

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	Biscovey Nursery and Infants Academy
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	35 FSM 1 service
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022/2022-2023/2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Vicky French
Pupil premium lead	Chanel Sanders
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47385
Recovery premium funding allocation this academic year	£5075
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	£52460

Part A: Pupil premium strategy plan

Statement of intent

At Biscovey Nursery and Infants Academy our aim is for all pupils to have equal opportunities to succeed. Our intent is for the teaching and learning at Biscovey is to support children to reach their full potential, regardless of socio-economic background.

Our pupil premium strategy plan outlines how we aim to support children's communication and language development and social and emotional well-being to enable children to learn. Furthermore, our strategy highlights how we plan for children to meet age related expectations across reading, writing and maths through a tiered approach. We focus on teaching, targeted academic support and wider strategies with an aim to support our children and the community. As a school we strive for all children to have enriched learning opportunities across a broad and balanced curriculum. As a result of high-quality teaching, we aim for our children to know more and remember more.

The key principles of our plan are that:

- children are supported in their early reading development, delivering and monitoring the teaching of phonics, through the use of a systematic phonics program.*
- children are given rich opportunities to develop early language and communication skills through high-quality teaching.*
- children are experiencing high-quality teaching across the curriculum*
- metacognition and self-regulation strategies are embedded to enable children to become well-rounded and reflective learners.*
- relationships between home and school are strong and families feel supported.*

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language Development Based on data children enter the setting working below age related expectations. Ensuring children are targeted through high-quality wave one teaching, targeted interventions and speech and language therapy is key to enable all children to make progress.
2	Social and Emotional Well-being of pupils and families

	The school location deprivation indicator was in quintile 4 (more deprived) of all schools. With this in mind, we are aware of the need in our area and of the support that our children and families need with their social and emotional well-being.
3	Supporting recovery as a result of school closures. Pupils have been absent from school for long periods due the school closures linked to COVID19. Children's progress and attainment has been affected as a result of the pandemic. To support recovery metacognition and feedback strategies will be used to support high-quality wave one teaching and to close the gap.
4	Reading development Across the school reading is a current area for development, this has been highlighted on the School Development Plan. We know that we need to increase the % of children meeting EXS+ for reading at the end of Key Stage One. We aim to continually develop our phonics teaching to ensure we are at least in line or better than national averages for the year one PSC.
5	Mathematical development In our data for maths, at the end of KS1 the percentage of disadvantaged pupils achieving GDS is below national averages.

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
<ul style="list-style-type: none"> ➤ Children will be able to communicate verbally and non-verbally confidently. In addition, children will be able to express their wants and needs in an appropriate way. ➤ Children will show secure understanding of language and communication and will be able to work in collaborative groups supporting each other making their thinking explicit through discussion. In addition, the TIS approach will enable pupils to develop confident language skills to express their needs. ➤ Pupils will be able to apply their reading strategies within lessons. 	<p>Children leaving EYFS will meet ARE for Communication and Language.</p> <p>Outcomes for children across all of the curriculum will reflect high quality wave one teaching that enables pupils to develop valuable language and communication skills, incorporating the metacognition and self-regulation approach.</p> <p>Talk for Writing will be delivered through Storytelling. An approach designed by Pie Corbett which allows pupils to learn and internalise language through the act of storytelling. We aim for this strategy to support children to achieve broadly in line with national averages for writing.</p>

<ul style="list-style-type: none"> ➤ Pupils will be developing emotionally to become confident self - assured learners. ➤ Pupils will be confident and able to self - regulate their behaviour, this will enable them to be equipped with the emotional tools to access wave one teaching. ➤ Pupils will have access to emotionally available adults that are special to them 	<p>At the end of Reception the percentage of children at the expected level for Personal, Social and Emotional Development will be in line with the national average.</p> <p>Pupils will be supported across the school using a whole school Trauma Informed (TIS) Approach (Whole school staff training, including individual practitioners). Targeted children will be supported to meet their emotional needs.</p>
<ul style="list-style-type: none"> ➤ Teaching strategies will allow children to develop their own metacognitive skills. ➤ Learners will be aware of their own strengths and weaknesses. 	<p>Teaching strategies will support pupils to be broadly in line with or exceed national averages for Reading, Writing, Maths.</p>
<ul style="list-style-type: none"> ➤ Frequent reading of all children working below the expected level will help support and underpin their learning. ➤ This will enable them to access quality wave one teaching and learning materials more effectively and with confidence. 	<p>The percentage of children passing the phonics screening test will be in line with national average.</p> <p>All pupils will be broadly in line with national averages for reading.</p> <p>RWI data will show that children are meeting their target group at the expected time to ensure that they are keeping up with the phonics program.</p>

