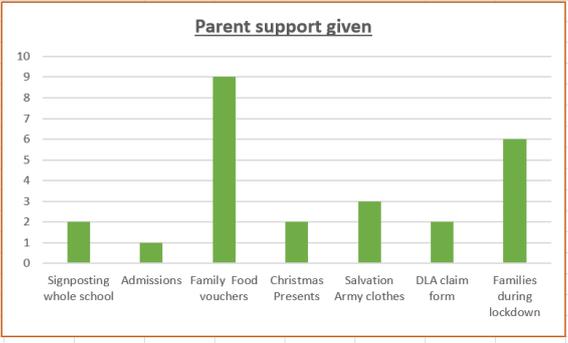


Pupil premium strategy statement

Review: last year's aims and outcomes

Aim	Outcome																																																																																																																																																														
<p>Raise attainment in Speech, Language and communication.</p> <p>Engage parent in the learning activities with the children,.</p> <p>(F1 and F2)</p>	<p>EasyPeasy app</p> <table border="1" data-bbox="323 360 1185 786"> <thead> <tr> <th></th> <th>Listening and Attention</th> <th></th> <th>Understanding</th> <th></th> <th>Speaking</th> <th></th> </tr> <tr> <th></th> <th>Baseline</th> <th>Sum2</th> <th>Baseline</th> <th>Sum2</th> <th>Baseline</th> <th>Sum2</th> </tr> </thead> <tbody> <tr> <td>LB</td> <td>22-36d</td> <td>40-60e</td> <td>22-36d</td> <td>40-60e</td> <td>22-36d</td> <td>40-60e</td> </tr> <tr> <td>FH</td> <td>22-36d</td> <td>40-60e</td> <td>22-36d</td> <td>40-60e</td> <td>22-36d</td> <td>30-50s</td> </tr> <tr> <td>MW</td> <td>16-26s</td> <td>30-50s</td> <td>8-20d</td> <td>30-50s</td> <td>8-20d</td> <td>30-50s</td> </tr> <tr> <td>LC</td> <td>22-36d</td> <td>30-50s</td> <td>22-36d</td> <td>30-50s</td> <td>22-36d</td> <td>30-50s</td> </tr> <tr> <td>MI</td> <td>16-26s</td> 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<p>To raise attainment in Phonics</p>	<p>1:1 TA interventions</p> <p>94% of the 17 children are now on-track to pass their phonics screening. Of which 100% of them are PP. This data is excluding 2 pupils, whom are non-verbal/high SEN.</p>																																																																																																																																																														

<p>To ensure all pupils who did not pass phonics screening achieve it this year.</p> <p>To engage parents with reading at home</p>	<p>Reading at home.</p> <p>On average across school there has been a 10minutes increase on the amount of reading occurring per day from the Autumn term (following lockdown 1) and Summer Term (following long down 2).</p> <p>On average there has been a 27% increase in the frequency of reading with a parent, that occurs at home (reading diary evidence post lockdown)</p> <p>Family worker parental engagement strategies and support.</p> <table border="1" data-bbox="331 414 625 586"> <thead> <tr> <th>Parent Support given</th> <th></th> </tr> </thead> <tbody> <tr> <td>Signposting whole school</td> <td>2</td> </tr> <tr> <td>Admissions</td> <td>1</td> </tr> <tr> <td>Family Food vouchers</td> <td>9</td> </tr> <tr> <td>Christmas Presents</td> <td>2</td> </tr> <tr> <td>Salvation Army clothes</td> <td>3</td> </tr> <tr> <td>DLA claim form</td> <td>2</td> </tr> <tr> <td>Families during lockdown</td> <td>6</td> </tr> </tbody> </table>  <p>Refer to case studies:</p> <ul style="list-style-type: none"> -Feedback following support "It was really helpful to have back up of support during lockdown." "I am feeling a lot more positive now things are in place." " He is 100% better now, I was just so upset seeing him upset, I felt awful." 	Parent Support given		Signposting whole school	2	Admissions	1	Family Food vouchers	9	Christmas Presents	2	Salvation Army clothes	3	DLA claim form	2	Families during lockdown	6
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<p>To raise attainment in Maths</p>	<p>Following TA target interventions</p> <p>Y2 - 88% of chn made good or better progress Y4 - 75% of chn made good or better progress Y5 - 100% of chn made good or better progress Y6 - 80% of chn made good or better progress</p> <p>In Years 3 & 4 a TA support for Maths, across a term for each year group, provided progress in more than 80% of chn from their starting points/base-line, compared to non-PPM.</p>																
<p>To raise attainment in spelling</p>	<p>Following TA target interventions</p> <p>Y3 – Following TA targeted interventions, 80% of the children have made good or better progress. Y4 – No intervention</p>																
<p>To raise attainment in reading</p>	<p>Following TA target interventions</p> <p>Y3 – Following TA targeted interventions, 80% of the children have made good or better progress. Y4 - 70% of chn made good or better progress Y6 - 80% of chn made good or better progress (total) PPM chn are in line with non-PPM chn for progress; there has been an increase in PPM attainment in Reading since their end of Y5 assessments</p> <p>Accelerated Reader</p> <p>Yr2 On average pupils have made accelerated progress of 3 months, increasing SS by 5pts.</p> <p>Yr3/4 On average pupils have made accelerated progress of 3 months, increasing SS by 4pts.</p>																

Yr5/6
 On average pupils have made expected progress of 9 months.

