# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## 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

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| Detail | Data |
| School name | Swain House Primary |
| Number of pupils in school  | 504 |
| Proportion (%) of pupil premium eligible pupils | 33% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 - 2024 |
| Date this statement was published | 11th November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Full GB |
| Pupil premium lead | Dianne Richardson |
| Governor / Trustee lead | Roger Butterfield |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £204,025 |
| Recovery premium funding allocation this academic year | £21,025 (estimated 136 FSM plus 9 LAC - £145 per pupil) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £225,050 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * *What are your ultimate objectives for your disadvantaged pupils?*
* *How does your current pupil premium strategy plan work towards achieving those objectives?*
* *What are the key principles of your strategy plan?*
* Swain House Primary School will use the available funding effectively so that –
	+ the attainment, progress, attendance and participation levels of disadvantaged pupils, including pupils in the Resourced Provision for Deaf and Hearing Impaired Pupils, in 2022 improves on the 2019 school figure for disadvantaged pupils
	+ the school outcomes in all measures continue to close the gap between non-disadvantaged and disadvantaged
	+ the health and well-being of disadvantaged pupils is prioritised
* The current pupil premium strategy plan will target funding on –
	+ Additional teachers to teach target groups
	+ Tutors for identified pupils
	+ Pastoral support for identified pupils in school to improve well-being and readiness to learn
	+ Pastoral support to parents and family members to improve educational support at home
* The key principles of our strategy plan is to promote inclusive practice in all areas of school – to identify barriers to learning for pupils and find school based solutions to removing those barriers
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## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Low levels of education and educational aspirations amongst families |
| 2 | Low levels of communication and language development and lack of relevant play skills and experiences on entering nursery and Reception  |
| 3 | Lack of wider life experiences outside of the home and school |
| 4 | Complex family circumstances leading to poor routines and organisation in the home |
| 5 | Low levels of attendance and high levels of persistent absenteeism, including problems with punctuality |
| 6 | Access to technology in the home |
| 7 | Gaps in learning (identified through school based tests in July 2021) following disrupted school attendance and two lengthy periods of home learning in 2020 and 2021 |
| 8 | Poor physical health, including obesity levels, and poor nutrition |
| 9 | Poor social, emotional and mental health  |

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.

