

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	All Cannings Primary School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	7.9% (13/165) including 1 service child. Reception 2021-22 not included (as at October 2021).
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 – detailed plan outlining the intent of successful strategies and related actions to be continued until 2024.
Date this statement was published	31 st October 2021
Date on which it will be reviewed	January, April and July 2022 (after data drops)
Statement authorised by	Richard Borman (Head)
Pupil premium lead	Polly Andrews
Governor / Trustee lead	Ruth Deadman (PP Link Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,725
Recovery premium funding allocation this academic year	£2000
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	£24,725

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

- To close the attainment gap between disadvantaged and non-disadvantaged pupils.
- All disadvantaged pupils to make or exceed nationally expected progress over the course of the 3-year strategy.
- Address non-academic barriers to attainment such as attendance, behaviour and emotional wellbeing. All PP children to have good attendance of >94%.
- Ensure that all disadvantaged pupils have opportunities to boost their cultural capital and engage in the wider curriculum.
- Ensure that PPG reaches the pupils who need it most.

How does your current pupil premium strategy plan work towards achieving those objectives?

At All Cannings, we believe in maximising the use of the pupil premium grant (PPG) and recovery premium by utilising a long-term strategy aligned to the school improvement plan (SIP). This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. When creating the PP strategy, we recognise the importance of considering the context of the school. We are using research conducted by the EEF and recognised literature to support decisions made around the usefulness and implementation of different strategies.

Overcoming barriers to learning is at the heart of our PPG use at All Cannings. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We also recognise that the challenges for PP pupils are varied and there is no 'one size fits all'.

At All Cannings, we fully recognise and understand the impact of the pandemic and appreciate that it has affected individuals – both directly and indirectly – in a variety of ways. We are determined to ensure that there is no long-term impact of Covid-19.

Whilst our strategy adopts the recommended EEF tiered approach, we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the school's and pupils' priorities change.

What are the key principles of your strategy plan?

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensure all children receive quality first teaching (QFT) in all subject areas.
- Promote an ethos of attainment for all rather than stereotyping.

- Close the attainment gap between disadvantaged pupils and their peers.
- Provide targeted academic support for pupils who are not making the expected progress.
- Address non-academic barriers to attainment such as attendance, behaviour and emotional wellbeing.
- Ensure that the PPG reaches the pupils who need it most.
- Make decisions informed by data and professional dialogue between senior leaders and class teachers.

Challenges

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

Challenge number	Detail of challenge
1	As at Autumn 1 data collection (October 2021), only 7% of PP children are working at age-related expectations (ARE) in Reading, Writing and Maths combined. This statistic takes into account one pupil in reception (who does not have EYFS data at this stage) and the data for one service child. This figure is in contrast to the 47% of non-PP pupils who attained at/above expected (combined). Historical data for Summer 2 2021 (end of 2020-21 academic year) shows that 21% of PP pupils attained at/above expected (combined for Reading, Writing and Maths) compared to 57% of their non-PP counterparts.
2	There is an attainment gap of 53% between PP and non-PP pupils for Reading and for Writing as at Autumn 1 (October 2021). The below figures take into account one service child and missing data (i.e. for EYFS intake – one child). 79% of PP pupils are working below ARE in Reading compared to 26% of their non-PP counterparts. 86% of PP pupils are working below ARE in Writing compared to 33% of their non-PP counterparts.
3a	Detrimental effect of Covid-19 (directly and indirectly) on pupils' educational outcomes. In support of this, DfE complete findings from the Autumn Term indicate that pupils from disadvantaged backgrounds experienced higher levels of academic loss than their non-disadvantaged counterparts. These findings are in line with a number of national studies.
3b	Pupils – particularly those who are PP – have had increased time out of school since the start of the pandemic. In 2019-20, the average total attendance for PP pupils was 82.79% compared with 83.83% for non-PP. In 2020-21, the average total attendance for PP pupils was 76.44 compared with 79.89% for non-PP. N.B. The above figures account for X codes registered as authorised absences, which includes Covid-19 related absences and Reception pupils when only attending school for half days.

