

Pupil premium strategy statement (Primary)**School overview 2020-21**

School name	Kingsmoor Academy
Pupils in school	290
Proportion of disadvantaged pupils	75/304 24%
Pupil premium allocation this academic year	£94,150
Academic year or years covered by statement	N-Y6
Publish date	07.09.20
Review date	14.12.20 Autumn 2 29.04.21 Spring 2 11.07.21 Summer 2 27.09.21 Final Review and Evaluation
Statement authorised by	Principal and Executive Principal
Pupil premium lead	Christine Demetriou
Governor lead	Melanie Scull

Disadvantaged pupils' performance - progress overview for last academic year 2019/20

Measure	Scaled Score	Score Value Added Progress (FFT TA)
Reading	103.9 103.4	+2.5 PP +2.7 Non-PP
Writing	102.8 103.2	+3.1 PP +4.5 Non-PP
Maths	104.4 103.1	+2.1 PP +1.3 Non-PP

Disadvantaged pupils' performance – attainment overview for last academic year 2019-20

Measure	Score (FFT TA)	Measure	Score (FFT TA)
Meeting expected standard at KS2 Combined	89% +36% VA	Met expected standards at KS1 Combined	
Meeting expected standard at KS2 Reading	89% +26% VA	Met expected standards at KS1 Reading	7/10
Meeting expected standard at KS2 Writing	89% +20% VA	Met expected standards at KS1 Writing	6/10
Meeting expected standard at KS2 Maths	89% + 19% VA	Met expected standards at KS1 Maths	6/10
Meeting expected standard at KS2 SPAG	89% +21% VA		
Achieving high standard at KS2 Combined	11% + 9% VA	Met high standards at KS1 Combined	
Achieving high standard at KS2 Reading	22% +7% VA	Met high standards at KS1 Reading	1/10
Achieving high standard at KS2 Writing	11% 3% VA	Met high standards at KS1 Writing	1/10
Achieving high standard at KS2 Maths	11% -7% VA	Met high standards at KS1 Maths	1/10
Achieving high standard at KS2 SPAG	11% -12% VA		

2020-21 Executive Summary

Identified Barriers	Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	
		Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
<p>Curriculum Content amendment as a result of Covid19</p> <p>KLI4</p>	<p>Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach.</p> <p>Children have the opportunity to engage in a broad and balanced knowledge rich curriculum.</p> <p>Children in Y2/3 who didn't sit the phonics screening resit in Y2 – pass the screening.</p>	<p>Use of digital platforms to set HL and projects</p> <p>CPD for quality first T&L</p> <p>Additional TA staffing in Y2/3 to support with content recovery from previous year</p>	<p>£3,000</p> <p>£3,000</p> <p>£8,006</p>	<p>White Rose recovery curriculum. Address gaps in learning by teaching previous year group objectives/content.</p> <p>Facilitate tutoring for personalised 1:1 sessions to bridge gaps due to school closure.</p> <p>Energiser program set a children individual ability level to re-visit taught content to support retention</p>	<p>£1,000</p> <p>£10,000</p> <p>£1,400</p>	<p>Focussed afterschool and before-school clubs</p> <p>Additional concrete learning materials such as Advanced CGP texts</p>	<p>£6,000</p> <p>£600</p>

<p>Low levels of language acquisition upon entry</p> <p>KL15</p>	<p>Increase the language base in children’s long term memory – closing the language gap between children in the top and bottom quartiles.</p> <p>Ascertain children’s language proficiency assessment upon entry.</p> <p>Maintain the high proportion of pupils passing the phonics screening.</p> <p>Increase progress over time by increasing the percentage of children achieving a positive progress score particularly in maths in Y6.</p>	<p>Smaller groupings for phonics in EYFS&KS1 using an additional staffing model</p> <p>Additional staff member to support smaller groupings</p> <p>Mentor to team teach in Aut1 with NQT to ensure a quality first teaching and learning approach is embedded.</p>	<p>Costed</p> <p>Costed</p>	<p>SLCN resources</p> <p>S&L interventions such as talk boost etc by S&L TA</p>	<p>Costed</p>	<p>School and classroom libraries updated to provide more genres and different text types.</p>	<p>Costed</p>
<p>Children entering Nursery are working below the national standard for reading, writing, speaking and Listening.</p> <p>KL15</p>	<p>To meet baseline expectations for reception of 30-50 secure/ 40-60 entering</p>	<p>Additional staffing model in EYFS to ensure smaller ratios enhancing quality first provision</p> <p>The Associate AP to lead in room from September.</p>	<p>N/A</p> <p>N/A</p>	<p>P3. S&L interventions such as Wellcomm, talk boost etc by S&L TA</p> <p>EYFS teacher to support Y1 transition following COVID time lost to ensure GLD</p>	<p>Costed</p> <p>Costed</p>	<p>Ensure local enrichment opportunities are utilised such as local pond and forest school area to ensure language</p>	<p>Costed</p>