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| Intended outcome | Success criteria |
| Improved Good Level of Development (GLD) at the end of Reception for disadvantaged pupils | Disadvantaged pupils will attain at, or within 5%, to the attainment of all pupils in GLD in 2022 (2019 national gap 15%)*All pupils - GLD 2019 school 66%. National – 72%.* *Disadvantaged pupils - GLD 2019 school 61%. National - 57%* |
| Improved outcomes in the Year 1 Phonic Screening Check for disadvantaged pupils  | Disadvantaged pupils will attain at, or within 5%, to the attainment of all pupils in Year 1 phonics (2019 national gap 11%) *All pupils - Y1 phonics 2019 school 83%. National - 82%**Disadvantaged pupils - Y1 phonics 2019 school 81%. National – 71%* |
| Improved outcomes in the Year 2 Phonic Screening Check for disadvantaged pupils | Year 2 Phonics - disadvantaged pupils will attain at, or within 5%, to the attainment of all pupils (2019 national gap 6%)*All pupils - Y2 phonics 2019 school 92%. National - 91%**Disadvantaged pupils - Y2 phonics 2019 school 87%. National – 85%* |
| Improved outcomes in reading, writing and maths at the end of KS1 for disadvantaged pupils  | Key Stage 1 outcomes - disadvantaged pupils will attain at, or within 10%, to the attainment of all pupils (2019 national gap reading 15%, writing 16%, maths 15%)*All pupils KS1 reading 2019 school 71%. National - 75%**Disadvantaged pupils KS1 reading 2019 school 47%. National – 60%**All pupils - KS1 writing 2019 school 71%. National - 69%**Disadvantaged pupils - KS1 writing 2019 school 47%. National – 53%**All pupils - KS1 maths 2019 school 70%. National - 76%**Disadvantaged pupils - KS1 maths 2019 school 47%. National – 61%* |
| Improved combined outcomes in reading, writing, maths and combined outcomes at the end of KS2 for disadvantaged pupils | Key Stage 2 outcomes - disadvantaged pupils will attain at, or within 10%, to the attainment of all pupils (2019 national gap reading 11%, writing 10%, maths 12%, combined 14%)*All pupils - KS2 reading 2019 school 60%. National - 73%**Disadvantaged pupils - KS2 reading 2019 school 50%. National – 62%**All pupils - KS2 writing 2019 school 79%. National - 78%**Disadvantaged pupils - KS2 writing 2019 school 75%. National – 68%**All pupils - KS2 maths 2019 school 79%. National - 79%**Disadvantaged pupils - KS2 maths 2019 school 71%. National – 67%**All pupils - KS2 combined 2019 school 56 %. National -65 %**Disadvantaged pupils - KS2 combined 2019 school 42%. National – 51%* |
| To maintain low rates of absence for all pupils, particularly our disadvantaged pupils  | Maintain the low rates of absence for disadvantaged pupils at lower than the national average*All pupils - absence 2019 school 4.1%. National – 4.0%**Disadvantaged pupils - absence 2019 school 5.5%. National – 5.6%* |
| To improve the persistent absentee (PA) rates for disadvantaged pupils | Improve the percentage of disadvantaged persistent absentee (PA) pupils*All pupils - PA rates 2019 school 10.9%. National – 8.2%**Disadvantaged pupils - PA rates 2019 school 17.4%. National – 16.1%* |
| To maintain positive indicators of wellbeing for all pupils in our school, particularly our disadvantaged pupils | Sustained high levels of wellbeing demonstrated by – * Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations
* A significant increase in participation in out of school hour clubs, particularly amongst disadvantaged pupils
* Attendance – see success criteria above
* Maintain low levels of behaviour incidents - see behaviour log year on year comparison.
* Maintain zero fixed term and permanent exclusions (no exclusions since 2002)
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## 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: £80,257

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Deputy Headteacher teaching target group for maths each day in Y3 and Y4, from Sept 2021 to July 2022.Pupil premium funding allows the Deputy Headteacher to be not class based and allows small group teaching each morning. | Small group teaching daily led by experienced and skilled teachers, targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils or those falling behindSmall group tuition <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> Covid 19 support guide for schools | 1 and 7 |
| Assistant Headteacher responsible for Inclusion and SENDCo teaching target groups in English and maths each day in Y5 from Sept 2021 to July 2022.Pupil premium funding allows the Assistant Headteacher SENDCo to be not class based and allows small group teaching each morning. | Small group teaching daily led by experienced and skilled teachers, targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils or those falling behind Small group tuition <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> Improving literacy in KS2<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2> Covid 19 support guide for schools | 1 and 7 |
| Assistant Headteacher responsible for Upper Key Stage 2 teaching target groups each day in English and maths in Y6 from Sept 2021 to July 2022.Pupil premium funding allows the Assistant Headteacher for Upper KS2 to be not class based for one year and allows small group teaching each morning (additional teacher employed for one year to take a class). | Small group teaching daily led by experienced and skilled teachers, targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils or those falling behind Small group tuition <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> Improving literacy in KS2<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2> Covid 19 support guide for schools | 1 and 7 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support led by trained Teaching Assistants | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>  | 1 and 7 |
| Purchase National Standardised Tests (NTS) for reading and maths from Y1-Y5. Staff use Question Level Analysis (QLA) to identify gaps in learning to inform planning  | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:EEF Diagnostic Assessment Evidence Insight  | 1 and 7 |
| Mastering Number – in Reception, Year 1 and Year 2 – 4 sessions a week for whole class  | The National Centre for Excellence in the Teaching of Mathematics (NCETM) have developed a programme to support pupils in Reception, Year 1 and Year 2 to develop good number sense<https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/>  | 1 and 7 |
| Early Years training to support staff to ensure that the setting is providing and enabling environment with a key focus for language development  | High quality interactions between adults and children can develop their communication and language skills EEF Guidance Report – Preparing for Literacy – <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf> | 2 and 3 |
| Reception staff to deliver Nuffield Early Language Intervention (NELI) in Reception following training in Autumn 2021Nil cost | High quality interactions between adults and children can develop their communication and language skills EEF Guidance Report – Preparing for Literacy - <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf>NELI EEF <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention>  | 1 and 2 |