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: £31986

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching of phonics through a systematic phonics program: Read Write Inc.</p> <p><i>Desired Outcome:</i></p> <ul style="list-style-type: none"> ➤ To continue to improve the phonic skills of all pupils to help them access all areas of the curriculum. ➤ For % of children to pass the phonics screening check at the end of year one to be atleast in line with national average. <p>Pupil assessment will take place termly and at the point of pupil need. In addition, regular staff observations and training will occur to provide targeted support.</p> <p>The program is overseen by a program manager who supports staff daily in the delivery as necessary. Regular phonic assessment enables pupils / staff are supported as required. In addition, regular CPD is delivered with updates to the teaching and delivery of the program.</p> <p>Staff (including new staff) will receive paid-for training to deliver Read Write Inc teaching effectively. The teaching and learning in Read Write Inc will continue to be monitored rigorously and additional intervention will be used in class to support progress for identified children.</p>	<p><i>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. (EEF 2018)</i></p> <p>RWI is a proven approach and in school evidence of the program has identified that the program is highly effective, any extra intervention needed is a continuation of the RWI program. In addition, continual monitoring also enables pupils to be identified immediately, RWI teachers can ask for an assessment to be conducted at any point if they feel a child has progressed or dipped. Furthermore, RWI trained class TAs' can deliver quick snapshot intervention in class as necessary.</p>	1 and 4
<p>High-quality mathematics teaching</p> <p><i>Desired Outcome:</i></p>	<p><i>Metacognition and mastery have been shown to have the greatest impact on</i></p>	3,5

<ul style="list-style-type: none"> ➤ To improve pupil mathematical attainment. ➤ To increase % of children meeting GDS, including disadvantaged children. <p>Development of high quality staff CPD as part of the maths lead accredited programme through NCETM and CODE maths hub.</p> <p>Embedding the use of Maths Sense and the delivery of CPD for all staff to further improve the teaching of mathematics.</p> <p>CPD will incorporate the development of metacognition skills and maths mastery to develop quality wave one teaching.</p> <p>Promotion of Numbots in EYFS and KS1 and Times Table Rock Stars in year 2. Pupils are able to access the apps both in school and at home, developing home school links and engaging parents in the children's learning of maths. Children are motivated to earn certificates and in app rewards which are celebrated in school.</p>	<p><i>outcomes for disadvantaged pupils and are low cost.(EEF 2019)</i></p>	
<p>Talk for Writing Desired Outcome:</p> <ul style="list-style-type: none"> ➤ A consistent approach to the teaching of Talk for Writing. <p>High expectations for learners result in good outcomes for children- a higher % of children meet GDS for writing.</p> <p>Staff Inset to train teachers on the effective delivery of Talk for Writing. Regular learning walks and professional dialogue to support staff in embedding the approach within their classrooms.</p> <p>Cold tasks and end of unit outcomes will show progression in writing from starting points.</p>	<p><i>The talk for writing approach naturally fosters a strong element of metacognition which the EEF has found supports pupils in making an average of 7 months progress.</i></p>	<p>1,3</p>
<p>Metacognition and Feedback Strategies used to support high-quality Wave One Teaching.</p> <p>Lesson observations and monitoring will focus on quality wave one teaching which enables pupils to develop valuable language</p>	<p><i>Research identifies that metacognitive approaches have a positive effect on pupil learning adding an additional seven months progress (EEF 2018).</i></p> <p><i>The EEF states that where feedback is used at it's best it has the potential to</i></p>	<p>2,3,4,5</p>