				outcomes are secured during the Aut term.		opportunities are provided.	
Speech Language and Communication KLI8	Reduce the % of pupils receiving S&L support by the end of EYFS. Children with suspected language disorders, to be identified and receive targeted support no later than Spring 1 of Reception year.	QFT All staff to be trained in Word Aware. SENCO to facilitate training for QFT teaching strategies for all staff. NQT mentor to support speaking and listening opportunities within planning	£800 £200	S,L&Q resources P4:2 S&L interventions such as talk boost etc by S&L TA SALT Interventions by S&L Therapist	Costed Costed Free	Facilitate drama club, school shows and Kingsmoor got talent to give children out of classroom speaking an language opportunities	£2000
Attendance and PA KLI9	Whole school attendance to be inline if not better than national 96% + PA to decrease to be inline if not below national (10.9%), England (8.2%) Monitor punctuality, to ensure all children are in school and ready to learn on time. Continuously refine approaches to ensure pupils behave consistently	Teachers use PSHE sessions to support a positive view of school attendance and address barriers that children may be facing that impact upon their attendance. Children have the opportunity to engage in a broad	NA	Attendance officer to conduct late gates, support parent meetings and conduct home visits Attendance lead & deputy lead to promote and monitor whole school attendance through	Costed Costed	Rewards for improved attendance and 100% attendance. Enrol onto walk to school initiative and punctuality attendance.	Costed £500

	£14,806	£14,400	£9100
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0) if not better	May 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0) if not better	May 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0) if not better	May 2021
Phonics	Achieve national average expected standard in PSC if not better	June 2021
% of Children achieving GLD in EYFS	Increase the % of Children achieving GLD	June 2021
Other	Improve attendance of disadvantaged pupils to LA average if not national Reduce the PA of disadvantaged pupils in-line with LA if not national Ensure PSHE curriculum is implemented with new changes post Covid-19 to support Loss, Anxiety and worry.	July 2021

Teaching strategies for current academic year

Measure	Activity	Predicted cost
Priority 1: Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach.	P1. Use of digital platforms to set HL and projects on Purple mash, My maths, Timestable Rockstars, Classroom secrets (resources) White Rose and Spag.com. All can be used as intervention programs to supplement in-class teaching and for home learning.	£5,000

<p>Children have the opportunity to engage in a broad and balanced knowledge rich curriculum.</p> <p><i>Ensure spring/summer curriculum skills and knowledge gaps in reading, witing and maths, due to the academy clousure are identified, planned for and implemented for every pupil. (This would be supported through blended learning in the event if another closure) (KLI4)</i></p>	<p>P1:2 CPD for quality first T&L – Subject leads to support staff with planning and developing their schema of work to ensure the curriculum offing is broad and balanced. Leaders of learning to deliver subject knowledge CPD every half term. Mentor to team teach with NQT in the Autumn term to ensure a QFT model is embedded. EYFS Teacher to support a transition model in Y1 during the Autumn term.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/</p>	<p>£3,000</p>
<p>Priority 2: Ensure that the Mental and Physical health and well being of pupils are identified and are catered for following the academy closure (Covid-19) in order to improve outcomes for all pupils including disadvantaged.</p>	<p>P2.1 PSHE lead to train all staff in Mental health recovery curriculum for autumn 1st</p> <p>Mental health lead to go on mental health first aid course.</p> <p>Forest school leads to offer CPD to all staff to ensure children to become physically, mentally and emotionally healthier. As well as equip the children with the tools needed for adult life through increased communication, effectively working with peers and building up a feeling of independence. (Outdoor learning lead teacher)</p> <p>Order new books to support new units of mental health curriculum.</p>	
<p>Priority 3: To teach reading strategies and comprehension skills.</p>	<p>P3.1 Continue to subscribe to reading A-Z for all year groups.</p> <p>P3.2 English lead to train NQTs to ensure high quality of teaching and consistency with the rest of the school.</p>	<p>£5500 (Including photocopying cost)</p>