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

Budgeted cost: £9,764.50

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| National Tutoring Programme – Academic Mentor to support pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils will be disadvantaged, including those who are high attaining. | Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> Improving literacy in KS2<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2> Covid 19 support guide for schools | 1 and 7 |
| National Tutoring Programme – school based tutoring to support pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils will be disadvantaged, including those who are high attaining.3 children from each class from Years 3-6 – | Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> Improving literacy in KS2<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2> Covid 19 support guide for schools | 1 and 7 |
| Targeted interventions delivered by fully trained school staff – Teaching Assistants – before or after school to identified pupils.  | Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> Improving literacy in KS2<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2> Covid 19 support guide for schools | 1 and 7 |
| National Tutoring Programme –Partner tuition to support pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils will be disadvantaged, including those who are high attaining.(30% contribution to tutor costs from school) 9 groups of 3 pupils weekly (Year 5 and 6) | Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>Improving literacy in KS2<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>See Covid 19 support guide for schools | 1 and 7 |
| Loan Chromebooks (already purchased last year) to disadvantaged pupils to use at home and support effective home learning.  | There is a strong evidence base that pupils’ access to technology has been an important factor affecting the extent to which they can learn effectively at home.In particular, lack of access to technology has been a barrier for many disadvantaged children. See Covid 19 support guide for schools | 6 |

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

Budgeted cost: £119,406.80

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Heavily subsidised residential visits in Y3, Y4, Y5 and Y6 for all disadvantaged pupils. All four residential visits subsidised for all pupils and eligible pupils receive a further 50% subsidy | Through participation in outdoor learning, challenging physical and emotional activities can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning>  | 3 and 8 |
| Visits and visitors into school to support the curriculum and learning of all pupils, including disadvantaged | Through participation in outdoor learning, challenging physical and emotional activities can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning>  | 3 and 7 |
| Two experienced Learning Mentors to take responsibility for improving parental involvement to tackle attendance, punctuality and support families with poor organisation and routines  | Parental engagement has a positive impact, on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 4, 5 and 9 |
| Speech and language therapist employed by school for one year – service level agreement purchased from Social Enterprise based in Leeds ‘Chatterbug’(Annual service level agreement for 34 days of one Speech and Language Therapist) | Speech and language therapy from specialist practitioners for identified pupils, including pre-school children, particularly those from socio-economically disadvantaged backgrounds. This strategy is an effective method to support speech and language issues and is shown to have a positive impact on pupils’ language skills. <https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law_et_al_Early_Language_Development_final.pdf>  | 2 |
| Enhanced staffing structure – one Teaching Assistant (TA) per class - to ensure excellent relationships are in place for vulnerable pupils and each child has two key adults in school (their class teacher and their class TA) for each part of the school day, including lunchtimes. This approach makes sure there is a fully inclusive education for identified pupils to address their social, emotional, communication, sensory and physical needs to ensure they are not vulnerable to exclusion. All TAs paid to attend all weekly staff meetings and five school INSET days.  | *‘Research has shown that improving the nature and quality of TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.’**‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.’*<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development> | 1, 2, 7 and 9 |
| Implement the Daily Mile and the JU:MP! (Join Us: Move Play!) Project led by Active Bradford.  | These two strategies are important in increasing children’s activity levels and are acknowledged for [reducing childhood obesity](http://www.thedailymile.co.uk/research) and recognised within the [UK Government’s 2018 Childhood Obesity Strategy](https://thedailymile.co.uk/media-centre/news/press-release-lets-get-all-british-primary-school-children-running-a-mile-every-day/). JU:MP! Website – *‘Research has shown that low levels of physical activity during childhood and adolescence can have a negative impact on children and young people's academic achievements, social abilities and life skills, as well as their health.**Born in Bradford data has shown that 77% of 5-11 year olds in Bradford don't do the recommended 60 minutes of moderate to vigorous physical activity each day and 38% leave primary school overweight or obese.**Being active doesn't only improve children's physical health, but also their emotional wellbeing, meaning that active children are more confident and happier.’*<https://thedailymile.co.uk/><https://www.activebradford.com/what-is-jump> | 8 and 9 |