Class Novels
 87% of ch. have made good or better progress with over 20% making accelerated progress, showing a 10% increase in progress from the previous year.

To raise attainment in writing
 Y6 – More than 80 % of chn made good progress in writing
 Attainment target for Y6 PP was missed by 3 chn.

PP - 68%
 Non PP - 78%

Overall - 71%

To raise attendance
 Target 96% - reduce gap of PP and Non-PP pupils by at least 1%

2019-2020			2020-2021		
Date Range	Group Description	%	Date Range	Group Description	%
Whole Year	School without EYFS (including PP)	95.26%	Whole Year	School without EYFS (including PP)	95.66%
Whole Year	School without EYFS (PP only)	95.49%	Whole Year	School without EYFS (PP only)	94.69%
Summer Term	School without EYFS (including PP)	95.55%	Summer Term	School without EYFS (including PP)	95.81%
Summer Term	School without EYFS (PP only)	96.28%	Summer Term	School without EYFS (PP only)	95.48%

Inclusion and supporting confidence
 Uptake of uniform contribution was significant to allow eligible pupils the opportunity to have the correct uniform, by removing the funding barrier. The uptake of this was higher than originally budgeted.

Pro-active approach to reducing low-level disruption and emotional needs.

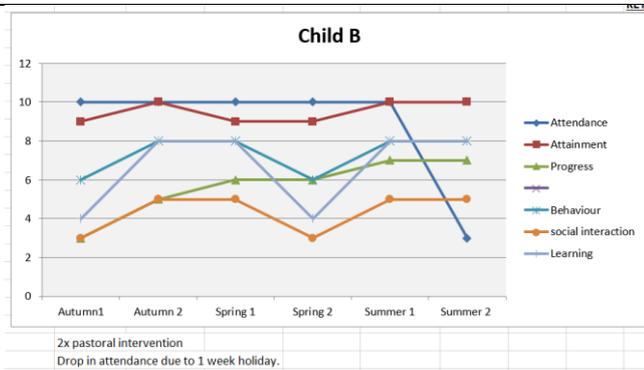
Social and emotional support

Pastoral interventions and in-school referral process.
 All current staff understand the referral process and the graduated response to ensuring a child's mental health needs are met.

Of those children who received a pastoral interventions, 65% showed that their mental health and behaviour improved by a minimum of 10% up to 40%+. These included: Lego therapy, Art therapy, ELSA and nurture groups. 70% showed that their behaviour has improved both within the classroom, demonstrated by an improvement in learning and progress of an average of 21%. 80% demonstrated an improvement in social skills.

Case Studies below

Term	Attendance	Attainment	Progress	Behaviour	social interaction	Learning
Autumn 1	10	1	3	0	0	0
Autumn 2	10	3	5	0	0	0
Spring 1	10	4	6	0	0	0
Spring 2	10	4	6	2	2	2
Summer 1	10	6	7	4	4	4
Summer 2	10	6	7	4	4	4



Behaviour Statement

Behaviour analysis has been analysed using My Concern and behaviour plans. Previously, detentions and 'chill zone' data was also considered and will continue to do so after COVID restrictions. There is a decrease in behaviour concerns by 9% in the number of concerns logged involving behaviours, a reduction in low level concerns, however an increase in physical aggression. Number of individual behaviour plans have remained consistent.

