

Westhouses Primary School

Pupil Premium Summary Report 2020-2021

Summary Information					
School	Westhouses Primary School				
Academic Year	2020-2021	Total disadvantaged pupil budget	£32,580.00	Date of the most recent PP review	July 2021
Total number of pupils Sept 2020	72	Number of pupils eligible for PP grant	14	Date of next internal review	July 2022
July 21	79	(including in-year transfers at July 2021)	16		
Total number of disadvantaged pupils	19	Number of other disadvantaged pupils	3 (+1 Forces)		

1. Attendance							
Academic Year * Including Jan-March second lockdown*	Number of PP pupils	School	National	School	National	School	National
		% average attendance - PP pupils	% average attendance - PP pupils	% average attendance- Non PP pupils	% average attendance- Non PP pupils	Difference between PP and Non PP	Difference between school PP and National PP
2020-2021	19 (+1 Forces)	96.26%	Not available	97.16%	Not available	-0.9%	Not available

2. Attainment data for academic year 2020-2021 *Please note: This academic year was impacted by school closure Jan-March due to COVID-19*			
	Pupils eligible for PP	All Pupils	National 2020
EYFS = 1 disadvantaged pupil	1	11	
% of pupils achieving a Good Level of Development	100%	64%	Not Available
KS1 = 7 disadvantaged pupils	7	21	"
% of pupils meeting expectations in Maths	71%	71%	
% of pupils meeting expectations in Reading	71%	76%	
% of pupils meeting expectations in Writing	71%	67%	
KS2 = 12 disadvantaged pupils	12	47	"
% of pupils meeting expectations in Maths	75%	79%	
% of pupils meeting expectations in Reading	75%	77%	
% of pupils meeting expectations in Writing	67%	77%	

Outline of Pupil Premium income

in September 2020, we had 16 pupils in receipt of Pupil Premium funding. However, at the time of this review in July 2021 we had 19 pupils on roll who qualified for Pupil Premium Funding as 3 joined the school as in-year transfers. This equates to 24% of the school population (this includes some pupils adopted from care).

In addition, we also had 1 pupil in receipt of Forces Premium. This was 1.4% of the school population.

We received £32,580.00 in Pupil/Forces Premium and LAC funding for 2020-21.

Attainment of pupils including Pupil Premium children 2020-2021

Reception

On track to achieve a good level of development (GLD)				
	September 2020	December 2020	April 2021 +1	July 2021 +2
All	50%	62.5%	67%	73%
Disadvantaged	N/A	N/A	N/A	100%

Year 1

On track to be working at or above expected standard						% pupils on track to make expected progress
Autumn:	April 2020	September 2020	December 2020 +1	April 2021	July 2021	
Reading						
All	70%	70%	64%	64%	73%	91
Disadvantaged	50%	100%	67%	67%	67%	67
Writing						
All	70%	70%	64%	64%	64%	82
Disadvantaged	50%	100%	67%	67%	67%	67
Mathematics						
All	70%	70%	73%	73%	73%	81
Disadvantaged	50%	50%	67%	67%	67%	67
Phonics						
All		70%	73%	73%	91% on track to pass screening in November	
Disadvantaged			100%	67%	100%	
57%	* Proportion of children who met or exceeded the ELG at the end of YR for each of reading, writing and mathematics.				64% combined	

Year 2

On track to be working at or above expected standard						% pupils on track to make expected progress (3 points per year) from their starting points.
	April 2020	September 2020 +2	December 2020	April 2021	July 2021 +1	
Reading All	57%	44%	56%	67%	70%	100
Disadvantaged	100%	25%	75%	75%	75%	100
Writing All	57%	44%	56%	67%	70%	90
Disadvantaged	100%	50%	75%	75%	75%	75
Mathematics All	71%	44%	67%	67%	80%	90
Disadvantaged	100%	50%	75%	50%	75%	75
Phonics All	71%	78%	89%	89%	90%	100
Disadvantaged	100%	75%	75%	75%	75%	75
Re, Wr, Ma All		22%	44%	44%	60%	80
Disadvantaged		0%	75%	50%	75%	75

