21)	14.29% (3/21)
Year Group 3	Below Target POS	Below	At and Above	Above Only
Start of Year Baseline Y2	9.52% (2/21)	28.57% (6/21)	61.90% (13/21)	23.81% (5/21)
Autumn End of Term Y2	23.81% (5/21)	33.33% (7/21)	42.86% (9/21)	9.52% (2/21)
Spring End of Term Y2	19.05% (4/21)	33.33% (7/21)	47.62% (10/21)	33.33% (7/21)
Summer End of Term Y2	19.05% (4/21)	14.29% (3/21)	66.67% (14/21)	38.10% (8/21)
Year Group 4	Below Target POS	Below	At and Above	Above Only
Start of Year Baseline Y3	95.65% (22/23)	-	4.35% (1/23)	-
Autumn End of Term Y3	45.83% (11/24)	33.33% (8/24)	20.83% (5/24)	8.33% (2/24)
Spring End of Term Y3	45.83% (11/24)	12.50% (3/24)	41.67% (10/24)	8.33% (2/24)
Summer End of Term Y3	46.15% (12/26)	15.38% (4/26)	38.46% (10/26)	23.08% (6/26)

<b>Year Group 5</b>	<b>Below Target POS</b>	<b>Below</b>	<b>At and Above</b>	<b>Above Only</b>
Start of Year Baseline Y4	100.00% (18/18)	-	-	-
Autumn End of Term Y4	57.89% (11/19)	10.53% (2/19)	31.58% (6/19)	21.05% (4/19)
Spring End of Term Y4	57.89% (11/19)	-	42.11% (8/19)	26.32% (5/19)
Summer End of Term Y4	21.05% (4/19)	26.32% (5/19)	52.63% (10/19)	31.58% (6/19)

<b>Year Group 6</b>	<b>Below Target POS</b>	<b>Below</b>	<b>At and Above</b>	<b>Above Only</b>
Start of Year Baseline Y5	100.00% (13/13)	-	-	-
Autumn End of Term Y5	57.14% (8/14)	14.29% (2/14)	28.57% (4/14)	-
Spring End of Term Y5	35.71% (5/14)	35.71% (5/14)	28.57% (4/14)	-
Summer End of Term Y5	35.71% (5/14)	7.14% (1/14)	57.14% (8/14)	28.57% (4/14)

<b>Year Group 7</b>	<b>Below Target POS</b>	<b>Below</b>	<b>At and Above</b>	<b>Above Only</b>
Start of Year Baseline Y6	100.00% (24/24)	-	-	-
Autumn End of Term Y6	62.50% (15/24)	8.33% (2/24)	29.17% (7/24)	4.17% (1/24)
Spring End of Term Y6	25.00% (6/24)	8.33% (2/24)	66.67% (16/24)	25.00% (6/24)
Summer End of Term Y6	4.35% (1/23)	13.04% (3/23)	82.61% (19/23)	47.83% (11/23)

## Attainment Summary Over Time

### Writing | All Pupil Premium Pupils | Including Leavers

#### Report Description:

This report displays percentages for **ARE** for each term within the academic year(s) selected.

<b>Year Group 2</b>	<b>Below Target POS</b>	<b>Below</b>	<b>At and Above</b>	<b>Above Only</b>
Start of Year Baseline Y1	94.44% (17/18)	5.56% (1/18)	-	-
Autumn End of Term Y1	13.64% (3/22)	22.73% (5/22)	63.64% (14/22)	22.73% (5/22)
Spring End of Term Y1	14.29% (3/21)	28.57% (6/21)	57.14% (12/21)	9.52% (2/21)
Summer End of Term Y1	9.52% (2/21)	23.81% (5/21)	66.67% (14/21)	14.29% (3/21)