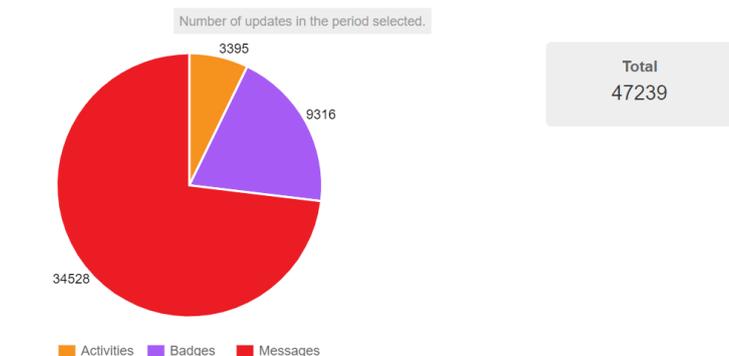
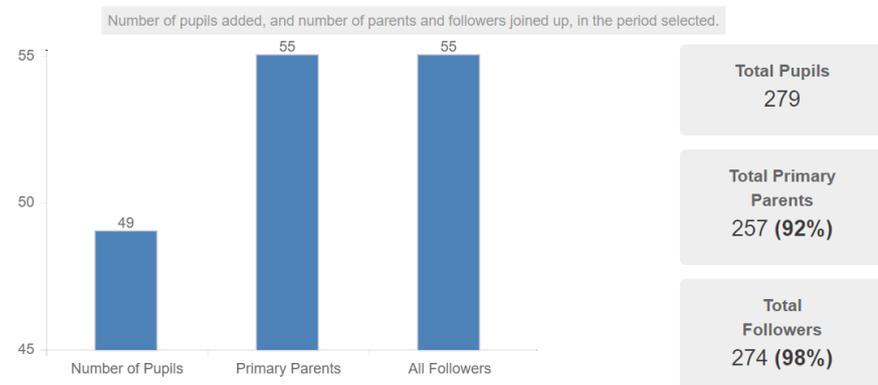
Further evidence below – Family worker section.

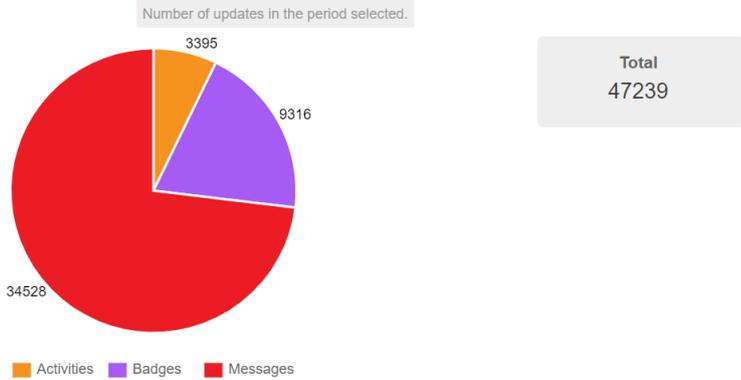
Myhappymind app (home use) of parents signposted to app, there has been a moderate up take.

To improve home/school communication, celebrate pupil achievements and motivate pupils with sharing of learning with the home.

Parental engagement

Marvellous Me app summary

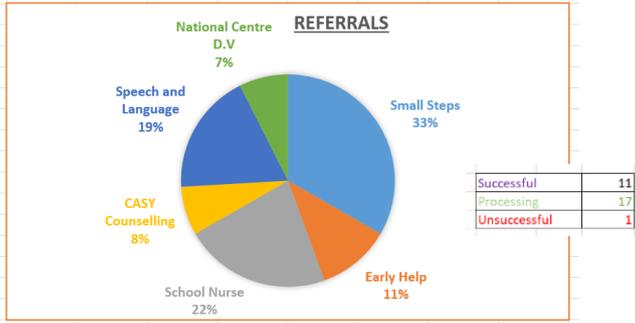




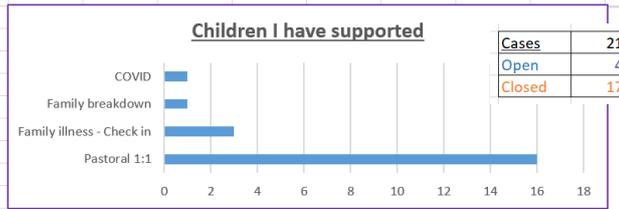
Continue to improve home school communication and support

Family Worker

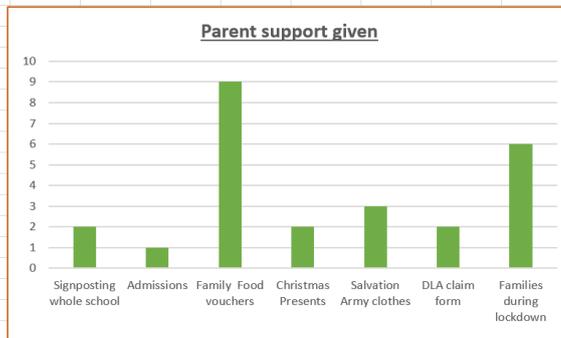
Referrals	
Small Steps	9
Early Help	3
School Nurse	6
CASY Counselling	2
Speech and Language	5
National Centre D.V	2



Children I have supported	
Pastoral 1:1	16
Family illness - Check in	3
Family breakdown	1
COVID	1



Parent Support given	
Signposting whole school	2
Admissions	1
Family Food vouchers	9
Christmas Presents	2
Salvation Army clothes	3
DLA claim form	2
Families during lockdown	6



Parent A: 50% improvement in how they feel after the support.
 Parent B: 40% improvement in how they feel after the support.
 Parent C: 60% improvement in how they feel after the support.