Year 3

On track to be working at or above expected standard						% pupils on track to make expected progress (3 points per year) from their starting points.
	April 2020	September 2020 -1 +1	December 2020 +1	April 2021 +1	July 2021	
Reading All	56%	44%	50%	64%	64%	91
Disadvantaged	33%	0%	33%	33%	33%	67
Writing All	56%	33%	40%	45%	55%	100
Disadvantaged	33%	0%	0%	0%	33%	100
Mathematics All	56%	44%	60%	64%	73%	100
Disadvantaged	33%	0%	66%	33%	33%	100
EGPS All	Phonics 89%	33%	30%	36%	55%	100
Disadvantaged	33%	0%	0%	0%	33%	100
Re, Wr, Ma All	56%	33%	40%	45%	45%	91
Disadvantaged	33%	0%	0%	0%	33%	67

*PP lead to monitor Year 3 PP pupils closely. 67% of these pupils also have SEND differences. They are making significant progress but monitoring and support will be vital.

Year 4

On track to be working at or above expected standard						% pupils on track to make expected progress (3 points per year) from end of KS1.
	April 2020	September 2020	December 2020	April 2021	July 2021	
Reading All	73%	64%	64%	64%	73%	91
Disadvantaged	100%	67%	67%	67%	100%	100
Writing All	73%	64%	64%	73%	82%	100
Disadvantaged	100%	67%	67%	100%	100%	100
Mathematics All	73%	82%	73%	73%	73%	100
Disadvantaged	100%	100%	100%	100%	100%	100
EGPS All	64%	45%	55%	64%	73%	100
Disadvantaged	67%	33%	67%	67%	100%	100
Re, Wr, Ma All	73%	55%	64%	64%	73%	91
Disadvantaged	100%	67%	67%	67%	100%	100

Year 6

On track to be working at or above expected standard						% pupils on track to make expected progress (3 points per year) from end of KS1.
	April 2020	Sep 2020	Dec 2020	April 2021	July 2021 -1	
Reading All	67%	60%	87%	87%	93%	100

Year 5

On track to be working at or above expected standard						% pupils on track to make expected progress (3 points per year) from end of KS1.
	April 2020	September 2020 -1	December 2020	April 2021 +1	July 2021	
Reading All	64%	70%	60%	64%	73%	82%
Disadvantaged	33%	50%	50%	50%	50%	50%
Writing All	64%	70%	70%	73%	73%	82%
Disadvantaged	33%	50%	50%	50%	50%	50%
Mathematics All	64%	80%	80%	73%	82%	82%
Disadvantaged	0%	50%	50%	50%	50%	50%
EGPS All	55%	60%	60%	64%	73%	73%
Disadvantaged	33%	50%	50%	50%	50%	50%
Re, Wr, Ma All	55%	70%	60%	64%	73%	73%
Disadvantaged	0%	50%	50%	50%	50%	50%

*PP lead to monitor Year 5 PP pupils closely.

50% of these pupils also have SEND differences. They are making significant progress but monitoring and support will be vital.

Disadvantaged	50%	75%	75%	75%	100%	100
Writing All	67%	73%	80%	80%	86%	100
Disadvantaged	50%	75%	75%	75%	100%	100
Mathematics All	80%	73%	80%	80%	86%	93
Disadvantaged	75%	50%	75%	75%	100%	100
EGPS All	67%	67%	80%	80%	86%	100
Disadvantaged	50%	50%	75%	75%	100%	75
Re, Wr, Ma All	67%	60%	73%	73%	79%	93
Disadvantaged	50%	50%	75%	75%	100%	100

Progress of pupils including Pupil Premium Children 2020-21

4 points progress over the year would be expected progress in Reception and 5 points would be good progress

RECEPTION	Points progress			Total		Points progress		
Reading all	1.75	2.2	2.5	<i>Not relevant for this cohort as the disadvantaged pupil only attended for one term.</i>	Maths Number all	1.5	1.7	2.2
Reading Disadvantaged	-	-	2		Maths Disadvantaged	-	-	1
Writing all	2	2.2	2.3		Shape Space Measure all	1.63	2	2.1
Writing Disadvantaged	-	-	2		SSM disadvantaged	-	-	1