<b>Year Group 3</b>	<b>Below Target POS</b>	<b>Below</b>	<b>At and Above</b>	<b>Above Only</b>
Start of Year Baseline Y2	9.52% (2/21)	28.57% (6/21)	61.90% (13/21)	23.81% (5/21)
Autumn End of Term Y2	23.81% (5/21)	33.33% (7/21)	42.86% (9/21)	9.52% (2/21)
Spring End of Term Y2	19.05% (4/21)	33.33% (7/21)	47.62% (10/21)	33.33% (7/21)
Summer End of Term Y2	19.05% (4/21)	14.29% (3/21)	66.67% (14/21)	38.10% (8/21)

<b>Year Group 4</b>	<b>Below Target POS</b>	<b>Below</b>	<b>At and Above</b>	<b>Above Only</b>
Start of Year Baseline Y3	95.65% (22/23)	-	4.35% (1/23)	-
Autumn End of Term Y3	45.83% (11/24)	33.33% (8/24)	20.83% (5/24)	8.33% (2/24)
Spring End of Term Y3	45.83% (11/24)	12.50% (3/24)	41.67% (10/24)	8.33% (2/24)
Summer End of Term Y3	46.15% (12/26)	15.38% (4/26)	38.46% (10/26)	23.08% (6/26)

<b>Year Group 5</b>	<b>Below Target POS</b>	<b>Below</b>	<b>At and Above</b>	<b>Above Only</b>
Start of Year Baseline Y4	100.00% (18/18)	-	-	-
Autumn End of Term Y4	57.89% (11/19)	10.53% (2/19)	31.58% (6/19)	21.05% (4/19)
Spring End of Term Y4	57.89% (11/19)	-	42.11% (8/19)	26.32% (5/19)
Summer End of Term Y4	21.05% (4/19)	26.32% (5/19)	52.63% (10/19)	31.58% (6/19)

<b>Year Group 5</b>	<b>Below Target POS</b>	<b>Below</b>	<b>At and Above</b>	<b>Above Only</b>
Start of Year Baseline Y4	100.00% (18/18)	-	-	-
Autumn End of Term Y4	63.16% (12/19)	5.26% (1/19)	31.58% (6/19)	26.32% (5/19)
Spring End of Term Y4	63.16% (12/19)	5.26% (1/19)	31.58% (6/19)	26.32% (5/19)
Summer End of Term Y4	47.37% (9/19)	15.79% (3/19)	36.84% (7/19)	31.58% (6/19)

<b>Year Group 6</b>	<b>Below Target POS</b>	<b>Below</b>	<b>At and Above</b>	<b>Above Only</b>
Start of Year Baseline Y5	100.00% (13/13)	-	-	-
Autumn End of Term Y5	57.14% (8/14)	28.57% (4/14)	14.29% (2/14)	-
Spring End of Term Y5	35.71% (5/14)	35.71% (5/14)	28.57% (4/14)	7.14% (1/14)
Summer End of Term Y5	35.71% (5/14)	7.14% (1/14)	57.14% (8/14)	35.71% (5/14)

<b>Year Group 7</b>	<b>Below Target POS</b>	<b>Below</b>	<b>At and Above</b>	<b>Above Only</b>
Start of Year Baseline Y6	100.00% (24/24)	-	-	-
Autumn End of Term Y6	87.50% (21/24)	8.33% (2/24)	4.17% (1/24)	-
Spring End of Term Y6	41.67% (10/24)	12.50% (3/24)	45.83% (11/24)	20.83% (5/24)
Summer End of Term Y6	29.17% (7/24)	12.50% (3/24)	58.33% (14/24)	20.83% (5/24)

## Attainment Summary Over Time

### **Mathematics** | All Pupil Premium Pupils | Including Leavers

#### Report Description:

This report displays percentages for **ARE** for each term within the academic year(s) selected.

