

## Pupil 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	Lincoln Gardens Primary School
Number of pupils in school	430
Proportion (%) of pupil premium eligible pupils	PPG - 27% (115 children) DV – 29% (126 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2023
Date this statement was published	17.12.21
Date on which it will be reviewed	17.7.22
Statement authorised by	Andrea Nuttall (Headteacher)
Pupil premium lead	Craig Jackson
Governor / Trustee lead	Emma Doyle

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,535
Recovery premium funding allocation this academic year	£
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	£

# Part A: Pupil premium strategy plan

## Statement of intent

We love to **LEARN** and every experience is a learning opportunity

We **GROW** by unlocking our potential

We **PARTICIPATE** fully in all aspects of school life

We **SUCCEED** through determination and effort

Our Pupil premium strategy is based on what we know is best for our pupils. Every pupil matters regardless of vulnerability, background or starting point and all are afforded the opportunity to learn, grow, participate and succeed. Our curriculum is coherently planned to meet the unique & differing needs of all our learners; academically and personally. Through well-planned targeted support, we aim to diminish gaps in attainment to ensure that disadvantage does not impact on pupil achievement; we want all our pupils to succeed. We strive to ensure our pupils are equipped with the necessary knowledge and provided with opportunities to enhance their skills to progress in all aspects of school life. Through promoting emotional well-being and positive attendance, we ensure equality of opportunity for all our pupils. Commitment to our pupils is fulfilled through our high aspiration, passion and drive to ensure all our pupils participate in varied rich learning experiences within the school community and beyond through trips, visits and first hand experiences.

### Our ultimate objectives are:

- To continue to narrow the attainment gap between disadvantaged and all pupils.
- For all disadvantaged pupils to make or exceed nationally expected progress levels.
- To improve attendance of disadvantaged pupils so that it is at least in line with all pupils nationally
- To provide aspirations and awareness of all children by promoting opportunities within and beyond the local community.
- To provide targeted pastoral care to support children's emotional health and well being to ensure they can access our whole school curriculum.
- To provide a high level of care, through the One Family Approach, ensuring our families are in receipt of swift informal and formal support.

### We will achieve this by:

- Ensuring quality first teaching is at least good or better
- Employ a Targeted Support Teacher and School Based National Tutor to provide additional targeted support for identified pupils
- Providing 1:1 and small group nurture sessions
- Creatively designing a timetable that maximises adult support for targeted children
- Provide access to a full range of extra-curricular clubs
- Rigorous Managing a graduated attendance system to support all families. - Provide access for all pupils to high-quality literature, as part of the taught curriculum or during reading for pleasure activities - Employ a skilled pastoral manager to support families in need.

## Challenges

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

Challenge number	Detail of challenge
1	<i>The increased number of children joining the school in September with speech and language needs. 33% of children (17) in reception have been identified for speech and language referrals of which are 56% disadvantaged pupils</i>
2	<i>The number of disadvantaged pupils passing the phonics screen is lower than non-disadvantaged pupils. Despite the good gains made last academic year, the systems and teaching of phonics is not yet fully embedded across the school.</i>
3	<i>Too few disadvantaged children achieve age related expectations in reading across school when compared to both national disadvantaged and non-disadvantaged children.</i>
4	A high proportion of disadvantage children in year 3 (36% of the cohort) fail to achieve age related expectations in all areas of the curriculum, including phonics.
5	<i>A high proportion of disadvantaged children in year 6 (45% of the cohort) fail to achieve age related expectations in writing, maths and combined and also have additional barriers/vulnerabilities which impact on their expected attitudes and behaviours to learning.</i>
6	<i>For many pupils, poor emotional wellbeing and home circumstance present a barrier to learning in school which for some has been further exacerbated by the pandemic.</i>
7	<i>For many pupils, access to additional opportunities and wider experiences are limited.</i>
8	<i>For many pupils, aspiration for life long learning and employment within the family and the wider community are low.</i>
9	<i>Punctuality and attendance for all children, including disadvantaged pupils is below national and persistent absence is higher than national.</i>

## 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
A - Ensure that all children, including disadvantaged children, are receiving a consistently high-quality provision in phonics across the school.	All pupils (EYFs,KS1 and KS2), including those who are disadvantaged, gain the phonics knowledge they need to be able to read and those identified with additional barriers are supported to diminish the gaps in their phonics knowledge and skills.
B - Ensure that all children, including disadvantaged children, are receiving a consistently high-quality provision in reading to allow them to read as fluently as possible and be motivated to continue reading.	To improve attainment in reading in each year group so all children, including vulnerable groups, meet their aspirational targets
C - Ensure that all children, including disadvantaged children, in year 6 maximise their learning potential in maths, writing and combined	To at least meet national benchmarks in reading, writing, maths and combined.

