

SFSFVSPupil 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	Russells Hall Primary School
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	22.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22; 22/23; 23/24
Date this statement was published	December 21
Date on which it will be reviewed	July 22
Statement authorised by	Alison Harrison
Pupil premium lead	Alison Harrison
Governor / Trustee lead	xxxxxxxxx

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 156,020
Recovery premium funding allocation this academic year	£ 16,820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for disadvantaged children at Russells Hall include: less support at home, weak language and communication skills, lack of confidence, 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 will ensure that all teaching staff are involved in the forensic analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses that impact outcomes in their own class, year group and across the school.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring 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
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. 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.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Ensuring teaching and learning opportunities meet the needs of all pupils.
- To allocate a 'Catch up' HLTA to the most COVID affected Year Groups - providing small group work focussed on overcoming gaps in learning
- 1-1 support where needed.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.

- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support at lunchtime and extending PE provision through the introduction of OPAL.
- Access to ELSA support with our Safeguarding Officer
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Russells Hall values and thus enhance learning.
- Providing a monthly 'Book in a Box' to all children in receipt of Pupil premium.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills – in part due to lack of parental engagement with reading. PP Children are unlikely to use talk to connect ideas and explain what is happening coherently. Due to poor socio economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills, compared to their peers nationally.
2	Low attainment on entry to the Early years Foundation Stage in all areas but particularly in communication and language, PSED and Literacy. Diversity due to a school population comprising of 22 languages as well as those with additional needs. We draw from over 20 different nurseries and the children arrive with a diverse range of experiences, depending on the quality of education provided and how much it has been accessed prior to entry.
3	Assessments, observations and discussions with staff indicate that children find it hard to remember and build on past learning, meaning they have not developed appropriate and embedded schema needed to make new knowledge and skills stick. The COVID pandemic and resulting lockdowns have exacerbated this.
4	More frequent behaviour difficulties
5	Attendance and Punctuality issues
6	Deprivation in local area means that PP children in school often lack wider experiences and can struggle to engage in the curriculum
7	Emotional health and wellbeing (enhanced challenge due to the COVID-19 pandemic)

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
Progress in Reading	Achieve LA average progress scores in KS2 Reading
Progress in Writing	Achieve LA average progress scores in KS2 Writing

Progress in Mathematics	Achieve LA average progress scores in KS2 Maths
Greater Depth across all subjects	Achieve LA average for greater depth
Other	Ensure attendance of disadvantaged pupils is above 95%
Improved attitudes to learning	Reduction of behavioural incidents on CPOMS

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: £ 72,600

Activity	Evidence that supports this approach	Challenge number addressed
Quality first teaching for all pupils	EEF tiered approach stated that quality first teaching is a top priority and will have the biggest impact.	1 2 3 4 5 6 7
CPD for all teachers through Ambition 'Transforming teacher' programme <i>£18,500</i>	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. High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	1 2 3 4 5 6 7
Whole school Phonics training of a DfE validated Systematic Synthetic Phonics Programme <i>£1,000</i>	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 2 3

<p>The use of regular retrieval practice in all subjects to help children make links between chunks of learning and aid remembering</p> <p>This includes the use of: Brain dumps pre and post topic and various retrieval techniques using paper based, oral or ICT methods</p>	<p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</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 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>Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgement from teachers, as there are many reasons why pupils might answer a question in a certain way. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</p> <p>https://d2tic4wvoliusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf</p>	<p>3</p>
<p>Continuous Provision now embedded in Year 1 and introduced into Year 2</p> <p>£8,000</p>	<p>Research, and our school experience, tells us that young children learn best through play and exploration, this is why we have built on the excellent practice of continuous provision in both EYFS and Year 1. We have found our approach gives the children time to think and explore, in a culture, which supports both the adults and the children. We have seen close relationships build, a strong sense of well-being as well as greater levels of enthusiasm for learning by adults and children alike. The curriculum is exciting, creative and dynamic enabling skills and knowledge to be applied so that children can purposefully build on what has already been learnt as well as identifying what the children need to learn next to ensure they are all successful learners.</p> <p>Every day our children get the chance to be a designer, an artist, a writer, a scientist, a musician, a mathematician, a storyteller, an athlete, geographer or historian. Carefully planned play-based experiences inspire the children to consolidate their skills, knowledge and understanding enabling them to be independent, resilient learners who motivate themselves to take on the next challenge and push themselves to their limits. Throughout the environment, both inside and outside, you will see busy children actively engaged in a wide range of activities that they themselves have chosen.</p> <p>Continuous provision supports and encourages our children and staff to have a lifelong love of learning.</p>	<p>1 2 3 4 5 6 7</p>