<p>and communication skills, incorporating the metacognition and self-regulation approach.</p> <p>Teacher training will embed metacognition approaches and focus on high-quality feedback. Followed by close monitoring and evaluation to assess the impact.</p> <p>Talk for Writing approaches will support metacognition strategies.</p> <p>Number sense maths will be embedded as a tool to support mathematical development. Training will focus on metacognition strategies to support the delivery of maths. "I do, we do, you do" strategy to be embedded.</p>	<p><i>add 8 months to a child's progress. The costs of providing more effective feedback are not high. However, it is likely to require sustained professional development to improve practice, and this includes active inquiry and evaluation. (EEF 2018)</i></p>	
---	---	--

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

Budgeted cost: £14677

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Frequent Reading for disadvantaged children and those working below ARE</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ <i>To develop a love of reading and improve academic outcomes in phonics and reading as a result.</i> <p>Whole school reading program where disadvantaged pupils are listened to daily ensuring that pupils experience a variety of strategies, for example, inferring meaning from context; summarise or identifying key points, develop questioning strategies.</p> <p>Those children working below ARE and disadvantaged children will be targeted to make progress through frequent reading.</p> <p>Clear pupil lists will state / highlight the number of times a pupil needs to be heard read. Clear recording of</p>	<p><i>The DFE (2010) advocates intensive support for reading, suggesting it is highly beneficial to disadvantaged pupils and the EEF (2018) claims it can have an additional six month's progress.</i></p>	<p>3,4</p>

<p>pupil reading outcomes / points for development.</p> <p>RWI provides daily opportunities to focus on phonological development and the development of reading fluency. Children are assessed and taught in groups that target their next steps.</p>		
<p>Communication and Language Development</p> <p>Quality wave one teaching which enables pupils to develop valuable language and communication skills, incorporating the metacognition and self-regulation approach.</p> <p>Talk for Writing will be delivered through Storytelling. An approach designed by Pie Corbett which allows pupils to learn and internalise language through the act of storytelling.</p> <p>Children will be supported to develop high-quality early language and communication through interventions including fully trained staff delivering BLAST program in Nursery and fully trained staff delivering the NELI program in Reception. These interventions will need to be measured through the use of linked assessments in order to measure impact.</p>	<p><i>In research studies; children who received the NELI programme made the equivalent of three additional months' progress in language skills, on average, compared to children who did not receive NELI. This result has a very high security rating. (EEF 2020)</i></p>	1
<p>Social and Emotional Support.</p> <p>Pupils will be supported across the school using a whole school Trauma Informed (TIS) Approach (Whole school staff training, including individual practitioners).</p> <p>Pupils will have individual plans in place to support their learning.</p> <p>Whole class provision maps will be in place to outline support for all children's social and emotional development.</p> <p>Designated trained TIS practitioners will help support pupils and staff individually, as required, to enable that individual pupil need is met.</p> <p>Pupils will have access to resources and specialised activities to enable</p>	<p><i>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year. (EEF 2020)</i></p>	2,3

them to access quality wave one teaching.		
---	--	--

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

Budgeted cost: **£5795.63**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental Engagement</p> <p><i>Desired Outcome:</i></p> <ul style="list-style-type: none"> ➤ Home/ school relations will be strong. ➤ Parents will feel supported by the school. ➤ Those families in need will be supported and receive support from external agencies. <p>Strong relationships between home and school will be established. Lead teacher of inclusion to work with parents to establish strong relationships.</p> <p>Where appropriate, workshops will be used to support parents with learning beyond school.</p> <p>It is important that parents have a shared understanding of the need for continued support at home with home learning. Parents will be encouraged to support their child with daily reading, phonics support and Numbots/ Times Tables Rockstars.</p>	<p><i>Parental engagement in early years education is consistently associated with children's subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year. (EEF 2019)</i></p>	2
<p>Improving Attendance</p> <p><i>Desired Outcome:</i></p> <ul style="list-style-type: none"> ➤ Pupils will access their full-time educational entitlement. 	<p><i>"For all age groups, well-designed school communications with parents can be effective for improving attainment and a range of other outcomes, such as attendance. Regular attendance is linked to improved academic attainment." (EEF:2018)</i></p>	3

