

PUPIL PREMIUM REVIEW (PUPIL PREMIUM ALLOCATION, APRIL 2021)

ALLOCATED FUNDING 2021

The total pupil premium funding allocated to the school in April 2021 was awarded to provide additional support for 19 'Ever 6' pupils. Two Year 6 pupils moved on to secondary school at the end of the 2020 - 21 academic year. 2 pupils made an in-year transfer to Charlbury School and are not included in the data. 15 funded pupils are still on roll.

WHAT WAS THE IMPACT OF PUPIL PREMIUM EXPENDITURE OVER THE PREVIOUS YEAR? (2021 PUPIL PREMIUM FUNDING)

Identified Aims for the 2021 Pupil Premium Grant	Intervention	Cost	Success Criteria	Outcomes (April 2022)
<p>Continue to improve readiness to learn by addressing social, mental and emotional health and wellbeing needs.</p>	<p>Provision of professional support (Families Worker, SNA, Educational Psychologist etc.) to support parents and pupils, including:</p> <ul style="list-style-type: none"> • Family support with parenting and establishing routines • Supporting families to achieve EHA/TAF priorities • Play therapy for disadvantaged pupils in need of emotional and mental health support • Support to help pupils develop self-esteem, e.g. through learning how to make friends or trying something new • Support to overcome difficulties with attendance or remote learning • Provision of a home/school link • Additional SNA involvement • Educational Psychologist 	<p>£12,734</p>	<ul style="list-style-type: none"> • High levels of engagement will show that disadvantaged pupils are ready to learn • Families will feel supported to achieve EHA/TAF priorities • Pupils will report improved levels of self-esteem • Pupils will tell us that they feel happy at school • Pupils will actively engage with learning • Attendance of disadvantaged pupils will improve • Disadvantaged pupils will be able to access remote learning • Any underlying difficulties (e.g. learning difficulties or mental health needs) will be diagnosed by supporting professionals and effective plans will be put into place to offer support 	<ul style="list-style-type: none"> • Lesson observations show that disadvantaged pupils are engaged with learning. • Families are well supported by the Family Support Worker. • Discussions with pupils show that the majority of disadvantaged children are happy at school. • During the Autumn Term, the Disadvantaged attendance figure was 87%. In the Spring Term it was 91%. Improvements are gradual and further work is required. • Lap top provision is in place for remote learning. • Professional support is ongoing.

Identified Aims for the 2021 Pupil Premium Grant	Intervention	Cost	Success Criteria	Outcomes (April 2022)
Address language development needs in FS and KS1 and extend the vocabulary of identified pupils.	<ul style="list-style-type: none"> Teaching assistant to deliver the Spirals programme and support language and vocabulary development programmes for identified disadvantaged pupils in EYFS and KS1. NELI 	£4,491	<ul style="list-style-type: none"> Renfrew Test entry and exit scores will show improvement. 	<ul style="list-style-type: none"> Targeted pupils have made steady progress against the objectives.
Continue to create positive attitudes to learning and improve the aspirations of disadvantaged pupils by increasing their engagement with the wider curriculum.	<ul style="list-style-type: none"> Provision of funded places at Breakfast and After School Clubs. Financial support with educational visits, including residential trips (Lulworth Cove Residential and PGL Residential) 	£5,020	<ul style="list-style-type: none"> Records will show that disadvantaged pupils have participated fully in activities that enrich the wider curriculum (e.g. trips, clubs etc.). 	<ul style="list-style-type: none"> Provision has been in place for all disadvantaged pupils to participate fully. Some parents are reluctant to let their children participate in activities away from home but parental confidence is growing, with more children now engaging with extra-curricular provision.
Accelerate the progress of disadvantaged pupils in Early Reading and Writing.	<ul style="list-style-type: none"> TA to free up teacher for Quality First Phonics and Early Reading and Writing sessions for pupils coming from low starting points on entry and disadvantaged pupils attaining below age-related expectations due to the disruption of the pandemic. TA Provision. 	£2,015	<ul style="list-style-type: none"> Interactive learning diaries and work scrutiny will show that KS1 disadvantaged pupils are making at least expected progress from their starting points. 	<ul style="list-style-type: none"> Progress is good from very low starting points. Further work is needed to bridge the attainment gap. Smaller steps of progress are being made in writing.
Accelerate the progress of disadvantaged pupils in Mathematics.	<ul style="list-style-type: none"> TA to free up teacher for Quality First Mathematics sessions for KS1 disadvantaged pupils attaining below age-related expectations due to the disruption of the pandemic. TA Provision. 	£2,015	<ul style="list-style-type: none"> Interactive learning diaries and work scrutiny will show that KS1 disadvantaged pupils are making at least expected progress from their starting points. 	Disadvantaged pupils at KS1 made expected progress in Mathematics, from their starting points.
Total expenditure		£26,275*		

*£720 supplement from school budget

ACHIEVEMENT OF DISADVANTAGED PUPILS CURRENTLY ON ROLL, WHO RECEIVED THE PUPIL PREMIUM GRANT IN THE 2021 - 2022 FINANCIAL YEAR

Historically, disadvantaged KS2 pupils have made progress that is broadly in line with the national average for non-disadvantaged pupils. Pupils in this group make stronger progress in Reading than in Writing and Maths. Due to the small size of this pupil group, comparisons with national data cannot be considered to be reliable. Pre-Covid, the percentage of disadvantaged pupils achieving the expected level in Reading, Writing and Maths Combined at the end of KS2 was broadly in line with the national average. Trends over time show that pupils' progress accelerates as they move through the school so that their levels of progress and attainment generally come into line with national expectations by the end of KS2. Slower beginnings provide an obstacle to pupils achieving at a higher level by the end of KS2. This is because of the need for support to help pupils overcome numerous barriers (often in relation to social difficulties and mental health) before they are ready to learn.