3c	Staff observations suggest that behaviour of some PP pupils has a negative impact on their engagement and readiness to learn, which has been marked since Covid-19 and partial school closures.
4	Our observations indicate a marked lack of confidence, resilience and/or self-efficacy due to poor mental health and wellbeing. Teacher referrals for support have markedly increased during the pandemic.
5	During Autumn 1 (01.09.21 – 20.10.21), 43% of PP pupils had attendance of <95% and the average total attendances for PP pupils was 90.09% for this period. 35.71% of PP pupils had persistent absence. Our assessments and observations indicate that absenteeism is having a negative impact on disadvantaged pupils' progress.
6	Parental involvement with school learning (e.g. homework) is lacking where disadvantaged pupils are concerned.
7	Limited access to wider opportunities resulting in lower cultural capital.
8	Lack of quality technology at home, which is required to effectively support home learning.

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.

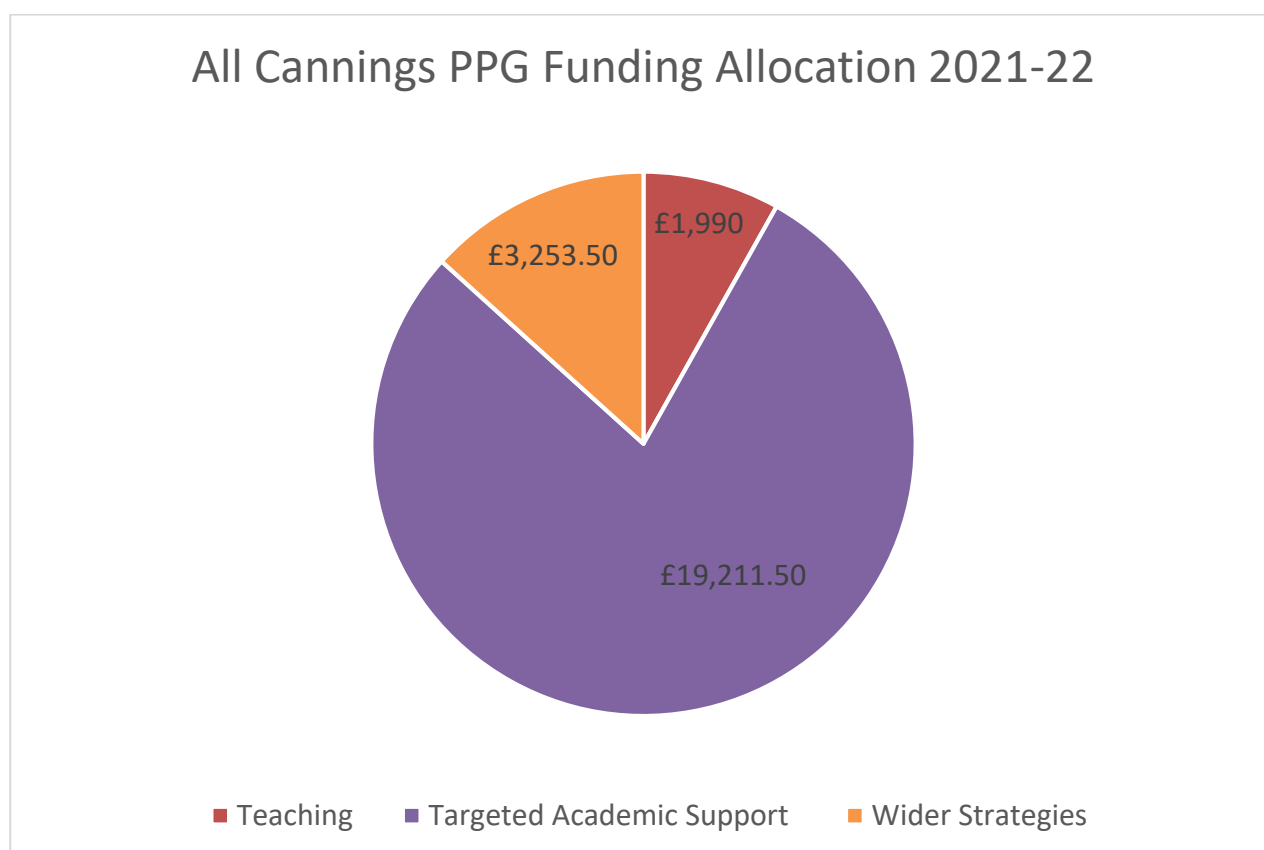
Intended outcome	Success criteria
Close the attainment gap between disadvantaged pupils and their peers by making greater than expected progress.	Teachers and TAs consistently use evidence-based interventions to close the gap between disadvantaged pupils and their non-disadvantaged counterparts. Whilst the expectation is that disadvantaged pupils will always make at least expected progress, those who are currently working below ARE will make better than expected progress over the course of the strategy plan. As a result, they will be working at ARE. All staff use Insight to track pupil progress and attainment (4 data drops per year). Pupil progress meetings,
Increase the percentage of disadvantaged pupils working at or above ARE in Reading, Writing and Maths from 7% to 29% this academic year (2021-22).	As above. Disadvantaged children who are already working at or above ARE will be challenged appropriately in order to extend their learning to achieve their full potential and potentially, to attain greater depth. Pupil Premium Lead meets with teachers each long term (3x a year) to discuss progress/attainment of targeted children and what interventions they are receiving.