3 points or more indicates good progress (using Eazmag system) *School closure January – March may have affected this*

Year 1	Points progress			Total		Points progress			Total
Reading all	1.1	0.95	1	3.05	Maths all	1.2	0.9	1	3.1
Reading Disadvantaged	1	0.75	0.83	2.58	Maths Disadvantaged	1.75	0.75	1	3.5
Writing all	1.15	0.9	1.05	3.1	SPAG all	1.1	0.7	1.18	2.98
Writing Disadvantaged	1	0.75	1	2.75	SPAG disadvantaged	1	0.75	1	2.75

Disadvantaged pupils in this group made very good progress in Maths. They made lower progress in Reading, Writing and SPAG. Pupils will need support in these areas and future funding should reflect this. PP lead to closely monitor these pupils in particular next academic year.

Year 2	Points progress			Total		Points progress			Total
Reading all	1.92	0.89	1.17	3.98	Maths all	2.28	0.61	1.06	3.95
Reading Disadvantaged	2.5	0.75	1	4.25	Maths Disadvantaged	2.38	0.63	1	4.01
Writing all	2	0.83	1	3.83	SPAG all	1.75	0.89	1.28	3.89
Writing Disadvantaged	2	1	1	4	SPAG disadvantaged	1.88	0.88	1.13	3.89

Disadvantaged pupils in this group made, on average, better than expected progress in all areas. However, 1 pupil is significantly below age-related expectations and will need considerable support to close the gap with their peers (especially as they are also SEND).

Year 3	Points progress			Total		Points progress			Total
Reading all	1.05	1.1	1.2	3.35	Maths all	1.2	1	1.2	3.4
Reading Disadvantaged	1.25	1	1.33	3.58	Maths Disadvantaged	1	1	1.33	3.33
Writing all	1.13	1.17	1.4	3.7	SPAG all	1.13	1.3	1.55	3.98
Writing Disadvantaged	1.75	1.75	1.67	5.17	SPAG disadvantaged	1.5	1.75	1.33	4.58

Disadvantaged pupils in this group made, on average, expected or better progress in all areas. However, 2 pupils are significantly below age-related expectations and will need considerable support to close the gap with their peers (especially as they are also SEND).

Year 4	Points progress			Total		Points progress			Total
Reading all	1.1	1.09	1.5	3.69	Maths all	1.18	0.82	1.05	3.05
Reading Disadvantaged	1.16	1	1.33	3.93	Maths Disadvantaged	1	1	1.17	3.17
Writing all	1.5	1.23	1.36	4.09	SPAG all	1.14	1.18	1.55	3.87
Writing Disadvantaged	1.67	1.16	1	3.83	SPAG disadvantaged	1.33	1.33	1.33	3.99

Disadvantaged pupils in this group made, on average, expected or better progress in all areas. A boost in Maths would accelerate progress for these pupils.

Year 5	Points progress			Total		Points progress			Total
Reading all	0.8	1.4	1.23	3.43	Maths all	0.9	1.05	1.14	3.09
Reading Disadvantaged	0.5	2	1.5	4	Maths Disadvantaged	0.5	1.75	1	3.25
Writing all	0.8	1.3	1.05	3.15	SPAG all	1	1.35	1.14	3.49
Writing Disadvantaged	0.5	1.5	1	3	SPAG disadvantaged	0.5	2.25	1.25	4

Disadvantaged pupils in this group made, on average, expected or better progress in all areas. However, 1 pupil is significantly below age-related expectations and will need considerable support to close the gap with their peers (especially as they are also SEND). A boost in writing would be beneficial to support these pupils to make accelerated progress.

Year 6	Points progress			Total		Points progress			Total
Reading all	1.4	1.1	1.04	3.54	Maths all	1.3	1.07	1	3.37
Reading Disadvantaged	1.75	1	1.33	4.08	Maths Disadvantaged	1.25	1	1.33	3.58
Writing all	1.2	1.27	0.89	3.36	SPAG all	1.2	1.23	0.93	3.36
Writing Disadvantaged	1.4	1.13	1.17	3.7	SPAG disadvantaged	1.4	1.25	1.17	3.82

Disadvantaged pupils in this group made, on average, better than expected progress in all areas.