<p>LbQ used in year 3 to 6 in Maths and English</p> <p><i>£2,180</i></p>	<p>Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</p> <p>The learner experience of LbQ, including individualised feedback on every question, improves engagement, confidence, and resilience as well as skills and knowledge. Identifying gaps and misconceptions and providing a greater range of challenge frees each child to progress towards their potential.</p> <p>Children feel reassured that their teacher can monitor how they are moving through their work and is guided by LbQ to help them when it is most needed.</p>	3
--	---	---

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

Budgeted cost: £ 52441

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTA for Year 2 HLTA for Year 3 HLTA for Year 5</p> <p><i>£58,575 (Already in budget)</i></p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.</p> <p>We have identified 3 year groups who's outcomes have been most negatively affected by COVID who will provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum.</p>	<p>1 2 3 4 5 6 7</p>
School led tutoring	<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>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p>	<p>1 2 3 4 5 6</p>

£18,090	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	7
<p><i>Accelerated reader – Reading scheme which is adaptive to the pupil's individual needs as it is driven through Star reader assessments and gives immediate feedback in a positive way.</i></p> <p>£4821</p>	<p>This internet-based programme has been found to increase the reading age of pupils by 3 additional months in just 22 weeks, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF). Low-income pupils benefited even more, with their reading age improving by 5 additional months in the same amount of time.</p> <p>The software screens pupils according to reading ability and suggests books to match their reading age and interests. Its purpose is to foster the habit of independent reading for pleasure amongst the children.</p> <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>	1 3 6
<p><i>Accelerated reader – Maths (Freckle) which is adaptive to the pupil's individual needs as it is driven by Star maths assessments and gives immediate feedback in a positive way.</i></p> <p>£2968</p>	<p>Feedback studies tend to show high effects on learning.</p> <p>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p>Studies that use digital technology, for example, intelligent tutoring systems that scaffold learning show particularly high impacts on pupil outcomes.</p>	1 3 6
<p><i>Times Tables Rock Stars which is adaptive to the pupil's individual needs and gives</i></p>	<p>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide</p>	1 3 6

<p><i>immediate feedback in a positive way.</i></p> <p>£350</p>	<p>feedback when work is correct, rather than just using it to identify errors.</p>	
<p><i>EY/KSI Books to ensure the books link to the child's current learning level and to Jolly Phonics programme</i></p> <p>£1,000</p>	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	<p>1 6</p>
<p><i>Book in a Box – ensures that every month, all children who are PP receive a Book through the post to home to increase their engagement in reading for pleasure.</i></p> <p>Reading is THE most integral part of the curriculum and getting children to foster a LOVE of reading is at the heart of it! We believe that ALL children should have regular access to high quality texts they can love and cherish.</p> <p>All the books sent are age appropriate and challenging</p> <p>We are extremely passionate about reading and know the impact it can make to all children's lives. By giving the gift of reading we hope to engage more children and give them exposure to high quality texts to help them on their reading journey.</p> <p>£18,540</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</p> <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).</p> <p>There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).</p> <p>Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).</p> <p>International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988).</p> <p>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).</p> <p>Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes,</p>	<p>1 2 3 6 7</p>

	pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).	
<p><i>Reading Plus – structured intervention for Year 5 and 6 with the aim to develop fluency which supports comprehension because pupils’ cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</i></p> <p>£6,360</p>	<p>On average, individualised instruction approaches have an impact of 4 months’ additional progress.</p> <p>There are some indications that approaches involving digital technology can be successful in improving reading comprehension (although there are relatively few studies in this area), particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.</p> <p>Studies that use digital technology, for example, intelligent tutoring systems that scaffold learning show particularly high impacts on pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1 3 6</p>