	Pupils' progress and attainment continues to be closely tracked using Insight (4 data drops per year).
Establish Wandle phonics scheme within EYFS2 and KS1.	Disadvantaged pupils in Year 1 make at least expected progress in phonics. Pupil attainment assessed using end of Year 1 Phonics Screening.
Disadvantaged pupils use a wider range of age-appropriate vocabulary within both core and foundation subjects, including targeted words selected by teachers and explicitly taught in class. Effective strategies increase oracy skills of PP pupils in line with non-PP pupils.	In line with the 2021-22 SIP, disadvantaged pupils have exposure to and greater understanding of age-appropriate vocabulary across the curriculum. Targeted pupils accurately use specific vocabulary in class (i.e. discussions) and in their independent written work (e.g. essay / double-page spread).
Disadvantaged pupils make at least expected progress in Reading and Writing.	Pupils' progress tracked using Insight (4 data drops per year). CK (English lead) and PA (Disadvantaged Lead) monitor progress made by PP pupils and compare with non-PP counterparts. CK supports teaching staff with QFT and selecting most relevant and useful interventions to address gaps between PP and non-PP.
Address academic impact of Covid-19 for disadvantaged pupils, ensuring that any gaps in learning are closed.	Disadvantaged pupils demonstrate at least expected progress, which is tracked and reviewed at data collection points and at Pupil Progress meetings. In-year monitoring by PP Lead.
Disadvantaged pupils are ready to engage and maximise learning opportunities during the school day.	Pupils who struggle with their emotions, behaviour and/or social skills are given appropriate support, led by MD (SEND Manager). This includes Lunch Club and 1:1 support provided for targeted pupils. As a result, pupils demonstrate increased positive learning behaviours.
Enrichment opportunities provided for disadvantaged pupils in order to raise their cultural capital.	All PP children are provided with a broad and balanced curriculum through being fully involved in all wider opportunities organised by school. PP children achieve similar levels within their All Cannings Passports. Priorities for the All Cannings Passport will be reviewed by Pupil Premium Lead and Head on an annual basis. PSHE lessons will help pupils to understand the wider world and the part they play in their own global citizenship, as well as appreciation of other cultures and backgrounds.

Improve attendance and punctuality.	Attendance for PP children > 94%. Where this falls below 94%, home, school and other appropriate agencies will work together to achieve agreed targets leading to further improvements in attendance. PP Lead to monitor attendance regularly – once a term minimum (i.e. 6x year). PP Lead will report to HT those who are on the cusp of not having good or better attendance (94-100%). HT to contact families in these instances.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.



Pie chart to show funding allocation of Pupil Premium Grant (PPG) for 2021-22. These figures include Recovery Premium (£2000). Where possible, a breakdown of spending for each of the three tiers is provided in the tables below.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in staff meetings to focus on ways of ensuring QFT is highly effective for all pupils, including Pupil Premium. This should include deliberate strategies that target closing the gaps for PP pupils e.g. targeted questioning, additional verbal/written feedback, targeted live marking during lessons and strategic seating plans. Good attendance is also paramount so that pupils do not miss out on QFT. No direct/extra cost to school.	<i>‘Classroom teaching...is perhaps the most complex, the most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented’ (Shulman, 2004).</i> A review of over 200 studies concluded that great teaching is simply what leads to improved student progress (Coe et al., 2014). The potential effects may also be significant for pupils from disadvantaged backgrounds, with some studies suggesting they can gain an extra year’s worth of learning during a year with very effective teachers compared with less effective teachers (Sutton Trust, 2011). However, these studies don’t identify the characteristics that make up great teaching, but simply demonstrate that pupil progress varies for different teachers. +4 months	1,2,3a
Develop English skills and enthusiasm for reading and writing across the school. <i>The below activities contribute to improved teaching and learning across the English curriculum.</i> Incorporate use of blogging project – led by Pie Corbett – into school-wide approach to writing - no direct/extra cost directly to school.	<i>‘Books will soon be obsolete in the public schools. Scholars will be instructed through the eye. It is possible to teach every branch of human knowledge with the motion picture. Our school system will be completely changed inside of ten years’ (Thomas Edison, 1913).</i> Online blogging/radio: Major and Higgins (2019) report that some technologies have the potential to enable changes in teaching and learning habits. For example, they can be more motivating for pupils. Further, technology is said to be better at consolidating learning rather than introducing new concepts. +4 months	1,2,3a