<p>➤ Attendance will be good amongst all pupils including disadvantaged.</p> <p>Through monitoring of attendance and development of home/ school relations we aim to improve attendance of disadvantaged and non-disadvantaged pupils.</p> <p>With the support of the attendance of the Attendance Officer and the Trust EWO:</p> <p>Good attendance will be promoted, and absence reduced, including persistent absence, this will be monitored by the attendance officer / welfare team.</p> <p>Early patterns of absenteeism will be acted upon effectively.</p> <p>Effective morning procedures will ensure that pupils are punctual to their lessons.</p> <p>Pupils' welfare will always be paramount and safeguarded.</p> <p>We will strive to have strong partnership with families and the wider community.</p> <p>Pupils will be accessing quality wave one teaching consistently ensuring that they can reach the best possible academic outcomes.</p>		
<p>Provide enriching learning experiences for all through the delivery of a broad and balanced curriculum.</p> <p><i>Desired outcome:</i></p> <p>➤ To teach an ambitious, broad and</p>	<p>The EEF evaluates the effectiveness of different approaches linked to cultural capital:</p>	<p>1,3</p>

<p>balanced curriculum that meets the needs of all learners, including disadvantaged, promoting cultural capital.</p> <p>➤ To provide an aspirational curriculum which goes beyond the national curriculum and ensures that all children know more and remember more.</p> <p>➤ Disadvantaged children are supported to be able to attend paid for visits.</p> <p>All children will experience high-quality learning with the delivery of a broad and balanced curriculum.</p> <p>A broad and balanced curriculum has been mapped and will be delivered to ensure that children's learning enables for them to revisit and build upon previously taught knowledge skills in a progressive manner.</p> <p>All children will be provided with equal opportunities to engage in new experiences and enriching activities to support teaching. This will include visits, visiting experts and enhancements to teaching.</p> <p>All children, including disadvantaged children, will be included in all learning experiences to ensure that they have equal opportunities.</p>	<table><tr><td>Arts Participation</td><td><div><div>+2</div><div>£ £ £ £ £</div><div>Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ</div></div><div>Low impact for low cost, based on moderate evidence</div></td></tr><tr><td>Homework (Primary)</td><td><div><div>+2</div><div>£ £ £ £ £</div><div>Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ</div></div><div>Low impact for very low cost, based on moderate evidence</div></td></tr><tr><td>Sports Participation</td><td><div><div>+2</div><div>£ £ £ £ £</div><div>Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ</div></div><div>Low impact for moderate cost, based on limited evidence</div></td></tr><tr><td>Outdoor Adventure</td><td><div><div>+4</div><div>£ £ £ £ £</div><div>Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ</div></div><div>Moderate impact for moderate cost, based on limited evidence</div></td></tr></table>	Arts Participation	<div><div>+2</div><div>£ £ £ £ £</div><div>Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ</div></div> <div>Low impact for low cost, based on moderate evidence</div>	Homework (Primary)	<div><div>+2</div><div>£ £ £ £ £</div><div>Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ</div></div> <div>Low impact for very low cost, based on moderate evidence</div>	Sports Participation	<div><div>+2</div><div>£ £ £ £ £</div><div>Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ</div></div> <div>Low impact for moderate cost, based on limited evidence</div>	Outdoor Adventure	<div><div>+4</div><div>£ £ £ £ £</div><div>Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ</div></div> <div>Moderate impact for moderate cost, based on limited evidence</div>	
Arts Participation	<div><div>+2</div><div>£ £ £ £ £</div><div>Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ</div></div> <div>Low impact for low cost, based on moderate evidence</div>									
Homework (Primary)	<div><div>+2</div><div>£ £ £ £ £</div><div>Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ</div></div> <div>Low impact for very low cost, based on moderate evidence</div>									
Sports Participation	<div><div>+2</div><div>£ £ £ £ £</div><div>Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ</div></div> <div>Low impact for moderate cost, based on limited evidence</div>									
Outdoor Adventure	<div><div>+4</div><div>£ £ £ £ £</div><div>Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ</div></div> <div>Moderate impact for moderate cost, based on limited evidence</div>									

Total budgeted cost: £52460

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.

