



# Pupil Premium Strategy Statement

## The Coppice Primary School

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	The Coppice Primary School
Number of pupils in school	687 including our Nursery children 617 excluding our Nursery children
Proportion (%) of pupil premium eligible pupils	18.0% excluding our Nursery children
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 2021 – August 2024
Date this statement was published	17 <sup>th</sup> December 2021
Date on which it will be reviewed	1 <sup>st</sup> September 2022
Pupil premium lead	Mr W.Hutt
Pupil premium outreach lead	Mrs K Woodyatt
Governor / Trustee lead	Mrs K Byng

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year per DfE	£104,910
Recovery premium funding allocation this academic year	£14,790
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£119,700

# Part A: Pupil Premium Strategy Plan

## Statement of intent

### **Background**

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

School leaders are best placed to assess their pupils' needs and use the funding to improve attainment, drawing on evidence of effective practice. It is up to school leaders to decide how to spend the pupil premium.

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.

### **1. Teaching**

Investing in high-quality teaching, for example:

- training and professional development for teachers
- recruitment and retention
- support for teachers early in their careers

### **2. Targeted academic support**

Additional support for some pupils focussed on their specific needs, for example:

- one-to-one tuition
- small group tuition
- speech and language therapy

### **3. Wider approaches**

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:

- school extra-curricular clubs
- Thrive programme to support emotional health and wellbeing
- help with the cost of educational trips or visits, sourcing of and contributions to the cost of uniform and equipment

The School used the [Education Endowment Foundation's \(EEF\) pupil premium guide](#) to guide our approach to spending.

### **Non-eligible pupils**

The School does not have to spend our pupil premium so it solely benefits [eligible pupils](#). We also use it to support other pupils with identified needs. For example, those pupils who do not get free school meals but:

- have or have had a social worker
- act as a carer

Evidence from across the English school system shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, this will inevitably benefit non-eligible pupils as well.

### **Academically able pupils**

Pupil premium funding is not allocated based on academic ability. Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. These pupils therefore receive just as much focus as less academically able pupils.

### **Pupil premium plus**

Pupil premium plus is funding to help improve the attainment of looked-after children and previously looked-after children. As with pupil premium, it is not a personal budget for individual children.

### **Children who are looked after by the local authority**

For looked-after children, pupil premium plus is managed by each local authority's Virtual School Head for the purpose of supporting their educational attainment, progress and enrichment.

Our outreach lead works with the Virtual School Heads to ensure that pupil premium plus for looked after children in our school is used to meet the needs identified in their personal education plans.

Local authorities are expected to release these payments as soon as possible to schools, but they may choose to retain a portion of it to fund activities that will benefit a group, or all, of the authority's looked-after children.

### **Pupils who were previously looked after by the local authority**

Pupil premium plus for previously looked-after children is managed by the child's school, alongside their pupil premium funding. The designated teacher has a key role in ensuring the specific needs of previously looked-after children are reflected in how the school uses its funding to support these children.

Our outreach lead:

- ensures adoptive parents and guardians are aware that they can declare their child eligible for pupil premium plus and works with them in deciding how the funding should be used
- consults with the Virtual School Head on how to use the funding effectively, where appropriate
- is the main contact for queries about the use of pupil premium plus

### **Our intent**

At The Coppice Primary School, we recognise that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. We aim to leave no talent undiscovered.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

- To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and forest schools, and through our Education Welfare Officer actively engaging with families to encourage and support good attendance in school.

- To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

7.2% of our pupils in receipt of pupil premium have identified special educational needs and a 12.6% have been, or are, under the care of the Local Authority. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this using our current staff in school under the Covid Catch-up Funding but also accessing the School Led Tutoring Programme in 2021/22.

- Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At The Coppice we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. Lockdown, nationally, has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes a focus on The Coppice Way behaviour curriculum, enhancing the environment, reward and recognition programmes, morning welcomes into school, continuing to invest in our Thrive programme and the purchase of family intervention training for our Education Welfare Officer.

- Ensure any gaps existing between pupil premium and non-pupil premium pupils are at least closing. Through the early identification of SALT needs, early language intervention requirements and personal and social needs we are in the best position to close gaps.
- Increase the number of pupils accessing 'enrichment' activities to promote wider opportunities and raise aspirations. We aim to leave no talent undiscovered.
- Improve the engagement and involvement of pupil premium families in taking an active role in supporting learning
- Open lines of communication between the School and parents and carers. For example, through the use of technology to break down barriers, such as the School Cloud meeting system, sharing email addresses as well as through on site adjustments such as the creation of a special EWO office and the visibility of SLT, SEN and Thrive teams at the start and end of day.