D - Ensure that all children, including disadvantaged children, in year 2 maximise their learning potential in reading, writing, maths and combined	To at least meet national benchmarks in reading, writing, maths and combined.
E - Ensure that all children in year 3, including the significant number of disadvantaged pupils (36%), make accelerated progress to achieve their aspirational targets	Contextualised aspirational targets are met in writing, reading and maths.
F - Raise aspirations and provision of opportunities for all children, including disadvantaged children, by promoting experiences within school and the local community and beyond.	All children, including disadvantaged pupils, are afforded a variety of experiences that are considered important to develop the holistic child. (LGPS PP)
G – Ensure that enhanced approaches to dealing with attendance and punctuality are consistently executed with a targeted focus on improving attendance and punctuality of all pupils, including disadvantaged pupils.	Improvement in whole school attendance and in line with national benchmarks.  Rates of persistent absence are in line with national benchmarks.

## 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A</p> <ul style="list-style-type: none"> <li>• Phonics Audit from the English Hub</li> <li>• RWI Leadership Day</li> <li>• RWI whole school training</li> <li>• Audit of phonics resources</li> <li>• Purchasing of additional phonics resources.</li> <li>• Phonics Lead daily release time to support and coach staff</li> <li>• Fortnightly coaching meetings</li> <li>• 1:1 RWI fast track phonics tutoring</li> <li>• Phonics parent meetings</li> <li>• Subscription to RWI phonics tutoring</li> <li>• RWI books sent home to support phonics</li> <li>• Half Termly assessments for all children</li> <li>• 3 weekly</li> </ul>	<p>The National Literacy Trust highlights significant research which shows that children who do not develop as proficient readers by the end of KS1 will not become habitual readers.</p> <p>EEF research shows that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>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.</p> <p>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),</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Synthetic phonics approaches have higher impacts –</p> <p>Sound phonetic knowledge and reading fluency ensures full access to the curriculum for all pupils</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress</p>	<p>1, 2, 3 and 4</p>

<p>assessments for children behind expectations</p> <ul style="list-style-type: none"> <li>• Review meeting with English Hub</li> <li>• Daily RWI groups in year 3/4</li> <li>• Fresh start programme for years 5 and 6.</li> <li>• Identification of children</li> <li>• Referrals made.</li> <li>• Delivery of weekly packages to children.</li> </ul>	<p>over the course of a year and approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	
<p><b>B</b>  Non negotiables of reading used and embedded in all year groups.</p> <ul style="list-style-type: none"> <li>-Relaunch reading companions across whole school with consistent explanation and Makaton symbol for each.</li> <li>-Promote reading for pleasure through daily class read.</li> <li>-Launch reading book boxes for the playground to promote a love of reading.</li> <li>-Introduce outdoor book loan scheme for parents and families to promote further reading at home.</li> <li>-Whole school book reviews to promote the sharing of books</li> <li>-Author of the term to celebrate and acknowledge diversity of authors and poets.</li> <li>-Reinvigorate class reading corners to enhance knowledge through texts linked to the curriculum and revisit books that have</li> </ul>	<p>The National Literacy Trust highlights the importance of children becoming proficient readers during KS2 as a key driver of success during secondary education</p> <p>EEF research identifies that on average, reading comprehension approaches deliver an additional six months' progress.</p> <p>January 2021 interim assessment EEF suggests that primary aged pupils 'have significantly low achievement in both English and Maths' due to the disruptions in the 2020 Spring and Summer Terms.</p>	<p>3, 4, 5</p>