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

Budgeted cost: £ 47799

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>OPAL – getting 20% of the school day right.</i></p> <p>Since the return to school we have noticed that one of the greatest impacts of the pandemic on our children has been in their ability to reform previous relationships and make and keep new friendships. This is shown in the increasing numbers of children with Social, Emotional and Mental Health needs that we are seeing and the fact that their play is becoming increasingly more violent and aggressive- we think in part due to being forced online during the many school and bubble closures and lockdowns we had, hence not being able to play as they used</p>	<p>Independent evaluation of the OPAL Primary programme by Dr Wendy Russell and Dr Stuart Lester from Gloucester University and Dr Owain Jones from the University of West of England. Key findings show that the benefits of OPAL include:</p> <p>Positive changes to the school’s understanding and position on play (particularly in relation to risk, adult control and all-weather play)</p> <p>Imaginative and creative alterations to the school grounds in order to open up more possibilities for play</p> <p>Changes in children’s play patterns, greater variety of play behaviours, and wider use of time, space and materials for child-initiated outdoor play</p>	<p>1 4 5 6 7</p>

<p>to. Dealing with the aftermath of these issues is putting a huge strain on the learning in the classroom and in turn, negatively affecting our educational outcomes. Quite simply, some children aren't ready to learn after their play experiences. Pupil voice backs this up and children also report that our current offer just isn't inclusive enough. They are frustrated, bored and anxious about playtimes.</p> <p>£4,750</p>	<p>Increased children's enjoyment of play times with an associated reduction in perceived disruptive behaviour</p> <p>Teaching staff who valued the instrumental outcomes of the enhancement of playtime, particularly in terms of learning and social development.</p> <p><i>Supporting School Improvement Through Play</i> Play England, National Children's Bureau (2011). https://outdoorplayandlearning.org.uk/home/for-schools/research/</p> <p>Play and the effect on attainment, health, wellbeing</p> <p>Getting outdoors results in better learning outcomes Outdoor learning can create improvements across all academic disciplines, helping with problem-solving and enthusiasm for learning; and can contribute to improved test scores and grade averages.</p> <p>Outdoor play gets kids more active When engaged in play, children will stay active for long periods of time and are more active outdoors compared to indoors. Studies done using GPS tracking in the UK show that children are more than two-and-a-half times more active when outdoors compared to indoors (Cooper et al 2010)</p> <p>Outdoor learning and play creates healthier kids Children come to school more often, can concentrate better, physically sit at their desks for longer, can see better and can learn more. Active free play is also critical in helping children develop balance, co-ordination and improved motor fitness.</p> <p>Time spent outdoors boosts mental health Children feel better and perform better after they have been outdoors. Getting outdoors helps children feel calmer, helps process their day and builds the holy grail of capabilities: resilience.</p> <p>Children who are outdoors more are more likely to develop a connection to nature and grow up wanting to protect the environment A 1999 study of 1,259 students from nine countries found that direct experience with nature was more likely to lead to pro-environmental behaviour than simply studying</p>	
---	---	--

	about nature from books (Packer,1999 in Ballantyne & Packer, 2009 .	
Behaviour lead additional day to set up OPAL programme and ensure its sustained success <i>£6000</i>	Setting up OPAL is not an overnight process and we are on an 18 month+ journey to embed the culture into our school. The first 6 months are crucial to ensure the project runs successfully: there is not only a detailed action plan to follow but risk assessments (one offs, daily, weekly) to complete, a play team to train, resources to source (without which it will fail), play leaders (children) to train, developmental days to attend and action, visits to schools to see best practice to name but a few.	1 4 5 6 7
ELSA trained Safeguarding Officer 1 day a week <i>£4500 (Already in budget)</i>	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.	7
Nurture provision at lunchtimes run by SLT for those children with sensory problems and struggle to regulate in the noisy outdoor environment <i>Already in budget</i>	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	4 7
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 172,840

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.