**Total budgeted cost:**

Teaching£80,257

Targeted academic support £9,764.50

Wider strategies £119,406.80

Recovery premium £21,025

**Total £230,453.30**

# 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.

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| Pupil outcomes in July 2021In July 2021, internal school assessments took place from Reception to Y6 in line with the national assessments expected in previous years. * Reception – GLD all pupils 52%. GLD disadvantaged pupils - 43% gap of - 9%
* Year 1 phonics – 68% all pupils. Disadvantaged pupils – 62% gap of -6%
* Year 2 phonics - 81% all pupils. Disadvantaged pupils – 84% gap of +3%
* Year 2 end of KS1 assessments–
	+ Reading all pupils – 61%. Reading disadvantaged pupils 67% - gap of +6%
	+ Writing all pupils – 60%. Writing disadvantaged pupils 67% - gap of +7%
	+ Maths all pupils – 67%. Maths disadvantaged pupils 71% - gap of +4%
* Year 1 to Year 5 - National Test-style Standardised Assessments (NTS) - reading and maths

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| **Year and subject** | **All pupils** | **Disadvantage** | **Gap** |
| Year 1 Reading  | 51% | 47% | -4% |
| Year 1 Writing | 49% | 42% | -7% |
| Year 1 Maths  | 59% | 53% | -6% |
| Year 2 Reading  | 61% | 67% | +6% |
| Year 2 Writing | 60% | 67% | +7% |
| Year 2 Maths  | 67% | 71% | +4% |
| Year 3 Reading  | 65% | 64% | -1% |
| Year 3 Writing | 53% | 50% | -3% |
| Year 3 Maths  | 66% | 64% | -2% |
| Year 4 Reading  | 69% | 71% | +2% |
| Year 4 Writing | 55% | 50% | -5% |
| Year 4 Maths  | 59% | 54% | -5% |
| Year 5 Reading  | 60% | 55% | -5% |
| Year 5 Writing | 55% | 55% | 0% |
| Year 5 Maths  | 51% | 41% | -10% |

* Writing was teacher assessed in all year groups –
* Year 6 completed the full suite of 2019 SATs papers – reading, maths, English grammar, punctuation and spelling (EGPS)
	+ Reading all pupils – 74%. Reading disadvantaged pupils 65% - gap of -9%
	+ Writing all pupils – 61%. Writing disadvantaged pupils 42% - gap of -19%
	+ Maths all pupils – 67%. Maths disadvantaged pupils 54% - gap of -13%
	+ EGPS all pupils – 71%. EGPS disadvantaged pupils – 54% - gap of 17%
	+ Combined reading, writing and maths – all pupils 57%. Combined disadvantaged pupils – 39% - gap of -18%