<p>been previously read.</p> <ul style="list-style-type: none"> <li>- Termly assessments to inform pupil progress – barriers and next steps.</li> </ul>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>C</p> <ul style="list-style-type: none"> <li>• Daily bespoke groups for reading and mathematics</li> <li>• Purchase of resources to support learning (CGP)</li> <li>• Targeted Support Teacher small group sessions for ARE and GDS writing</li> <li>• National Tutoring Programme for ARE reading, maths and GDS reading and maths.</li> <li>• Personalised attitude trackers and countdown rewards.</li> <li>• Sports coach to lead learning allowing staff to work with targeted children.</li> </ul>	<p>Gaps identified in formative assessment allow for precisely targeted teaching to address these. EEF identify that small group tuition has an impact of +4 months.</p> <p>EEF identify that the impact of collaborative approaches on learning is consistently positive and appears to work well for all ages. When done well, collaborative learning has an impact of +5months</p> <p>It is also identified that peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress.</p> <p>EEF identify that short, regular sessions of tutoring (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Also tuition in groups of two or three has been equally or even more effective.</p> <p>It is also noted that experienced and specifically trained teachers can have a greater impact on outcomes than teaching assistants or volunteers. The EEF identify that tutoring has an impact of 5+ months</p>	3, 5.
<p>D</p> <ul style="list-style-type: none"> <li>• Targeted support Teacher to work with small groups. ARE for maths (arithmetic) GDS reasoning and ARE for reading.</li> <li>• Targeted Support Teacher to</li> </ul>	<p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Synthetic phonics approaches have higher</p>	2, 3

<p>work with priority readers on a daily basis</p> <ul style="list-style-type: none"> <li>• Sports coach to lead learning allowing staff to work with targeted children.</li> <li>• HLTA to work with targeted children on handwriting skills and letter formations.</li> <li>• RWI fast track phonics tutoring for identified children</li> </ul>	<p>impacts.</p> <p>Sound phonetic knowledge and reading fluency ensures full access to the curriculum for all pupils</p> <p>EEF identify that the impact of collaborative approaches on learning is consistently positive and appears to work well for all ages. When done well, collaborative learning has an impact of +5months</p>	
<p>E.</p> <ul style="list-style-type: none"> <li>• Daily phonics for targeted children.</li> <li>• Targeted Support Teacher to lead learning allowing staff to work with targeted children.</li> <li>• Targeted Support teacher to work with ARE maths.</li> <li>• Play therapy and Sensory circuit sessions for targeted children.</li> </ul>	<p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Synthetic phonics approaches have higher impacts.</p> <p>Sound phonetic knowledge and reading fluency ensures full access to the curriculum for all pupils</p> <p>EEF identify that the impact of collaborative approaches on learning is consistently positive and appears to work well for all ages. When done well, collaborative learning has an impact of +5months</p>	4,3,2

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>F</p> <ul style="list-style-type: none"> <li>• LGPS PP launch.</li> <li>• Enrichment opportunities during lunch time and after school.</li> <li>• Completion and implementation of whole school annual plotter identifying trips, visitors, enterprise and community</li> </ul>	<p>The Cultural Learning Alliance highlights work which champions the importance of transferred cultural capital in enabling children to be successful in school and in life. PPG children often have less opportunity to build cultural capital which in turn impacts on their attainment.</p> <p>The EEF identify that both targeted interventions and universal approaches for behaviour have positive overall effects (+ 4 months). Schools</p>	6,7,8

<p>link</p> <ul style="list-style-type: none"> <li>• Targeted nurture provision with Inclusion Assistant and play therapist.</li> <li>• Completion of sensory garden through enterprise activities.</li> <li>• Exposing children to a variety of careers related activities to raise aspiration.</li> <li>• Provide leadership opportunities for children e.g. whole school ambassadors, class champions, sport leaders.</li> <li>• Development of outdoor playground.</li> <li>• Half termly whole school well being afternoons.</li> <li>• Personalised bespoke well being strategies for identified. E.g. well being hub, gardening, breathing, walk and talk, mindfulness colouring, lego etc.</li> </ul>	<p>should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p>	
<p>G.</p> <p>Attendance lead to monitor attendance on a weekly basis, identify concerns and swiftly intervene where appropriate and liaise with external agencies</p> <p>Targeted support plans for children parents of persistent absentees</p> <p>Promote attendance in school through different initiatives.</p>	<p>Research from the DfE points to an irrefutable link between high attendance and attainment.</p> <p>They state that Pupils with <b>no absence</b> are 1.3 times more likely to achieve age related expectations or above, and 3.1 times more likely to achieve greater depth, than pupils that missed 10-15% of all sessions</p> <p>Research into Improving Attendance in School Serving Deprived Areas identified that regular school attendance and educational attainment are inextricably linked. Regular attendance ensures that pupils get the best possible outcomes from their period in compulsory education</p>	<p>9</p>

**Total budgeted cost: £**

## 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.

The pupil premium strategy produce in 2020 was the first year of a 3 year strategy.