<b>Year Group 2</b>	<b>Below Target POS</b>	<b>Below</b>	<b>At and Above</b>	<b>Above Only</b>
Start of Year Baseline Y1	100.00% (16/16)	-	-	-
Autumn End of Term Y1	4.55% (1/22)	36.36% (8/22)	59.09% (13/22)	18.18% (4/22)
Spring End of Term Y1	14.29% (3/21)	23.81% (5/21)	61.90% (13/21)	9.52% (2/21)
Summer End of Term Y1	10.00% (2/20)	20.00% (4/20)	70.00% (14/20)	-
<b>Year Group 3</b>	<b>Below Target POS</b>	<b>Below</b>	<b>At and Above</b>	<b>Above Only</b>
Start of Year Baseline Y2	-	28.57% (6/21)	71.43% (15/21)	9.52% (2/21)
Autumn End of Term Y2	23.81% (5/21)	23.81% (5/21)	52.38% (11/21)	9.52% (2/21)
Spring End of Term Y2	19.05% (4/21)	23.81% (5/21)	57.14% (12/21)	33.33% (7/21)
Summer End of Term Y2	14.29% (3/21)	33.33% (7/21)	52.38% (11/21)	19.05% (4/21)
<b>Year Group 4</b>	<b>Below Target POS</b>	<b>Below</b>	<b>At and Above</b>	<b>Above Only</b>
Start of Year Baseline Y3	100.00% (23/23)	-	-	-
Autumn End of Term Y3	58.33% (14/24)	25.00% (6/24)	16.67% (4/24)	-
Spring End of Term Y3	58.33% (14/24)	8.33% (2/24)	33.33% (8/24)	4.17% (1/24)
Summer End of Term Y3	57.69% (15/26)	15.38% (4/26)	26.92% (7/26)	11.54% (3/26)
<b>Year Group 5</b>	<b>Below Target POS</b>	<b>Below</b>	<b>At and Above</b>	<b>Above Only</b>
Start of Year Baseline Y4	100.00% (18/18)	-	-	-
Autumn End of Term Y4	47.37% (9/19)	10.53% (2/19)	42.11% (8/19)	10.53% (2/19)
Spring End of Term Y4	47.37% (9/19)	5.26% (1/19)	47.37% (9/19)	10.53% (2/19)
Summer End of Term Y4	26.32% (5/19)	21.05% (4/19)	52.63% (10/19)	21.05% (4/19)

<b>Year Group 6</b>	<b>Below Target POS</b>	<b>Below</b>	<b>At and Above</b>	<b>Above Only</b>
Start of Year Baseline Y5	100.00% (13/13)	-	-	-
Autumn End of Term Y5	57.14% (8/14)	14.29% (2/14)	28.57% (4/14)	-
Spring End of Term Y5	35.71% (5/14)	14.29% (2/14)	50.00% (7/14)	-
Summer End of Term Y5	35.71% (5/14)	7.14% (1/14)	57.14% (8/14)	28.57% (4/14)

<b>Year Group 7</b>	<b>Below Target POS</b>	<b>Below</b>	<b>At and Above</b>	<b>Above Only</b>
Start of Year Baseline Y6	100.00% (24/24)	-	-	-
Autumn End of Term Y6	62.50% (15/24)	8.33% (2/24)	29.17% (7/24)	8.33% (2/24)
Spring End of Term Y6	37.50% (9/24)	8.33% (2/24)	54.17% (13/24)	12.50% (3/24)
Summer End of Term Y6	20.83% (5/24)	-	79.17% (19/24)	25.00% (6/24)

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources through our school learning platform. The school loaned in excess of 60 devices to families who were subject to digital poverty and purchased prepaid data units to enable disadvantaged pupils to access the learning.

Although overall attendance in 2020/21 was lower than previous years, it still remained higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence was also higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. 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
Small Group Tuition	Randstadt
Speech and Language Support	WellComm
White Rose - Maths Premium Resources	White Rose
NFER Assessment	NFER
Phonics Play – Web App	Phonics Play
Accelerated Reader and MyOn	Renaissance Learning
Bug Club	Pearson
Timetables Rock Stars	Timetables Rock Stars
MyMaths	Oxford University Press
Wandle Phonics	Wandle

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Provided uniform, and access to breakfast club provision for the service child who attended our school.
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Quality first teaching with the relevant CPD for staff to drive learning outcomes for all pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Increased SEND provision in order to ensure all children have access to the support and professionals that can harness and develop learning in school.
- Increased access to counselling services - to ensure all children have access to this in order to support their mental health and wellbeing.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.