## Challenges

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

Challenge number	Detail of challenge
1 (Attendance)	<p>Attendance - The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees. Our attendance data over the last 3 years (2016/17, 2017/18, 2018/19) indicates that attendance among disadvantaged pupils has been between 2.9 and 5.3% lower than for non-disadvantaged pupils. However, it did improve over the 3 years with the lowest differential being in 2018/19. Our non-disadvantaged attendance has been above national attendance for every one of these years (0.4%-0.6% higher).</p> <p>In the same three year period, a higher percentage of our disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2 (oral language)	<p>Assessments, observations, and discussions with pupils indicate underdeveloped speech and language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Year 6 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3 (phonics)	<p>Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
4 (reading)	<p>Assessments and observations suggest disadvantaged pupils generally have limited access to reading materials. This may adversely affect their Reading outcomes.</p>
5 (writing)	<p>Assessments and observations suggest disadvantaged pupils generally have greater difficulties with writing than their peers.</p>
6 (maths)	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
7 (engagement)	<p>Observations and discussions with families suggest opportunities for family engagement are generally more limited for disadvantaged pupils.</p>
8 (wellbeing)	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues, wellbeing and safeguarding concerns for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
9 (enrichment)	<p>Our assessments, observations and discussions with pupils and families have identified a lack of enrichment opportunities particularly affecting disadvantaged pupils.</p>

## 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils reducing the proportion classed as persistent absentees.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>● the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.9%.</li> <li>● the percentage of all pupils who are persistently absent being below 6.5% and the figure among disadvantaged pupils being no more than 9% lower than their peers.</li> <li>● Reduction in proportion of pupils in receipt of pupil premium classed as persistent absentees.</li> </ul>
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Increase the progress for pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. KS2 reading outcomes in 2024/25 show that more than 75 % of disadvantaged pupils met the expected standard. KS2 maths outcomes in 2024/25 show that more than 75 % of disadvantaged pupils met the expected standard.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children’s well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.
Improved reading attainment among disadvantaged pupils.	Reading outcomes over time show a sustained closing in the gap, culminating in more than 70% reaching the expected standard at the end of Y2 and more than 75% reaching the expected standard at Y6
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent surveys and teacher observations</li> <li>● a significant reduction in bullying</li> <li>● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## 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: £51,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school reading &amp; phonics training - implementing the 'Sounds Write' phonics approach and developing best practice in the teaching of early reading. (£7,000)</p>	<p>EEF Guidance: "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>While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate. Where readers are struggling with vocabulary or comprehension, other interventions may be more appropriate.</p> <p>There is some variation in impact between different phonological approaches. Synthetic phonics approaches have higher impacts, on average, than analytic approaches. Analytic phonics approaches has also been studied less overall (only 9 studies). The small number of analogic phonics approaches identified in this review (6 studies) have a negative impact on average."</p>	<p>3, 4, 5</p>

<p>Resourcing the library (£10,000)</p>	<p>As the EEF state: “Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. Consequently, the EEF has focused considerable effort in this area”. We therefore consider that ensuring our library is full of engaging reading material will be of great benefit to our children.</p>	<p>1, 4, 9</p>
<p>Implementing Walkthrus Teaching &amp; Learning strategies (£1,000)</p>	<p>EEF guidance states “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.”</p>	<p>3, 4, 5, 6</p>
<p>Development and resourcing of the curriculum (£7,500)</p>	<p>We have worked hard to ensure we have a broad, balanced and engaging knowledge based curriculum... Ensuring that our teachers have the time to develop the curriculum and themselves - ie release time / resources / National College .</p>	<p>1, 7</p>
<p>Curriculum enrichment and ‘No talent undiscovered’ philosophy. Subsidising clubs / trips / paying sports coaches / music eg choir / music lessons / Friday Club / Science (£25,000)</p>	<p>EEF evidence in relation to physical activity is as follows: “The average impact of engaging in physical activity interventions and approaches is about an additional one month’s progress over the course of a year.</p> <p>The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved. Participating in sports and physical activity is likely to have wider health and social benefits.</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.”</p> <p>With regards to other enrichment activities, we believe that ensuring all of our children have access to other activities such as music and art will benefit the children and will lead to improved attendance.</p>	<p>1, 7, 8, 9</p>
<p>Maths Mastery - Work with Maths Hub to take part in ‘Mastering Number programme’ across EYFS and Key Stage 1</p> <p>Teaching Assistant Maths Hub “Specialist Knowledge for Teaching Mathematics Primary Teaching Assistant Programme”</p>	<p>See EEF research guidance report: ‘Improving Mathematics in the Early Years and Key Stage 1’ published January 2020 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	<p>6</p>