#### Outcome

**Ensure that all children, including disadvantaged children, are receiving a consistently high-quality provision in phonics across the school.**

#### Review of Impact

- Due to COVID-19 children were grouped within in their year groups which meant that although they are placed in ability groups, groups were larger than normal and there was a wider range of ability in each group compared to when children were grouped from reception to Year 2 as what would be normal practice.
- Y1 children were tested regularly. Children in Year 2 were formally tested in November using a past paper and those that did not pass were tested again at the end of the year. Regular assessments were undertaken throughout the year and additional bespoke targeted support was provided for identified children.
- Differentiated writing activities were incorporated into every lesson.
- Planning was completed by the teachers (using introduced phonics non-negotiables ensuring coherence, progression and pace) to ensure consistency and provided to the group leaders.
- Templates and new guidance were provided on expectations around planning – including the use of technology and games.
- Every time the children are tested, they also completed the RWI assessment, which helped identify the children by what colour band they working on and what their gaps were
- New staff were given the opportunity to observe several members of staff to help with their development and had staff watch them to help critique how to improve further
- Targeted support was reviewed every time the children were tested.
- Introduction of Fresh Start for children in KS2 who did not pass their phonics screen in KS1.
- Phonics Lead conducted regular learning snapshots and swiftly responded to any identified need.

#### Year 1- 81% (National 82%)

The targeted number of children to pass was 81% % The strategies have positively impacted on outcomes in what proved to be another challenging year.

#### Year 2- 32% (8/25) (National 56%) 8 children out of the 25 were not targeted to pass.

This year group has been vulnerable from entry in reception- 7EAL, 4EHCP, 11 Sp and L, 4 EHA and 10 pupils with significant vulnerability- CP, LAC and in receipt of a social worker. Despite this vulnerability and all the strategies put in place, the expected number of children to pass was below target. This will be a focus year group moving forward.

#### Outcome

**Ensure that all children, including disadvantaged children, are receiving a consistently high-quality provision in reading.**

## Review of Impact

Reading has been a major focus through the academic year and a variety of strategies have been implemented and further embedded throughout the year:

:

- Book review worm- class and whole school
- Daily Class read
- Author of the Term throughout the school, using a range of authors and poets from different backgrounds
- Quality and fiction and non-fiction books in classrooms
- Y5 Scunthorpe United reading programme
- Weekly reading tweet
- 4 or more reading prizes
- Challenging texts for each year group purchased
- Reading comprehension skills taught daily following non-negotiable timetable of activities.
- Targeted support for identified children- phonics, precision teaching
- Priority readers.

Year Group	All Children		PPG Children		2019 DV outcomes	
	Target	End of Year outcome	Target	End of Year Outcome	DV National	Non DV National
Year 1	72%	41%	62%	60%	62%	78%
Year 2	67%	51%	56%	32%	62%	78%
Year 3	60%	76%	61%	61%	62%	78%
Year 4	79%	87%	67%	69%	62%	78%
Year 5	70%	76%	52%	60%	62%	78%
Year 6	73%	85%	76%	76%	62%	78%

## Outcome

**Effectively use technology to deliver our ambitious curriculum to all children, including PPG pupils, both in school and remotely.**

## Review of Impact

In school support and additional parental guidance proved invaluable in supporting children to engage with virtual learning.

The school was positively mentioned in the local newspaper for our virtual provision:

*'The on-line lessons have been fantastic. They have provided many sessions regarding positive mental health. They respond so quickly to any questions and issues and genuinely care about every single child. I can't thank them enough'.*

*'On-line lessons very day, set lessons over morning and afternoon, always a teacher on-line if your child is stuck with work. Makes the children happy seeing their friends and teachers faces on-line'.*

Swift transition to remote learning during lockdown three, resulting in children in school and those at home being taught simultaneously and experiencing the same quality first teaching. A broad and balanced curriculum was delivered during lockdown 3.

43 number of pupils were supported with electronic devices- laptops and ipads, of these 31/43 were PPG

children. A further 5 PPG children were provided with devices but they failed to engage with them. Tight monitoring of engagement for children working at home- daily text message and follow up phone calls for children not engaging.

At the start of lockdown 71% of pupils were engaging virtually and 61% of these were PPG children. By the end of lockdown 82% of pupils were engaging virtually and 74% of these were PPG children. The highest performing year group during this period was Y4 with 95% engagement and the lowest was Y2 with 69% engagement.