Despite targeted support, post-pandemic recovery has been slower for pupils from the Disadvantaged group. Several of these families have needed a higher level of intervention to return to pre-pandemic attendance levels, as a result of increased anxiety. Children in this group have shown significantly lower levels of school readiness (including behaviour for learning) and language development.

Five pupils who received the Pupil Premium Grant in the 2021 - 2022 financial year are on the SEND register (4 pupils with ASD and 1 pupil with dyslexia); this includes one Year 6 boy, a boy and a girl in Year 4, a Year 3 boy and a Year 2 boy.

SCHOOL-BASED TEACHER ASSESSMENT - PROGRESS SINCE LAST KEY STAGE

Disadvantaged pupils making expected progress or above, based on individual starting points:

- Reading - 82%
- Writing - 53%
- Maths - 76%

Disadvantaged pupils making above expected progress, based on individual starting points:

- Reading - 18%
- Writing - 0%
- Maths - 0%

READING PROGRESS OVER TIME BASED ON SCHOOL DATA

Year Group	Below Expected	Expected	Above Expected
Y7 (2021 Leavers)	0/2	1/2	1/2
Y6	0/4	3/4	1/4
Y5	0/1	1/1	0/1
Y4	2/5	3/5	0/5
Y3	1/3	2/3	0/3
Y2	0/2	1/2	1/2
Y1	NA	NA	NA
Total	3/17	11/17	3/17

WRITING PROGRESS OVER TIME BASED ON SCHOOL DATA

Year Group	Below Expected	Expected	Above Expected
Y7 (2021 Leavers)	0/2	2/2	0/2
Y6	1/4	3/4	0/4
Y5	0/1	1/1	0/1
Y4	3/5	2/5	0/5
Y3	2/3	1/3	0/3
Y2	2/2	0/2	0/2

Year Group	Below Expected	Expected	Above Expected
Y1	NA	NA	NA
Total	8/17	9/17	0/17

MATHS PROGRESS OVER TIME BASED ON SCHOOL DATA

Year Group	Below Expected	Expected	Above Expected
Y7 (2021 Leavers)	1/2	1/2	0/2
Y6	1/4	3/4	0/4
Y5	0/1	1/1	0/1
Y4	1/5	4/5	0/5
Y3	1/3	2/3	0/3
Y2	0/2	2/2	0/2
Y1	NA	NA	NA
Total	4/17	13/17	0/17

KS2 PERCENTAGE OF DISADVANTAGED PUPILS WORKING AT THE EXPECTED LEVEL OR ABOVE IN READING, WRITING AND MATHS - NATIONAL MEASURES (Testing and national benchmarking were not available in 2020 and 2021 due to the Covid pandemic)

KS2 Percentage of Disadvantaged Pupils Achieving the Expected Standard or Higher

	2016 4 Disadvantaged Pupils 1 pupil = 25%		2017 2 Disadvantaged Pupils 1 pupil = 50%		2018 1 Disadvantaged Pupil 1 pupil = 100%		2019 3 Disadvantaged Pupils 1 pupil = 33%		2020 4 Disadvantaged Pupils 1 pupil = 25%		2021 2 Disadvantaged Pupils 1 pupil = 50%		2022 4 Disadvantaged Pupils 1 pupil = 25%	
	School	National	School	National	School	National	School	National	School	National	School	National	School	National
RWM Comb.	75%	60%	50%	67%	100%	70%	67%	71%	Covid		Covid		75% TA	tbc
Reading	75%	72%	100%	77%	100%	80%	100%	78%					100% TA	tbc
Writing	100%	79%	100%	81%	100%	83%	67%	83%					75% TA	tbc
Maths	100%	76%	50%	80%	100%	83%	100%	84%					75% TA	tbc

KS2 PERCENTAGE OF DISADVANTAGED PUPILS ACHIEVING AT A HIGHER LEVEL

	2016 4 Disadvantaged Pupils 1 pupil = 25%		2017 2 Disadvantaged Pupils 1 pupil = 50%		2018 1 Disadvantaged Pupil 1 pupil = 100%		2019 3 Disadvantaged Pupils 1 pupil = 33%		2020 4 Disadvantaged Pupils 1 pupil = 25%		2021 2 Disadvantaged Pupils 1 pupil = 50%		2022 4 Disadvantaged Pupils 1 pupil = 25%	
	School	National	School	National	School	National	School	National	School	National	School	National	School	National
RWM Comb.	0%	7%	0%	11%	0%	12%	0%	13%	Covid		Covid		0% TA	tbc

	2016 4 Disadvantaged Pupils 1 pupil = 25%		2017 2 Disadvantaged Pupils 1 pupil = 50%		2018 1 Disadvantaged Pupil 1 pupil = 100%		2019 3 Disadvantaged Pupils 1 pupil = 33%		2020 4 Disadvantaged Pupils 1 pupil = 25%		2021 2 Disadvantaged Pupils 1 pupil = 50%		2022 4 Disadvantaged Pupils 1 pupil = 25%	
	School	National	School	National	School	National	School	National	School	National	School	National	School	National
Reading	50%	23%	100%	29%	0%	33%	0%	31%					0%	tbc
Writing	0%	18%	0%	21%	0%	24%	0%	24%					0%	tbc
Maths	0%	20%	0%	27%	0%	28%	0%	32%					0%	tbc