Challenge 1: For all children to be given access to quality first teaching so that outcomes are improved throughout school and disadvantaged pupils in school to make or exceed nationally expected progress rates in RWM

It is important to note that Assessment at Russells Hall is carried out to generate continuous improvement and support achievement. It takes place in all year groups and across all subject areas. All assessment in our school is meaningful and avoids unnecessary recording or tracking. The purpose of any assessment is to improve learning. Assessments can take the form of observations, discussions, formal assessment of written work and tests. Our approach is inclusive and we strive for children of all abilities to achieve.

Since our full return on 8th March, teachers have been asked to record internal data in order that progress can be tracked, however small. At the end of Spring Term 2, Years 2 to 6 were finally able to all take their Star Maths and Star reader Tests, which gave us a baseline from which to measure progress in Reading and Maths. These assessments were then repeated at the end of Summer Term 1 and again at the end of Summer 2. The Accelerated Reader tests are very child friendly, more like a short quiz than a test, but provide the teacher with a wealth of information about gaps and further work they need to do to ensure progress for each child. Each class produced detailed support plans following data drops, identifying specific groups needing focussed intervention.

Year 2, 6, 1 and 4 also took part in a Comparative Judgement task for writing, where they wrote independently from a picture stimulus which is then marked anonymously alongside pieces from the same Year group from around the country. Around 39,000 children have taken part in this and it gives us a benchmark against National data. Year 6 data headlines for this is below.

Year 1 and 2 both took Phonics checks, again so that we know where the children are, in comparison to National expectations and have robust data in order to support those who have particular learning needs. Year 2 outcomes and progress are detailed below.

Alongside this, we also felt we needed to see where our children were having taken a traditional assessment in Reading, Maths and SPAG. During the week beginning 21/6/21, Years 1 to 6 completed their tests. This year we have used Summative tests from Cornerstones as we are then able to input the data directly into the system. This again is Nationally standardised so we can track where we are in comparison to the rest of the country and map our children's progress against age-related expectations. These are based on the average age of pupils at the end of each term.

The results from all of these assessments above formed the basis of our Transition Inset day on 9th July where the current class teacher talked the next class teacher through their data and explained the cohort's particular needs, meaning that teachers were more prepared for September. The Cornerstones Attainment and Gap Analysis spreadsheet was used to help teachers to use the results from the tests to inform planning and make summative judgements.

After every data point, teachers were asked to analyse their results with reference to particular groups and outline support and intervention plans for the next half term. In this way, we ensured forensic analysis of need and were able to respond quickly.

Year 6 May 2021
Results of COMPARATIVE WRITING TASK –

The gap has narrowed significantly between PP and Non PP children. PP children are performing better than PP children nationally.

<u>Russells Hall</u> 55 pupils						<u>All Schools</u> 39,830					
Overall	Scaled score average	526				Overall	Scaled score average	541			
	Writing Age average	9y 6m					Writing Age average	10y 1m			
	WTS %	EXS %	GDS %				WTS %	EXS+ %	GDS %		
All	100	71	7			All	100	78	21		
Boys (20)	100	55	5	% of cohort	36%	Boys (20,065)	100	70	15	% of cohort	50%
Girls (35)	100	80	9	% of cohort	64%	Girls (19,765)	100	86	27	% of cohort	50%
PP (13)	100	69	0	% of cohort	24%	PP (10,714)	100	67	13	% of cohort	27%
Not PP (42)	100	71	10	% of cohort	76%	Not PP (29,116)	100	82	24	% of cohort	73%