## **Outcome**

### **Maintain progress and outcomes in EYFS for all children including PPG children**

#### **Review of Impact**

- Staggered transition and baseline assessment gave the children more time to establish positive relationships with staff and learn the routines and expectations of school
- Target support groups identified following the baseline assessment, so gaps were immediately being acted upon-
- Swift identification of Speech and Language issues and 11 referrals made
- PPG targeted and support is in place based on need. These children are always spoken to first by an adult for a chat about their morning or their day, they have their books marked first, if they are involved in targeted support groups they are taken first, activities around the classroom are planned based on their interests to engage them in learning, they read to an adult twice a week, when working in small adult led groups they are supported/challenged first, additional snack and milk are available.
- In school assessment is being used to log barriers and identify next steps for all children where applicable.
- 3 EAL children and they are in receipt of weekly EMTAS support. Once a week for half an hour in Autumn term and Summer term.
- In Reception phonics teaching started once all the children were in full time, they are grouped according to need and are assessed termly.
- Phonics books are used in the lessons and the children enjoy using these and it shows their journey through phonics.
- Phonics started in nursery Spring 2.
- Sticky knowledge mats have helped to nail down the vocabulary we want the children to learn and the level of language has improved
- OneNote has been utilised to cut down workload and provide high quality visuals for the children.
- 2 reading comprehension activities a half term are completed on key texts using the reading companions.
- Author of the term has been introduced which exposed the children to different genres and authors.
- Martin Harvey writing scheme has been used since Autumn 2 and the children have much improved pencil grip.
- As an Early Adopter of the new EYFS framework we have put an increased emphasis on deepening the knowledge of the children instead of moving through the age bands as before. This is supported and links with whole school strategies such as the reading companions which increased focus on vocabulary and story structure, Jigsaw, with an increased focus on self-regulation and executive function and Martin Harvey which builds fine motor skills and language.
- Maths planning has also changed in line with the new curriculum there has been an increased focus on numbers to 10 and the composition, formation and representing these numbers.
- During the academic year, the children were exposed to a variety of targeted support strategies such as number formation and recognition support, reading support for the identified more able pupils, speech therapy and play therapy.

Of the children who did not make GLD (20 children), x10 (17%) missed out getting GLD due to literacy, maths or both only. There are several reasons as to why these children fell short : poor attendance- generally and during lockdown, imports from Spring term , significant vulnerabilities in home life and lack of parental support. 60% of the children who missed GLD by not achieving literacy, maths or both were PPG children and if we hadn't been in our third lockdown it is felt that these 6 children would have achieved GLD.

	Comm & Lang	PSED	Phys Dev	Literacy	Maths	Und World	Art & Design	All Areas
<b>Cohort</b>	86%	84%	93%	67%	71%	83%	91%	66%
<b>Boys</b>	87%	83%	91%	70%	78%	83%	83%	70%
<b>Girls</b>	86%	86%	94%	66%	66%	83%	97%	63%
<b>DV</b>	78%	78%	83%	26%	50%	78%	83%	44%
<b>Non DV</b>	90%	88%	98%	75%	80%	85%	95%	75%
<b>SEND</b>	86%	84%	93%	67%	70%	82%	91%	65%
<b>Non SEND</b>	89%	87%	94%	69%	72%	85%	91%	67%

### Outcome

Ensure that all children, including the significant number of disadvantaged pupils in year 5, make accelerated progress to achieve their aspirational targets and develop positive learning behaviours

### Review of Impact

Many strategies were deployed in year 5 to support them throughout the year:

- Bespoke weekly reading groups
- Bespoke weekly maths groups

Each group was 60 minutes long and the children were grouped across 6 groups which consisted of the Headteacher, Deputy Headteacher, the two year 6 teachers and the year 5 teachers.

- Attitudes to learning trackers were introduced and the children who met the designated threshold were awarded with a weekly treat.
- Children were assigned mentor groups and met with these mentors, as a group (5 children) on a weekly basis.
- Tight and rigorous pupil progress meetings ensured all children were grouped according to need following assessments.
- Targeted support groups took place throughout the year focusing on different areas of need.
- Year 5 pupils were identified and attended Scunthorpe Study United Reading Stars – of which 65% of the children were PPG children.
- Reading – 7 children who were targeted to be ARE did not make it and 6/7 were PPG children. 3/7 of these children had challenges with their attitudes to learning despite the best efforts by all involved. All of these children had bespoke behaviour plans in place during the course of the year.
- In writing, 13 children who were targeted to be ARE did not make it and 9/13 were PPG children. Analysis showed that key grammatical features were not being used enough independently and the teaching and application of writing during the school closure in the Spring term impacted on

the independent application of writing.