Targeted children (including PP) participate in a radio project, split into key stages (EYFS/KS1, LKS2 and UKS2). This is an opportunity for developing oracy, writing skills and confidence. – no extra cost. Extend book group opportunities to all disadvantaged learners – no extra cost. Group of disadvantaged pupils visit Waterstones to choose new books for their class - £1200 (£200 per class). Author visit(s) and one book provided per pupil – budget of £500.	Book group: Major and Higgins (2019) report that pupil speaking and listening skills have been found to improve confidence, behaviour and social outcomes, as well as having a positive impact on attainment. Furthermore, taught comprehension strategies are said to improve pupils' confidence in reading, facilitate vocabulary development and provide access to the wider curriculum.	
CPD for Disadvantaged Lead: Local Authority Disadvantaged Lead network meetings x6 during 2021-22 academic year – £290	The Disadvantaged Lead is new to the role for academic year 2021-22 so will benefit from CPD relevant to this role. 'Making It Happen' – Pupil Premium Network Meeting (primary) will cover the following: Term 1 16 September 2021 - Leadership (roles and responsibilities DL Leaders and PPG Governors). Term 2 11 November 2021 - Monitoring & Evaluation. Term 3 13 January 2022 - Quality First Teaching. Term 4 10 March 2022 - Targeted Academic Support. Term 5 05 May 2022 – Attendance. Term 6 16 June 2022 - Leadership (impact and priorities for coming academic year).	1,2,5

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

Budgeted cost: £19,211.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils who are working below ARE receive targeted academic interventions. Teaching assistants play a significant role in delivering pre- and over-learning in-class interventions in addition to catch-up programme (recovery). Ensure that TAs are given appropriate CPD and are up-skilled in order to deliver interventions and the catch-up programme effectively. £2000 recovery premium contributes to the above costs.	The way in which TAs are deployed has a significant impact on pupils' learning (Blatchford et al., 2007). When TAs are trained and supported to provide intensive support either 1:1 or in small groups, they can make a difference in pupils' learning of up to 4 months over the course of the year (Sibieta et al., 2016). Primary schools are more effective at intensive support than secondary schools (Ofsted, 2009). This may be to do with greater flexibility in the timetable, or teachers' skills and knowledge about catch-up approaches. +1 month	1,2,3a
October 2021: Employ a part-time TA to provide targeted support teaching and learning, social and emotional support, and attitudes to learning. Cost: £4305.60	When TAs are trained and supported to provide intensive support either one-to-one or in small groups, they can make a difference to pupils' learning of up to four months over the course of the year (Sibieta et al., 2016). It may also be that for some pupils the support a TA provides is essential for their inclusion (Major and Higgins, 2019). +1 month One-to-one tuition is effective and can boost a pupil's capability and confidence (EEF, 2018c). +5 months	1,2,3c,4
SEND Manager works with targeted disadvantaged learners on a 1:1/small group basis. These sessions are adapted to meet the specific needs of the child (emotional / social / academic).	See above.	1,2,3a,3b,3c,4

Introduce and establish Nuffield Early Language Intervention (NELI) for Reception children to improve language and early literacy skills.	Robust evaluations found that NELI children made on average +3 months progress in language.	1,2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,523.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group music tuition for all PP children led by Music For Schools. Summer term. Cost: £350	More positive attitudes to learning and increased self-confidence and wellbeing have been reported with arts-based approaches (Secker et al., 2007). Major and Higgins, authors of the Sutton Trust EEF Teaching and Learning Toolkit, report that this is especially true for music, where learning to play an instrument is associated with better education attainment. Wider benefits such as more positive attitudes to learning and increased wellbeing have been reported (Catterall, 2012). In addition, some research demonstrates direct and indirect benefits from learning to play a musical instrument (Benz et al., 2016), such as in reading (Standley, 2008) and reasoning (Foregeard et al., 2008). +2 months	4,5,7
Breakfast and/or After School Club to improve attendance of targeted disadvantaged pupils. This wrap-around care will ensure that targeted pupils receive a nutritious breakfast in the morning to set them up for a day of learning. Cost: £877.50	50% (7/14) of our PP pupils across the school had an attendance of <96% between 01.09.21 and 20.10.21 (Term 1 2021). Missed sessions inhibit pupils' access to daily QFT and any interventions that they are receiving (on days of absence). +2 months Major and Higgins (2019) report that free universal breakfast before school or free meals at lunchtime can boost attainment. A recent EEF study of breakfast clubs produced an average of two months' extra progress during the academic year (EEF, 2018e). It was reported that merely attending the breakfast club made a difference to	3c,4,5