Points progress over time from entry to the school

As we have many in-year transfers into the school, (many pupils do not start at our school in Reception and therefore join us part-way through their educational journey) we also track progress over time from the start of PP pupils Westhouses schooling.

1 point per term from their starting point.

Pupi premium pupils	Reading		Writing		Maths		SPAG	
	PP pupils	%	PP pupils	%	PP pupils	%	PP pupils	%
	15 / 19	79%	16 / 19	84%	14 / 19	74%	16 / 19	84%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A. Mental health and readiness to learn		
B. Language skills and vocabulary		
C. Academic ability – READING		
D. Academic ability – WRITING		
E. Academic ability – MATHEMATICS		
External barriers (issues which also require action outside school, such as low attendance rates)		
F. Attendance		
G. Resources / basic needs		
2. Desired outcomes		
Desired outcomes and how they will be measured		Success criteria
A	Mental health and readiness to learn - Children will be confident learners with positive attitudes to learning. Pupils are ready to learn and make progress. Pupils know the next steps in their learning. Pupils’ social and emotional needs are prioritised and met as much as possible. Pupil interviews/assessment data/pupil progress meetings Opportunities for enrichment supported/provided. Extra-curricular opportunities such as trips and clubs are attended by PP pupils.	Children will be more resilient and motivated. Pupils will receive regular and timely feedback from teaching staff which will enable them to reflect and progress. Where needed, pupils will have access to support service P4YP which can help with school and home issues. Where needed, pupils will access Positive Play and, as a result of this intervention, Children’s Boxhall Profile scores will show an improvement. Attitude and behaviour at home and school will be good. Trips, clubs and other activities accessed by all.
B	Vocabulary, Grammar and Spelling - Children will demonstrate greater vocabulary knowledge and better communication skills. Pupils will have greater success at spelling. Pupils’ spoken and written grammar will improve and they will achieve in line with age related expectations. Teacher assessment/feedback from Teaching Assistants	Children will be exposed to vocabulary beyond which they already know. Vocabulary will be planned in to teaching sequences. Spelling rules and Phonics will be taught and recapped daily in order for PP pupils to achieve in line with age related expectations. Pupils will be more confident spellers. Support will be given to PP pupils.

	Statutory Assessments	
C	Academic ability – READING- Disadvantaged pupils will make at least 3 points progress in reading from their starting points with an aim for accelerated progress. Assessment data/pupil progress meetings/impact review of interventions.	PP pupils will have opportunities to read with teaching staff regularly. Differences seen on entry are diminished over time. PP children achieve in line with or greater than non-PP children. PP children are enabled to close the gap. PP children make accelerated progress.
D	Academic ability – WRITING- Disadvantaged pupils will make at least 3 points progress in writing from their starting points with an aim for accelerated progress. Assessment data/pupil progress meetings/impact review of interventions.	Differences seen on entry are diminished over time. PP children achieve in line with or greater than non-PP children. PP children are enabled to close the gap. PP children make accelerated progress.
E	Academic ability – MATHEMATICS- Disadvantaged pupils will make at least 3 points progress in reading from their starting points with an aim for accelerated progress. Assessment data/pupil progress meetings/impact review of interventions.	PP pupils will receive support when needed and therefore differences seen on entry are diminished over time. PP children achieve in line with or greater than non-PP children. PP children are enabled to close the gap. PP children make accelerated progress.
F	Attendance – The attendance of disadvantaged children is good and is line with other pupils. Aim for 97% attendance of PP pupils. Regular attendance checks and prompt action taken by Headteacher or P4YP.	Reduction in the number of persistent absentees among pupils eligible for PP. Attendance for all disadvantaged children is in line with national at 96% or better. Any absences are short and pupils return to school quickly.
G	Resources / basic needs Disadvantaged pupils have their basic needs met and are equipped to tackle all elements of the school day.	Disadvantaged pupils are involved in enrichment opportunities. Disadvantaged pupils entitled to support with resources, clubs and educational visits. PP pupils entitled to subsidised Wrap Around Care. PP pupils are offered food parcels as part of the Fair Share scheme.