- In maths, 14 children who were targeted to be ARE did not make it and 8/14 were PPG children. 4/8 PPG children had challenges with their attitudes to learning despite the best efforts by all involved. All of these children had bespoke behaviour plans in place during the course of the year. Timetables and written methods are identified areas of concern.

	Whole Cohort			PPG Children		
	Target	ARE+	GDS	Target	ARE+	GDS
<b>Reading</b>	70%	76%	35%	52%	60%	18%
<b>Writing</b>	80-68%	59%	14%	56%	44%	12%
<b>Maths</b>	80-70%	58%	18%	56%	43%	9%
<b>RWM</b>	80-65%	47%	5%	52%	36%	0%

### Outcome

**Ensure that all children, including disadvantaged children, in year 6 maximise their learning potential in maths, writing and combined.**

### Review of Impact

- Multiple, small, targeted support groups including Maths and Reading.
- Weekly arithmetic tests following a focused 40 minute pre-teach.
- Planned and carried out groups which suit the children's needs. For example, in Maths, we've had a basic arithmetic group focussing on the first 20 questions in an arithmetic test, another arithmetic group focussing on the more challenging arithmetic (e.g. FDP and long division), a reasoning group focussing on the four operations (35+ in arithmetic) and a reasoning group focussing on more challenging reasoning.
- Exposed the children to a variety of text lengths and text types.
- Differentiated all the questions to suit the children's needs.
- Moved the children into focussed groups with children of similar ability.
- Continued with weekly immersive reading using a high-quality text.
- Differentiated success criteria for writing.
- Increased the number of assessed writing pieces
- Range of high-quality texts to support the children's writing which has included the class text or bespoke teacher model texts.
- As well as a focus on RWM, we have also maintained a high level and a broad and balanced curriculum.

All of the strategies identified had a positive impact on all of the outcomes.

	ARE - cohort				GDS – cohort				PPG Children			
	R	W	M	RWM	R	W	M	RWM	R	W	M	RWM
<b>Target</b>	64-81%	66-83%	63-86%	61-78%	14-27%	12-22%	14-29%	10-22%	76%	86%	85%	70%
<b>End of Year</b>	85%	77%	80%	73%	34%	22%	25%	41%	76%	70%	65%	60%

### Outcome

**Raise aspirations and provision of opportunities for all children, including PPG children, by promoting opportunities within and beyond the local community**

### Review of Impact

Due to Covid-19 this area of strategy was heavily impacted by the government restrictions still in place so we were unable to go on educational visits, engage in sporting events, have visitors into school, have parents/carers into school or develop community links.

Despite the restrictions we endeavoured to provide children with a variety of experiences throughout the academic year including, engagement in charity events e.g. CIN, RND, Genes for Jean, MacMillan Coffee morning and Food Bank collection, continued link with the local church, virtual productions e.g. whole school Christmas production, Harvest festival, Easter festival, end of Y6 production and leavers service, whole school virtual Pantomime.

Well-being had a high focus- drop down days/afternoons, after lockdown 3 sunflower and make a cup of tea kits sent home, introduction of whole school breathing techniques, start of work on the sensory garden, interschool virtual sports competition

### Outcome

Ensure that enhanced approaches to dealing with attendance and punctuality are consistently executed with a targeted focus on improving attendance and punctuality of disadvantaged pupils.

### Review of Impact

- Attendance is reviewed on a weekly basis – whole school level, class level and individual level.
- Persistent absence is set at 7% which helps identify children who are on the verge of persistent absence.
- Any child whose attendance is highlighted as a concern follow the schools policy with informing parents through letters and subsequent action plans.
- Attendance is promoted in school through different initiatives:
  - Weekly class attendance award
  - Weekly 100% stickers for children
  - Half termly attendance certificates (gold, silver and bronze)
  - Termly attendance certificates
  - End of year 100% award
  - End of year attendance certificates.
- Weekly attendance updated on to the school website.

- Attendance leaflet and supporting information are sent to parents if necessary.
- Attendance is broadly in line with national (96%) at 94.9% and this has shown a slight decline over the last 3 years falling from 95.7%. This attendance is an increase of 1.2% on last years whole school attendance which was 93.7%. However, the figure this year has been impacted by tighter control over punctuality and a decrease in the time by which pupils are categorised as late after the register has closed. This accounts for 0.5% of all absence.

Persistent absence is above national (8.2%) at 14.2% but is an improvement of 6.5% on last academic year which was 20.7%.

## 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*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.*