	pupils; a routine session before school was found to prepare pupils for learning before school starts.	
Disadvantaged pupils are subsidised for wider cultural enrichment activities, including educational trips (including residential visits). Cost towards Year 5/6 residential: £770 Cost towards Year 3/4 residential: £370 Cost towards other trips: £294 All Cannings Passport established for all pupils, particularly those who are PP / disadvantaged. Children and their families are able to participate in required activities (e.g. museum visits), with financial barriers removed. Cost towards All Cannings Passport: £250 Disadvantaged pupils have access to swimming lessons in line with non-disadvantaged peers. Cost towards swimming lessons: £112	Cultural capital affects educational inequality because children from privileged backgrounds tend to possess more cultural capital than their more privileged counterparts, which gives them an unfair advantage in the education system. Research findings from Breinholt and Jaeger (2020) suggest that cultural capital fosters skills in children that enhance educational performance.	7
Extend the use of effective home learning with identified families, including the effective use of technology.	Disadvantaged Lead to audit PP pupils' access to technology at home. Even in the aftermath of C-19 lockdowns, we are continuing to use Seesaw for setting homework and providing any relevant feedback. Some year groups are	8

In order to address any identified economic disadvantage concerning technology, the school loans appropriate devices to support pupils with their home learning. No cost	required to use the DoodleLearning App/website as part of their homework. Therefore, access to technology in the home is essential.	
Parents of disadvantaged learners engage with school events and the expectations of the school curriculum. November 2021 Reading Evening (led by Carolyn Kelly, English lead and Deputy Head) to engage and inform parents of the importance of reading and strategies to support their children with reading comprehension and vocabulary development at home. PP children selected as helpers and parents invited to attend. No cost	Major and Higgins report that taught comprehension strategies are said to improve pupils' confidence in reading, facilitate vocabulary development and provide access to the wider curriculum.	6
Cultural trip/event for PP chn and their families organised by school (2021-22). Cost: £500 towards event	Cultural capital affects educational inequality because children from privileged backgrounds tend to possess more cultural capital than their more privileged counterparts, which gives them an unfair advantage in the education system. Research findings from Breinholt and Jaeger (2020) suggest that cultural capital fosters skills in children that enhance educational performance.	7

Total budgeted cost: £24,725

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Our internal assessments during 2020/21 suggested that the progress of disadvantaged pupils was generally good, with many making accelerated progress over the course of the year. In Reading 88% made at least expected progress, with 44% making accelerated progress. In writing, 88% made at least expected progress, with 67% making accelerated progress. In maths, 78% made expected progress and 33% accelerated progress. Our assessment of the reasons for these outcomes points primarily to rigorous, targeted in school interventions for all 9 pupils, led by both teachers and TAs and matched to individual needs. These included 1:1 and small group sessions in school and bespoke home learning provision when pupils were unable to attend school due to Covid19 restrictions. In addition, disadvantaged pupils had additional contact with school during this time via phone calls to monitor wellbeing from key members of staff.

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 disadvantaged pupils. We used pupil premium funding to provide targeted interventions where required and are building on that approach with the activities detailed in this plan.

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
N/A	

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?	Spending was targeted to individual needs, covering provision of AGaT opportunities and 1:1 wellbeing & social/emotional/behaviour support with school SEND/Inclusion manager.
What was the impact of that spending on service pupil premium eligible pupils?	AGaT provision supported maintaining good progress during 2020-21 and Greater Depth attainment across all core subjects at end of KS2. Wellbeing etc support enabled pupils to manage feelings, emotions and behaviour more effectively, so that they were able to access learning and further develop relationships with peers.

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.