Overall, the results of our internal assessments show that results for disadvantaged pupils were lower than in previous years and the gap between disadvantaged pupils and all pupils had widened in some areas since 2019, most notably in Key Stage 2 outcomes, although outcomes in KS1 were more positive. The low attainment of disadvantaged pupils at the end of Key Stage 2 in writing, maths, reading, EGPS and combined outcomes, in line with many schools across the country, shows that school closures due to Covid-19 had the biggest detrimental impact on our older disadvantaged pupils. Writing outcomes had the most significant detrimental impact on the combined outcomes at Key Stage 2. This low attainment in writing was a significant decrease in writing outcomes compared to results from 2016 to 2019 where school met or exceeded the national average in writing at KS2. Even though the aims of our pupil premium plan were not fully realised, the school took many actions to mitigate the negative impact of school closures January to March 2021. Online learning, predominantly from ‘live lessons’ and the loan of devices to disadvantaged pupils, was swiftly implemented and, initially, we had 100% take up on live lessons. Later in the period of school closures some pupils and families were difficult to fully engage and staff used a range of strategies, including home visits and loan of an additional device when the first device was broken, to fully include them. AttendanceOverall absence in 2020/2021 at 5.3% was higher than the last three full reportable years i.e. pre Covid 19.Absence for disadvantaged pupils in the same year at 5.9% was also higher than the school figure for the last three full reportable years. The use of the X code for Covid 19 related absences, has ameliorated the impact of disruption caused by the pandemic. However, the overall disruption caused by the pandemic has resulted in higher absences where the X code could not be used. Attendance remains a key priority in school and strategies that have led to good attendance from 2016 to 2019 will be implemented as part of the new Pupil Premium Strategy Plan. * 2020/2021 - 5.3% (no national data) Disadvantaged pupils 5.9%
* 2019/2020 - 4.0% (up to 20th March 2020 – no national data). Disadvantaged pupils 5.6%

Pre Covid 19 absence rates* 2018/2019 - 4.1% (National 4.0%) Disadvantaged 5.5% (national disadvantaged – 5.6%)
* 2017/2018 – 3.8% (National 4.2%) Disadvantaged 5.2% (national disadvantaged – 5.7%)
* 2016/2017 – 4.0% (National 4.0%) Disadvantaged 4.7% (national disadvantaged – 5.5%)

Pastoral supportTwo Learning Mentors with responsibility for Parental Involvement have worked in school throughout the academic year 2019/20 providing support for families with a range of issues, including remote learning, access to free school meal vouchers and signposting to other agencies where appropriate. Behaviour and well-beingBehaviour outcomes in 2021 are good – no exclusions since 2002, reduction in ‘severe’ behaviour incidents and a reduction in bullying incidents recorded. Pupil learning behaviours are a strength of the school. The strategy of one TA per class to ensure excellent relationships are in place for vulnerable pupils and each child has two key adults in school (their class teacher and their class TA) for each part of the school day, including lunchtimes, has resulted in good outcomes. This approach makes sure there is a fully inclusive education for identified pupils to address their social, emotional, communication, sensory and physical needs to ensure they are not vulnerable to exclusion. **Catch Up Premium impact**Academic mentor worked with a daily programme to help identified pupils in Years 5 and 6 with work in maths and English from January 2021 – July 2021. 65% were Pupil Premium.Six blocks of online tutoring took place (an hour a week for 15 weeks) for 9 pupils in Year 6 and 9 pupils in Year 5 (2 groups of 3 for maths and one group of 3 for English). After school catch-up booster sessions were delivered by school teaching staff in maths and reading for a block of 15 weeks. 30 pupils attended these booster sessions in reading and maths.

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| **Year and subject** | **All pupils** | **Disadvantage** | **Gap** |

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| Year 5 Reading  | 60% | 55% | -5% |
| Year 5 Writing | 55% | 55% | 0% |
| Year 5 Maths  | 51% | 41% | -10% |
| Year 5 combined | 43% | 41% | -2% |

* Year 6 completed the full suite of 2019 SATs papers – reading, maths, English grammar, punctuation and spelling (EGPS)
	+ Reading all pupils – 74%. Reading disadvantaged pupils 65% - gap of -9%
	+ Writing all pupils – 61%. Writing disadvantaged pupils 42% - gap of -19%
	+ Maths all pupils – 67%. Maths disadvantaged pupils 54% - gap of -13%
	+ EGPS all pupils – 71%. EGPS disadvantaged pupils – 54% - gap of 17%
	+ Combined reading, writing and maths – all pupils 57%. Combined disadvantaged pupils – 39% - gap of -18%
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## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

**Further information (optional)**

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |
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