Support for Early Career and Post NQT teachers. Additional 10% release time	Lost time during the pandemic of being able to view quality teaching. As the EEF guidance referenced above states, “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”	3, 4, 5, 6
Teacher CPD – The National College membership (£1,000)	EEF guidance clarifies “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 the top priority for Pupil Premium spending.”	3, 4, 5, 6

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions led by both T and TA, programme developed by class teacher, (£25,000)	<p>EEF evidence: “The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months’ progress lies between these figures.</p> <p>Research that examines the impact of teaching assistants deployed in everyday classroom environments suggests that students in a class with a teaching assistant present do not, on average, outperform those in one where only a teacher is present. This average finding covers a range of effects. In some cases, teachers and teaching assistants work together effectively, leading to increases in attainment. In other cases, pupils, particularly those who are low attaining or identified as having special educational needs, can perform worse in classes with teaching assistants.</p> <p>Where overall negative effects have been recorded, it is likely that support from teaching assistants has substituted rather than supplemented teaching from teachers. In the most positive examples, it is likely that support and training will have been provided for both teachers</p>	2, 3, 4, 7, 8

	<p>and teaching assistants so that they understand how to work together effectively, such as by making time for discussion before and after lessons.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants.</p> <p>In England, positive effects have been found in studies where teachers / teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching such as:</p> <ul style="list-style-type: none"> <li>-Language Link</li> <li>-Toe-By-Toe Dyslexia Interventions</li> <li>-Reading fluency (Hertfordshire for Learning)</li> <li>-On-track maths intervention</li> <li>-Sounds Write Phonics</li> </ul> <p>There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress."</p>	
<p>Reading fluency strategies - additional sessions targeted at disadvantaged pupils who require further support. (£5,000)</p>	<p>EEF guidance: "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> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</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),</p>	<p>4</p>

	<p>particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.</p> <p>Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.”</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £60,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour curriculum – The Coppice Way                      All staff (including Lunch Sups)                      Rewards                      Re-write of Behaviour Policy, new Recognition Boards                      Scripting for conversations with children and parents                      Whole staff training on the behaviour, ('The Coppice Way') curriculum with the aim of furthering our school ethos and striving for exemplary behaviour across school.                      Senior Leaders' engagement with the Exemplary Leadership Programme provided the training and support network for creating and embedding this culture                      (£4,000)</p> <p>3 Additional lunchtime supervisors to manage corridors during lunchtimes.                      (£8,000)</p>	<p>EEF evidence suggests, "Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time. If interventions take up more classroom time than the disruption they displace, engaged learning time is unlikely to increase. In most schools, a combination of universal and targeted approaches will be most appropriate:</p> <ul style="list-style-type: none"> <li>● Universal approaches to classroom management can help prevent disruption – but often require professional development to administer effectively.</li> <li>● Targeted approaches that are tailored to pupils' needs such as regular report cards or functional behaviour assessments may be appropriate where pupils are struggling with behaviour.</li> </ul> <p>Across all approaches it is crucial to maintain high expectations for pupils and to embed a consistent approach across the school. Successful approaches may also include social and emotional learning interventions and parental engagement approaches.</p> <p>Evidence suggests that programmes delivered over two-to-six months seem to produce more long-lasting results. Whole-school strategies are usually longer to embed than individually tailored or single-classroom strategies."</p>	<p>All</p>
<p>Attendance – employment of a full time EWO to monitor and support families with low attendance.                      Embedding principles of good practice</p>	<p>As the DfE comment in their attendance guidance, "Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school."</p>	<p>1</p>

set out in the DfE's guidance on Improving School Attendance. (£6,000)		
Safeguarding recording – using MyConcern to record and report all Safeguarding concerns (£1,000)	As Safeguarding is one of our main drivers, and with the increase in demands on the DSL and Deputy DSL both during and post lockdowns, having a single centralised system is key to monitoring and managing all safeguarding concerns.	8
Thrive (Social and Emotional Learning, 'SEL') Whole school screening Individual, paired and grouped sessions Thrive Dogs Thrive practitioner Training, Programme, Training for new Headteacher  (£16,000)	EEF guidance: "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.  Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important."	1, 7, 8
Parental engagement – targeted training of EWO, individual meetings, (£2,000)	EEF evidence: "The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.  The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive. There are examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation.  There is some evidence that supporting parents with their first child will have benefits for siblings.	7, 8