Expenditure						
Barriers to learning		Implementation	What was the outcome / impact?	Lessons learnt	Staff Lead	Cost
A	Mental health and readiness to learn - Lack of uptake for wider opportunities - Poor self-esteem and resilience. - Lack of coping skills and motivation - Less experience opportunities	- Use Jigsaw programme which integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development. - School reward system - Ensure PP pupils are chosen for Star of the Week as often as non-PP pupils.	Jigsaw lessons were taught weekly when pupils were in school and pupils responded very well to this. During school closure, teachers ensured pupils had some 1-1 sessions so that they could check on each individual's well-being. Celebration assemblies have been taking place via Teams to ensure pupils are recognised and praised. PP pupils were equally recognised for awards. Some PP pupils were rewarded more often than their non-pupil premium counterparts. Work ethic was noticed to improve by staff.	Several disadvantaged pupils have made accelerated progress this academic year. This shows an increase in self-esteem and motivation which has been recognised by staff members. There was much more contact with pupils at home during the 2021 lockdown. Teachers were able to meet the needs of each family e.g. provide workbooks for pupils who were struggling to connect to the online lessons. Pupils and parents reported good levels of support from school and teachers felt that	Headteacher	£0.00
					All teaching staff	£0.00
					SLT	£70
					JW	Cost of 2 afternoons cover
					P4YP	Forest schools funded by Sports Premium

	Persistent absences (below 95% attendance) for some pupils in disadvantaged groups.	- System in place for referrals to P4YP pastoral officer - P4YP pastoral officer to work 1:1 with pupils/families in need - Forest schools for all pupils. One year group per half term. (EEF [Education Endowment Foundation] average progress of 4 months for outdoor adventure learning) - System in place for referrals to outside agencies if needed - Provide Positive Play to any PP pupils in need of Social and Emotional intervention. (EEF average progress of 4 months for Social and Emotional learning) - Headteacher to track and monitor the attendance of all pupils including PP. Any pupils whose attendance drops below 95% to be addressed. - Headteacher to have regular meetings / catch-ups with P4YP worker (termly)	P4YP has been working with families but has not been in to school during lockdown. Most year groups have had Forest School opportunities when in school. The exception to this was Reception (although they have outdoor provision daily). Positive play has had to run differently this year as a bubble system has been in place for the whole academic year. This has meant that only a member of staff who usually works with the pupil could run their session. The headteacher has had a close connection to the P4YP officer and process. This has meant that pupils are supported with any difficulties in a timely manner.	achievement in most areas was in-line with expected. P4YP officer has been able to decrease support for a few pupils as their level of need decreased. However, the P4YP officer has a maximum case load. Families have needed the support at this time. We will need to continue to monitor this closely to ensure what we provide is enough for pupils in need. Forest Schools has helped pupils to reintegrate with each other after lockdown, according to teachers and Forest School leaders. Positive play has had some positive impact when it has been possible to run. However, many of the pupils will need to stay on the programme next year.	TA	L&M - £140 Positive Play - £1830 Headteacher meeting time = £360 <i>Subtotal = £2400</i>
B	Vocabulary, Grammar and Spelling Poor spoken and written grammar among many PP pupils	- Whole-class teaching of Vocabulary - Daily Spelling or Phonics session delivered to all pupils (EEF average progress of 4 months using Phonics) - Teacher or TA support for PP pupils in vocabulary	The consistency of phonics and spelling teaching has been a focus for staff training this year. As a result, teachers report feeling more confident with delivery and say that they have noticed improvements in pupil outcomes. Most year groups 67% + achieving age-related in EGPS.	Pupils benefit from a consistent approach to the teaching of Phonics and spelling. We have recognised that there may have been a missing link between phonics and spelling and that some KS2 pupils saw them as separate entities. By using a similar format to phonics in the teaching of spelling and regular practise of phonic knowledge, pupils	TAs Teaching staff	Vocab group £450 Vocabulary Project with other local cluster schools £300