Yr 2 to 6 Average	Number	Star Reader				Star Maths			
		% at or above	% on watch	% intervention	% urgent intervention	% at or above	% on watch	% intervention	% urgent intervention
Whole class	289	58%	25%	7%	10%	70%	16%	6%	8%
Girls	136	59%	25%	6%	9%	66%	23%	6%	5%
Boys	150	57%	27%	6%	10%	73%	10%	7%	9%
PP	81	58%	19%	4%	19%	66%	12%	6%	16%
Non PP	204	58%	27%	7%	7%	73%	16%	6%	4%
SEN	53	27%	38%	7%	26%	44%	27%	12%	15%
EAL	58	63%	24%	0%	14%	77%	11%	2%	9%

Cornerstones Headline Data June 2021			
% of class achieving ARE or above			
Class	Reading	Maths	SPAG
1M	67%	43%	47%
1B	53%	67%	70%
2H	46%	36%	46%
2HP	35%	43%	50%
3G	70%	80%	77%
3N	60%	62%	73%
4T	56%	52%	65%
4B	59%	38%	45%
5G	76%	66%	69%
5P	45%	55%	67%
6S	81%	65%	77%
6C	74%	79%	77%

Headline for Star Reader and Star Maths for Summer Term 2021

The following table shows the gap between PP and Non PP children for those attaining age expected standard. +% show where PP children did better than their peers; -% where PP children were falling behind their peers.

Class	Reading	Maths
2HP	-20%	+12%
2H	+5%	+15%
3G	+1%	+8%
3N	-4%	-12%
4T	+15%	+12%
4B	-19%	-39%
5G	+1%	-23%
5P	0%	-9%
6C	+6%	-22%
6S	+13%	-15%

Challenge 2: To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Phonics

Year 2 Phonics Check (June 2021)

Back in December, out of a possible 58 children, **53** completed the phonics screen. At that time, 50% (29 children) of the cohort completed and reached the expected standard.

At the latest assessment point in June, 54 out of our 56 Year 2 children completed the assessment. **77.8% (42 children)** of the children who completed the test have now achieved the expected standard; a significant improvement considering there were further school closures following the previous assessment.

Challenge 3: To improve attendance for PP and vulnerable children.

Attendance for all groups was consistently above National average for the year. See graph below

Attendance data 2021 – 21	Sept 2020 %	Oct 2020 %	Nov 2020 (closed for 2 weeks)	Dec 2020 %	Jan 2021 % KW/V	Feb 2021 % KW/V	March 2021	Apr 2021	May 2021	June 2021	July 2021
Overall percentage attendance - with EYFS	95.38	96.55	92.59	90.03	20.4	23.8	94.8	96.2	93.9		
Percentage of pupils with less than 90% attendance (Persistent Absence)	14.2	11.67	22.7	22.8	School Closed to all apart from Key Workers/ Vulnerable Children	School Closed to all apart from Key Workers/ Vulnerable Children	17	8.78	26.8		
Attendance - girls	95.09	96.76	92.26	90.14			94.85	96.7	94.7		
Attendance - boys	95.68	96.35	92.88	89.87			94.94	95.72	93.08		
Attendance -SEN Code E	88.11	88.38	92.71	86.51			83.33	89.69	84.72		
Attendance - SEN Code K	93.49	94.44	91.41	90.08			96.25	96.02	93.37		
Attendance - Pupil Premium	94.25	95.21	91.06	89.47			91.52	94.44	93.40		
Attendance - LAC	100	100	94.44	95.06			93.00	94.64	95.61		
Attendance - EAL	96.99	98.50	95.82	95.73			94.61	97.51	92.96		
Attendance without EYFS	94.22		92.66	90.21			94.63	95.79	94.16		
National Attendance	87.9	89.2	83.5	79.2	14.9	18.3	90.2	92.9	94		