	<p>Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</p> <p>The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost."</p>	
<p>Lunchtime and playtime purposeful play support (£17,000)</p> <p>Playground developments to ensure the playground is a place where all of our children can play, with structured activities and zones for ball games, quiet areas and activities.</p>	<p>Ensuring purposeful play at playtimes and lunchtimes can have a positive effect on behaviour inline with the EEF behaviour guidance.</p>	2
<p>Rewards &amp; recognition including; hot chocolate with the Head, individual photos sent home to parents ('selfie with the Head') (£500)</p>	<p>Increasing the engagement with parents through targeted communications celebrating successes and improving the pride and self confidence of children has a positive impact on their learning.</p>	1, 7, 8
<p>Enrichment activities such as funding educational visits, residential stays, music tuition, after-school sports clubs (£6,000)</p>	<p>Ensuring all children have access to enrichment activities, which often are prohibitively expensive for our disadvantaged children, has a positive impact on their wellbeing, engagement and attendance. Our aim is to leave no talent undiscovered.</p>	1, 7, 8, 9

**Total budgeted cost: £142,000** (i.e. £22,300 funded through main budget)

## Pupil Premium Strategy Outcomes

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

*Due to COVID-19, performance measures have not been published for 2020 to 2021.*

Internal 2020/21 assessments showed that the performance of the eleven Year 6 disadvantaged pupils in reaching age-related expectations:

- was maintained by the majority of pupils in reading and maths but had declined in writing for a few pupils from Year 2 (2016/17) to Year 6 (2020/21)
- had improved from 64% to 73% in reading and from 54% to 73% in maths from Year 2 (2016/17) to Year 4 (2018/19). Writing attainment was maintained at 54%.
- was not fully maintained in 2020/21 meaning that attainment in reading and maths fell back to Year 2 (2016/17) percentage levels with writing falling a little below this. Therefore, the outcomes we aimed to achieve based on the planned improvements were not fully realised.

Internal 2020/21 assessments showed that the performance of the five Year 6 disadvantaged pupils, who joined the school post Year 2 (2016/17), in reaching age-related expectations:

- had declined from 100% to 80% in reading (1 pupil) and from 60% to 40% in writing (1 pupil) and 80% to 60% in maths (1 pupil).

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils particularly in writing where in-class support and provision is most crucial. This is because they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

With the return to full schooling in September 2021 and the implementation and targeted use of school-led tuition and catch-up premium, our current disadvantaged Year 6 pupils are on-track to achieve our targets (as previously mentioned) of: 81% in reading, 75% in writing and 81% in maths. These figures are based on sixteen disadvantaged pupils in the cohort.

Although overall attendance in 2020/21 (95.7%) and 2019/20 (93.8%) was lower than in the preceding 3 years of full attendance: 2018/19 (96.4%), 2017/18 (96.1%) and 2016/17 (96.3%), it was still higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was on average 5% higher than their peers and persistent absence was 18% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for some disadvantaged pupils. We used pupil premium funding to provide wellbeing and in-school Thrive support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Current attendance for 2021/22 is 93.8% as we are still being affected by the pandemic. However, this is greater than the national figure which stands at 88.2% as of October 21st 2021.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Accelerated Reader	Renaissance
Language Link	Speech Link
Reading Fluency	Hertfordshire for Learning
Thrive	Thrive
My Maths	Oxford University Press

Spelling Shed	Ed Shed
Sounds Write	Sounds Write
White Rose (used as a guide rather than a programme itself)	White Rose
Rapid Reading	Pearson
Maths No Problem	Maths - No Problem!
Times Table Rockstars	TTRS

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Thrive support Resource packages provided by Services
What was the impact of that spending on service pupil premium eligible pupils?	Social and emotional & wellbeing support, maintaining academic progress