- To improve language skills for all pupils.
- Improve Language and Communication to help aid and support children's learning in the present and the future. This will have a positive impact on their future life chances.
- Language and Communication intervention BLAST was delivered in the Autumn term in Nursery. We have used this previously with progress evident for children. We will continue to monitor the impact of the program ensuring start and end data. Next year data assessments will need to be completed at the start and end of the program to be able to provide measurable data.
- The earlier starting age proves beneficial to all pupils but particularly, disadvantaged, it enables pupils who may not necessarily have the chance to access a quality learning provision, do so. In addition, it also positive in creating early home school links to help create and build upon positive home school relations. We will need to continue to promote the Nursery and our 2 year old provision to increase the numbers of pupils and disadvantaged pupils starting at the setting.
- Both Reception teaching assistants and selected teachers have received the NELI training. Due to COVID19 and the effect that this has had on time, the program has not yet been delivered. We will now implement the program in Autumn 2021, measuring it's effectiveness.
- Talk for Writing has been reintroduced as a whole school approach to the teaching of literacy. CPD has been delivered to all teaching staff to support successful implementation. Monitoring will continue into the next academic year with further training for staff.

Writing Data 2020/2021

Disadvantaged outcomes 2021

Year 1

Disadvantaged - Year 1 Writing					
Nat Av.		Whole Year Group			
			Aut	Spr	Sum
PKS		PKS	30%	25%	31%
WTS	27%	WTS	10%	67%	23%
EXS +	73%	EXS	60%	8%	46%
GDS	17%	GDS	0%	0%	0%

Year 2

Disadvantaged Year 2 Writing					
Nat Av.		Whole Year Group			
			Aut	Spr	Sum
PKS		PKS	5%	5%	4%
WTS	27%	WTS	35%	32%	30%
EXS +	73%	EXS	60%	64%	61%
GDS	17%	GDS	0%	0%	0%

Whole cohort outcomes

Year 1

Year 1 Writing					
Nat Av.		Whole Year Group			
			Aut	Spr	Sum
PKS		PKS	11%	13%	14%
WTS	31%	WTS	22%	42%	22%
EXS +	69%	EXS	49% (67%)	35% (45%)	49% (65%)
GDS	15%	GDS	18%	10%	14%

Year 2

Year 2 Writing					
Nat Av.		Whole Year Group			
			Aut	Spr	Sum
PKS		PKS	2%	2%	2%
WTS	31%	WTS	27%	32%	28%
EXS +	69%	EXS	54% (71%)	54% (64%)	55% (70%)
GDS	15%	GDS	17%	12%	15%

- Support Pupils' Emotional and Social behaviour to enable them to access quality wave one teaching.
- Pupils who have three or more barriers to accessing quality wave one teaching.
- Due to COVID19 and staffing constraints TIS support has been more challenging than previous years. We have tried to support children during lockdown; however, this has proved a challenge. For younger children the return to school after lockdown has been smooth. However, staff are conscious of the possible social and emotional impact that the pandemic has had on the children.
- Ongoing, motional assessments have been used to support planning for children's social and emotional needs in class. A recovery curriculum was implemented, focusing upon children's return to school and the need for a focus on children SEMH needs.

Going forwards, we now need to ensure that focussed time is given to those children who have three or more barriers to accessing learning and those who have SEMH needs. This will need to be through more individualised plans in small group or 1:1 situation.

- To continue to improve the phonic skills of all pupils to help them access all areas of the curriculum.
- Daily reading of all disadvantaged pupils to help support and underpin their learning. This will enable them to access quality wave one teaching and learning materials more effectively and with confidence.
- The program was previously rolled out over two years, to ensure its development an RWI specialist staff member was employed to ensure that momentum was upheld across the school. Subsequently, the role of RWI lead has now moved to a member of the SLT.
- Monitoring of standards of the teaching and delivery of RWI has been upheld, despite some alterations due to COVID19. This year the RWI program has been used within Year groups to work in line with Covid-19 approaches to maintaining children in 'bubbles' as much as possible.
- Children have continued to be assessed half-termly to enable focused teaching at their level, supporting progress.