	• Lack of vocabulary knowledge • Below age-expected standards in Y3, 5 and 6 PP pupils • Less than expected progress made by Y4 & 5 PP pupils in previous academic year.	sessions (EEF average progress of 1 month for addition of TA) • Teachers to refer pupils for Vocabulary related interventions if and when needed • SLT to attend vocabulary project for whole school development • Emphasis on vocabulary in teaching sequences • Vocabulary starters for regular opportunities • Daily Phonic or Spelling session • PP pupils to receive support in these sessions where needed	• Not all interventions have been able to take place as planned due to bubble arrangements. • Vocabulary focus for Headteacher cluster visits did not go ahead. • Some year 1 and R pupils have been taking part in the NELI speech and language intervention – this is funded by catch-up funding. This will continue into the new academic year as lockdown has meant that pupils have not completed all weeks of the course.	should be able to apply all their skills year on year. We will need to ensure that any new staff are trained on our approach to teaching Phonics and spelling. Any interventions must mirror and supplement this approach. Teachers have noticed an improvement in spelling but this may take more time to come to fruition. Vocabulary has been a focus of morning work in KS1. The teacher reported an improvement in spoken vocabulary of youngest pupils. Year 1 pupils did not make expected progress and will need Phonics recap to improve this. (This could have been due, in part, to lockdown)		SPAG catch up - £190 <i>Subtotal = £940</i>
--	--	---	---	--	--	---

C	Academic ability – READING 50% or more Y1,3,5, & 6 PP pupils are working below age-expected standards - Less than expected progress made by Y3 PP pupils in previous academic year. - Pupils in Y4,5 & 6 are not making expected progress over the key stage	- Pupils identified for interventions early to allow for accelerated progress. - TAs are timetabled to work with highlighted children who have a specific need and require appropriate provision. - Impact of interventions measured by SENCO. - Staff to promote reading in school and praise reading at home through rewards. - Precision teaching of Phonics (5 X 6 mins a week) - Measured by Pupil interviews/assessment data/pupil progress meetings - Log of 1:1 reading to be kept by class teacher. - Switch-on intervention 1:1 at least 3 X a week – 20mins - Phonics recap and monitoring for KS1 pupils - Focus PP children identified for Reading booster	- Afterschool clubs have not been taking place during COVID-19. - Minimal lesson observations have taken place due to COVID-19. Reading lessons are yet to be observed - Precision teaching of Phonics – Pupils have narrowed gap with peers but have not all passed Phonics screen at this stage. 1:1 reading was continued over Teams when possible during lockdown. 1:1 reading with teacher or TA. - Regular (daily where possible) intervention has been carried out with several PP pupils. Average progress of these pupils was 3.9 points which is better than expected. - Reading detectives was also used as an intervention with some disadvantaged pupils. The pupils made accelerated progress of 4 points each taking them up to age-related expectations.	Reading interventions in school have positively impacted attainment and progress for disadvantaged pupils. The school are confident using these methods and will continue to do so throughout future academic years. Outcomes will be continually monitored to ensure pupils are achieving and progressing well. More regular 1:1 reading is having a positive impact on PP pupil attainment and progress. This will remain a priority. Reading lessons will need to be observed in the new academic year as monitoring returns to 'normal'. Year 1 PP pupils will need to be prioritised for Switch-On Reading or daily reading interventions to accelerate their progress.	Class teachers JW – SENCO & English lead SLT KC TA	<i>In class support £5200</i> Reading Detectives £1620 JW focused time £90 TA for phonics time £1510 Precision teaching £450 1:1 reading £1050 Switch on £800 Phonic recap £230 Reading booster £340 <i>Subtotal = £11290</i>
D	Academic ability - WRITING 50% or more PP pupils in Y1,3,5 & 6 are working below age-expected standards.	- In class support (1 TA in each class 2 hours a day minimum <i>as stated above</i>) (EEF average progress of 1 month for addition of TA) - West Houses Own Paper (WHOP) writing group for G&T PP pupils to raise	- WHOP has not been able to run as normal because of lockdown and bubble restrictions. - Phonics has been recapped for all pupils as catch-up from lockdown. - Accelerate/acceleratewrite has enabled some Year 2 pupils to achieve age-related expectations who were previously below.	Phonics recap and accelerate/acceleratewrite have impacted positively on pupil outcomes in writing as reported by class teachers. Picture write doesn't appear to have made much impact but pupils have had less sessions of this due to	TAs JW (SENCO)	<i>In class support £5200</i> WHOP £560 KS1 Phonics £460 KS2 Phonics £625