Reading Champions

Pupil premium pupils who are working below ARE will be allocated a Reading Champion, a volunteer who will support them through a focused, weekly reading session (15 minutes in length). Class teachers will liaise with designated Reading Champions to prep them as to which aspects of reading comprehension to focus on. Supported by their Reading Champion, the targeted children will also practise their reading fluency and expression.

Author Visit

On 29th September 2021, our Year 5/6 PP children joined other PP pupils from other MAT schools for a virtual author visit from Emma Carroll, author of *Secrets of a Sun King*. Pupils were all provided with a book written by the author.

Wider opportunities for sports participation

There will be opportunities for PP children to participate in various sports festivals over the course of the strategy plan. Priority given to disadvantaged pupils when allocating places for extra-curricular clubs that are oversubscribed.

Major and Higgins (2019) conclude that participation in sporting activities have a positive impact on pupils' health and wider outcomes such as better physical and mental health, improved attendance and improved social skills (e.g. teamwork).

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

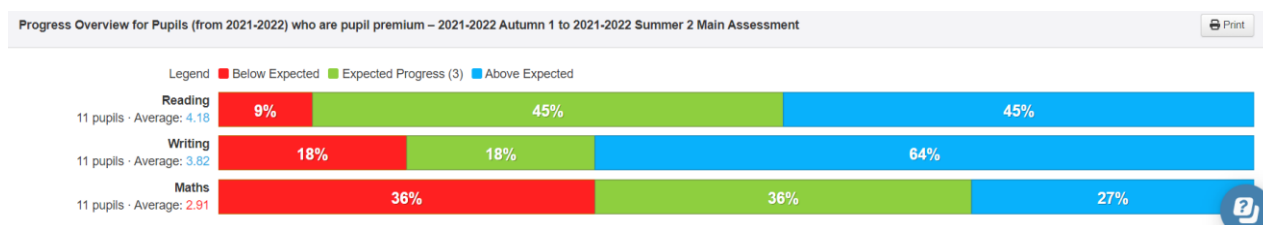
This details the impact that our pupil premium activity had on pupils in the **2021-22** academic year.

Review of the first year (2021-22) of the 2021-24 Pupil Premium Strategy Plan

We have completed the first year of our 3-year 2021-2024 strategy plan. Both our internal assessments and SATs scores during 2021-22 suggested that the progress of pupil premium pupils was good, with most pupils making at least expected progress, and some making accelerated progress over the course of the year.

Progress for Pupil Premium Pupils (including services children)

At time of writing, these figures are to the exclusion of any missing data and pupils in reception (i.e. Years 1-6 are accounted for), and represent data for Pupil Premium pupils (including services children). In reading, 90% made at least expected progress, with 45% making accelerated progress. This progress was measured using Insight data between Autumn 1 2021 and Summer 2 2022. In writing, 82% made at least expected progress, with 64% making accelerated progress. In maths, 63% made expected progress and 27% accelerated progress. Progress figures for 2021-22 have improved since 2020-21 (66% R, 56% W and 52% M at least expected). Our assessment of these outcomes points primarily to rigorous, targeted in school interventions, led by both teachers and TAs, that have been tailored to meet individual needs. These have included 1:1 and small group sessions in school, as well as Catch Up Club for targeted pupils in Years 5 and 6 (maths and SPaG). Four PP pupils have received targeted interventions led by Sarah Easton, a retired teacher (reading/SPaG focus).



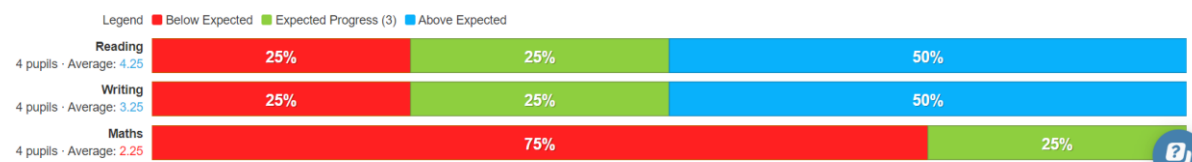
Progress for Disadvantaged Pupils (excluding services children)

Excluding services children, 89% of pupil premium pupils who are disadvantaged made at least expected progress in reading, 78% made at least expected progress in writing, and 55% in maths.