RWI data 2020/2021 for all children:

Reception

Reception	No. Children	Group A	Group B	Group C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp.	At/+ expected
Baseline	57	100%													100%
Autumn half term	57	26%	19%	19%	35%										74%
End of Autumn term	58	12%	5%	16%	29%	21%	5%	10%	2%						83%
Spring half term															
End of Spring term															
Summer half term	55	5%	2%	4%	11%	11%	11%	29%	4%	2%	20%		2%		67%
End of Summer term	55	4%	2%	2%	11%	5%	2%	20%	27%	2%	22%	2%		2%	76%

End of Reception Year EXS+ 76%

Year 1

Year 1	No. Children	Group A	Group B	Group C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp.	At/+ expected
Baseline	56			14%		34%	2%	32%	18%						52%
Autumn half term	54					20%		28%	26%	26%					80%
End of Autumn term	55					11%	4%	5%	20%	22%	24%	15%			80%
Spring half term															
End of Spring term															
Summer half term	53					2%	2%	9%	8%	6%	26%	26%	21%		74%
End of Summer term	50					2%	2%	8%	8%	4%	26%	24%	18%	8%	50%

End of Y1 EXS+ 50%

Year 2

Year 2	No. Children	Group A	Group B	Group C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp.	At/+ expected
Baseline	61					15%				30%	30%	18%	8%		26%
Autumn half term	62					6%	2%	2%		8%	42%	15%	26%		40%
End of Autumn term	63						5%	3%	2%	6%	30%	13%	29%	13%	41%
Spring half term															
End of Spring term															
Summer half term	63					2%		2%	10%	2%	11%	21%	19%	35%	35%
End of Summer term	54							2%	2%	4%	13%	13%	26%	41%	41%

End of Y2 EXS+ 41%

Y2 PSC delivered in December 2021 – 86%

Y1 mock PSC July 2021 – 78%

- Daily reading has supported children to make progress in reading. Reading focus will be continued to ensure that pupils are targeted effectively. However, ongoing monitoring will be continuing to ensure that reading remains a high priority focus. This will be conducted through staff meetings, learning walks and monitoring visits.
- Parental engagement strategies will be used to highlight the importance of supporting children's reading at home. This will be through shared success stories on the newsletter, parent meetings and parent workshops.

Disadvantaged Reading outcomes:

Year 1

Disadvantaged - Year 1 Reading					
Nat Av.		Whole Year Group			
			Aut	Spr	Sum
PKS		PKS	30%	25%	23%
WTS	22 %	WTS	10%	17%	15.4 %
EXS +	78 %	EXS	50% (60%)	50% (58%)	54% (62%)
GDS	28 %	GDS	10%	8%	8%

Year 2

Disadvantaged Year 2 Reading					
Nat Av.		Whole Year Group			
			Aut	Spr	Sum
PKS		PKS	5%	5%	4%
WTS	22 %	WTS	40%	36%	35 %
EXS +	78 %	EXS	40% (55%)	41% (59%)	44% (57%)
GDS	28 %	GDS	15%	18%	13 %

Whole cohort reading outcomes:

Year 1

Year 2

Year 1 Reading					
Nat Av.		Whole Year Group			
			Aut	Spr	Sum
PKS		PKS	9%	12%	9%
WTS	25%	WTS	18%	20%	18%
EXS+	75%	EXS	49%	46%	49%
		EXS+	(73%)	(68%)	(74%)
GDS	25%	GDS	24%	22%	22%

Year 2 Reading					
Nat Av.		Whole Year Group			
			Aut	Spr	Sum
PKS		PKS	2%	5%	
WTS	25%	WTS	32%	30%	
EXS+	75%	EXS	41%	35%	
		EXS+	(66%)	(65%)	(63%)
GDS	25%	GDS	25%	30%	

- To improve pupil mathematical attainment.
- To improve maths skills for WTS disadvantaged pupils
- Numbots and Times Table Rockstars have continued to be used at home, this has been encouraged through a sticker chart reward system.
- On reflection, the One billion app (12 week programme implemented 4-5 times per week) proved to be too costly. Moving forwards, we plan to continue to focus on the quality of teaching of mathematics and training to improve outcomes for maths. This will be a focus to support outcomes for disadvantaged children this year.