	Pupils in Y4 and 6 are not making expected progress over the key stage	attainment and aspirations. (EEF average progress of 4 months) - Extra-curricular activities and events for WHOP group. Lanyard and badges for the group to raise aspirations and be identified on out-of-school visits. - Phonics booster for KS1 PP pupils who need it. (EEF average progress of 4 months for Phonics) - Catch-up Phonics for KS2 PP pupils who need it. - Targeted support for disadvantaged pupils through intervention e.g. Accelerad/accelewrite.	- Picture write has been used as an intervention for several PP pupils. - Pupils made expected progress using this method.	lockdown and this may have had more effect in time. The programme will be carefully considered for further use. Next year, years 2 and 6 will need a boost in writing to achieve age-related expectations and accelerate progress.		Accelerad /Accelewrite £1370 Handwriting <i>Subtotal = £8215</i>
E	Academic ability – MATHEMATICS 50% or more PP pupils in Y1,3,5 & 6 are working below age-expected standards. - Weaker progress Y5 PP pupils. - Pupils in Y4 and 5 are not making expected progress over the key stage	- In class support (1 TA in each class 2 hours a day minimum <i>as stated above</i>) (EEF average progress of 1 month for addition of TA) - Focus on problem solving and reasoning in Maths lessons to raise attainment through more confidence in applying skills. - Targeted support for disadvantaged pupils both in the class (core learning) and through intervention. (EEF average progress of 8 months for feedback)	- Many PP Pupils are achieving inline with their peers. - PP pupils who are below are also SEND. - Some PP pupils have received Power of 2 Maths intervention. - These pupils made an average of 4 points progress this year. - UKS2 Maths Greater Depth pre-teach group – 3.5 points progress – went from secure to secure+. - KS2 pupils received Maths intervention as part of the National Tutoring Programme through catch-up funding. Pupils scored 75% or higher on arithmetic mini-test at the end of the programme.	Some pupils benefitted from pre-teaching. There may be more opportunities for this method when bubble restrictions are lifted. More Maths intervention needed for SEND PP Pupils. On average, Year 4 pupils did not make expected progress in Maths and will need a boost in year 5.	MW - Maths lead Class teachers TA Class teachers JW (SENCO)	<i>In class support £5200</i> Release time for Maths leader £120 Precision teaching - £460 Pre teach maths £550 <i>Subtotal = £6330</i>

		Precision teaching for mathematical facts e.g. number bonds.				
F	Resources / basic needs - Lack of opportunity and resources - Hunger - Not eating breakfast before school	- Donate or part-fund uniform and PE kit for PP pupils if needed. - Subsidised Wrap Around Care for PP pupils. - Subsidised educational visits when needed. - Families make a contribution towards resources when possible. - School milk funded for PP pupils. - Supply PP families with food parcels with healthy food and drink provided through the Fair Share scheme.	- Food parcels needed more than ever during pandemic. - Parents gratefully accept food parcels each week. - Wrap around care and cooking club subsidised. However, we have been unable to undertake educational visits.	Families in need were gratefully accepting food parcels. We will keep this going in future. Staff to be mindful of booking educational trips as soon as possible to provide a wealth of experience for disadvantaged pupils.	SLT CN AF KC CN AF	Subsidised WAC - £2400 Subsidised trips - £400 Milk - £335 Fair share – £170 Uniform – £100 <i>Subtotal = £3405</i>
				Total spend		£32,580.00

Written by Kristy Coupe (Pupil Premium Leader) July 2021