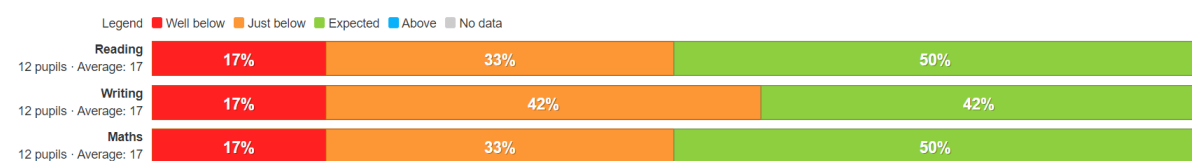
Progress for doubly disadvantaged pupils (disadvantaged and SEN)

Excluding services children, 75% of pupil premium pupils who are doubly disadvantaged (including SEN) made at least expected progress in reading, 75% made at least expected progress in writing, and 25% in maths.

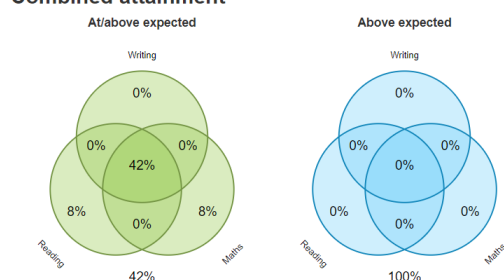


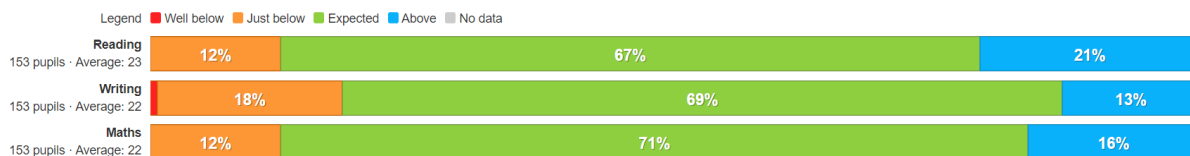
Attainment for Pupil Premium pupils (including services children)

Excluding missing data, 42% of PP pupils had expected combined attainment for reading, writing and maths and none of the pupils achieved above expected. According to Insight, 50% of PP pupils were working at expected level at Summer 2 2022, while 42% of these pupils were working at expected level for writing and 50% for maths. For their non-PP counterparts, expected combined attainment was 75% and above expected combined attainment was 8%. The attainment of PP pupils has improved, from 27% expected combined in 2020-21 to 42% in 2021-22.

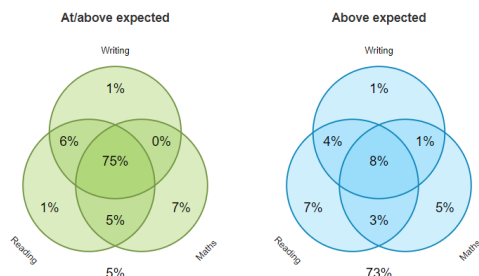


Combined attainment



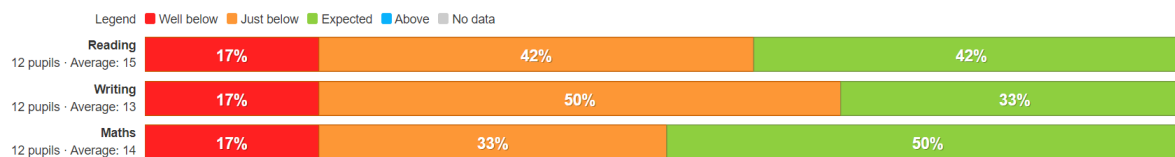


Combined attainment



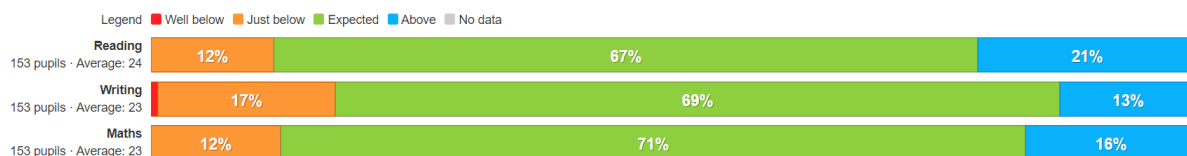
Attainment for Disadvantaged pupils (excluding services children)

Excluding services children, 33% of disadvantaged pupils achieved expected combined attainment. 42% were expected in reading, 33% in writing and 50% in maths. In contrast, 76% of non-disadvantaged pupils achieved expected or greater than expected combined attainment.