Disadvantaged Maths outcomes

Year 1

Disadvantaged - Year 1 Maths					
Nat Av.		Whole Year Group			
			Aut	Spr	Sum
PKS		PKS	30%	25%	31%
WTS	21%	WTS	10%	17%	15%
EXS+	79%	EXS	60%	50%	46%
			(58%)	(54%)	(54%)
GDS	24%	GDS	0%	8%	8%

Year 2

Disadvantaged Year 2 Maths					
Nat Av.		Whole Year Group			
			Aut	Spr	Sum
PKS		PKS	5%	5%	4%
WTS	21%	WTS	15%	5%	13%
EXS+	76%	EXS	70%	77%	70%
			(80%)	(86%)	(79%)
GDS	22%	GDS	10%	14%	9%

Whole cohort maths outcomes

Year 1

Year 1 Maths					
Nat Av.		Whole Year Group			
			Aut	Spr	Sum
PKS		PKS	9%	11%	9%
WTS	24%	WTS	16%	20%	22%
EXS+	76%	EXS	55%	52%	55%
		EXS+	(75%)	(69%)	(69%)
GDS	22%	GDS	20%	17%	13%

Year 2

Year 2 Maths					
		Whole Year Group			
			Aut	Spr	Sum
PKS		PKS	3%	5%	2%
WTS		WTS	22%	13%	21%
EXS+	76%	EXS	51%	60%	53%
			(75%)	(82%)	(77%)
GDS	22%	GDS	24%	22%	24%

- To improve parental engagement to ensure pupils can access quality wave one teaching, where all people believe that their child can achieve the highest results possible.
- Improve attendance of disadvantaged and non-disadvantaged pupils.
- Support Vulnerable pupils to ensure that they can effectively access education.

- Parental engagement and relations have been strengthened throughout this year as a result of COVID19 school closures. Communication between home and school targeted all parents. Additionally, disadvantaged families were supported through regular contact.
- In this year's parent questionnaire 96% of parents felt that the school had supported them effectively with home learning. With one parent saying:
"I Can't thank the school enough for the continuous help and support that has been given."
 Whilst another parent stated: *"Excellent communications and the school cares for my child's overall wellbeing not just her grades."*
- With support and communication from teachers disadvantaged children's engagement increased from 43% in the first week of closure in January to 73% in the 3rd week of closure.
- Additional support was provided to vulnerable pupils during school closures through the following methods:
 - The most vulnerable pupils were invited to attend school as part of our key worker/ vulnerable provision
 - Laptops/ ICT were given to those in need to enable access to home learning
 - Regular phone call check ins were conducted by class teachers
 - Paper copies of work were prepared and delivered to those families who were unable to access learning electronically
- Attendance monitoring and high expectations for all for attendance have had a positive impact on attendance. COVID19 school closures and procedures have impacted on attendance data. Taking aside COVID coding our persistent absences have fallen from 14.8% (2017/2018) to approximately 5.23% (6 July 2021)
- Meetings with parents take place if their child's attendance is below the level deemed acceptable roughly: 85% (Aut term), 90% (Spr Term), 92% (Sum term). Expectations for future attendance has been shared during these meetings.
- Parental workshops have been delivered to support Communication and Language Development, the attendance for these was poor. Next year these will need to be promoted in a more effective way.
- During the next academic year the aim is to sustain positive relations with parents and support our most vulnerable families. This will be achieved by ensuring open communication with parents and through the support of Parent Support Advisor, Safeguarding and Welfare Team and Pastoral Lead.