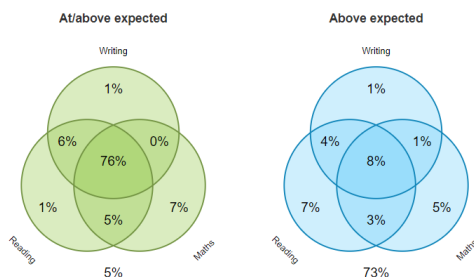


Combined attainment





Combined attainment



Attainment for doubly disadvantaged pupils (disadvantaged and SEN)

Of those pupils who are doubly disadvantaged, 25% had at/above expected combined attainment, compared with 38% of those who are disadvantaged without SEN.

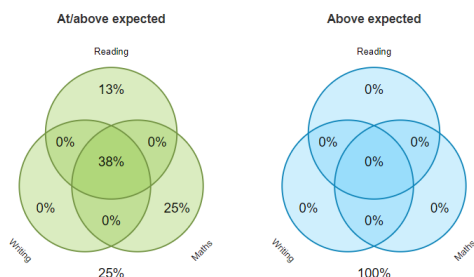


Combined attainment





Combined attainment



Attendance

Our assessments, observations and discussions with staff indicated that pupil behaviour, wellbeing and mental health – to an extent – continue to be impacted by the effects of Covid-19 lockdowns. This year, we have experienced a marked increase in both staff and pupil absences due to Covid-19. From 1st September 2021 – 22nd July 2022 PP pupils had a total average attendance of 88.20% compared to 94.77% for non-PP pupils. It must be noted that one pupil (Class 6) did not attend school from 16/12/21 up until 22/07/22 due to other authorised circumstances (code C on ScholarPack) – this has markedly skewed the attendance figures. The pupil worked from home; work was provided by the school and regular feedback was given. Excepting this pupil, data from Scholar Pack shows an average of 93.57% total attendance from 01/09/21 to 22/07/22.

Notes

Disadvantaged pupils have needed additional support from Michelle Draisey (SEND Manager) this year, which has increased costs and has meant that we had adjusted our spending so that she could spend more time with targeted disadvantaged pupils. Contributions for school trips and residential visits (including a 4 night stay in the Peak District) have also increased costs. In addition, we have also had to factor in the increased expense of wrap-around-care for disadvantaged pupils.

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
N/A	

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?	Spending was targeted to individual needs, covering provision of AGaT opportunities and 1:1 wellbeing & social/emotional/behaviour support with school SEND/Inclusion manager.
What was the impact of that spending on service pupil premium eligible pupils?	Wellbeing support enabled pupils to manage feelings, emotions and behaviour more effectively, so that they were able to access learning and further develop relationships with peers.

Further information (optional)

Reading Champions

Pupil premium pupils who are working below ARE are allocated a Reading Champion, a volunteer who supports them through a focused, weekly reading session (15 minutes in length). Class teachers liaise with designated Reading Champions to prep them as to which aspects of reading comprehension to focus on. Supported by their Reading Champion, the targeted children will also practise their reading fluency and expression.

Author Visit

On 29th September 2021, our Year 5/6 PP children joined other PP pupils from other MAT schools for a virtual author visit from Emma Carroll, author of *Secrets of a Sun King*. This was paid for by the MAT. Pupils were all provided with a book written by the author (funding using our PP budget). Teachers reported how exciting the children were to receive their books.

Wider opportunities for sports participation

There will be opportunities for PP children to participate in various sports festivals over the course of the strategy plan. Priority given to disadvantaged pupils when allocating places for extra-curricular clubs that are oversubscribed. This year, 6 of our PP pupils have been involved in sports events, including a KS1 Dance Festival.

Major and Higgins (2019) conclude that participation in sporting activities have a positive impact on pupils' health and wider outcomes such as better physical and mental health, improved attendance and improved social skills (e.g. teamwork).

Book Shop visit

On Tuesday 5th July, 7 of our PP pupils across the school visited Devizes Books, a local and independent book shop, where they helped the Disadvantaged Lead and the English SL to choose some new literature to help replenish class libraries. In addition, the children each chose a high quality book to take home and enjoy over the summer holiday. They also had the ownership to choose a book for each of the PP children who did not attend the visit. The children were very excited and enthusiastic when choosing books and looking around – some had never been to a book shop before! They reported that they couldn't wait to take their books home in time for the summer holiday. One of them mentioned that they didn't have a bookmark, so we have sourced some bookmarks for them to take home.