<p>Priority 4: To increase reading for pleasure and proficiency.</p>	<p>P4.1 Buy and embed use of Accelerated Reader across all year groups to increase reading for pleasure and proficiency.</p> <p>P4.2 Deliver CPD to all teaching staff to facilitate the implementation of Accelerated Reader.</p> <p>P4.3 Complete a pupil voice questionnaire (children to share reading preferences) and an audit for the school library to ensure it is stocked with a range of modern and classic texts that will enable staff to immerse children in the love and passion of literature.</p> <p>P4.4 English lead to Audit classroom book corner and order age related and a range of genres to ensure a variety of texts are available.</p>	<p><i>£15,000</i></p> <p><i>£300</i></p> <p><i>£2,000</i></p> <p><i>£5,000</i></p>
<p>Priority 5: Complete the implementation of the Maths mastery approach to mathematics, so that pupils fully understand important concepts.</p> <p>Continue to embed Maths mastery in EYFS, KS1 as well as year 3 and introduce and embed into year 4.</p> <p>To ensure challenge is provided for the more able learners. (KLI1)</p>	<p>P5.1 To continue subscription for White Rose maths and access to their premium resources</p> <p>P5.2 To continue subscription for classroom secrets to help provide resources that offer support and challenge (differentiation)</p> <p>P5.3 To continue subscription of Times table Rockstar's subscription to ensure accurate recall and fluency of all multiplication facts up to 12X12 by year 4.</p> <p>P5.4 Deliver CPD to all staff to ensure maths mastery is embedded and resources are best used to the children's needs.</p>	<p><i>£500</i></p> <p><i>£200</i></p> <p><i>£131</i></p> <p><i>£300</i></p>
<p>Priority 6: Whole school attendance to be inline if not better that national 96% +</p>	<p>P6.1 Teachers use PSH sessions to support a positive view of school attendance and address barriers that children may be facing that impact upon their attendance. Children have the opportunity to engage in a broad and balanced knowledge rich curriculum, which enthuases them to want to come to school. Staff will use Jigsaw to meet the social and</p>	<p>NA</p>

<p>PA to decrease to be inline if not below national (10.9%), England (8.2%)</p> <p>Improve punctuality, to ensure all children are in school and ready to learn on time.</p> <p>Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation; enabling pupils to maintain positive attitudes and commitment to their education.</p>	<p>emotional needs of children whilst addressing possible mental health issues that may lead to poor attendance.</p> <p>The SMSC lead will deliver whole school assemblies addressing issues that relate to social emotional and mental health issue that relate to poor attendance.</p> <p>P6.2 Attendance officer to work with families to overcome any barriers to coming to school and on time.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf</p>	
<p>Priority 7: Complete and implement the comprehensive plans/ schemes to improve the sequencing of knowledge and skills across the wider curriculum. (KLI2)</p>	<p>P7.1 Leaders of learning to be given time to create in depth planning to create a broad curriculum within enrichment opportunities encompassed.</p> <p>P7.2 Subsidise educational visits and visitors to ensure ALL children have an enrichment opportunities.</p>	<p>£2,000</p> <p>£5000</p>
<p>Barriers to learning addressed by priorities above</p>	<ul style="list-style-type: none"> • Low levels of language acquisition upon entry. • Children entering Nursery are working below the national standard for reading, writing, speaking and listening. • Speech Language and Communication • Low socio-economic demographic – limited Cultural Capital 	
<p>Projected cumulative spending</p>		<p>£43,931</p>

Phonics Strategies to ensure pupils reach the expected standard in phonics check at end of Y1

Measure	Activity	Predicted cost
<p>Priority 1: Children in Y2/3 who didn't sit the phonics screening test or the resit in Y1/2 – pass the screening.</p>	<p>P1. Use of digital platforms to set HL</p> <p>P1:2 CPD for quality first T&L</p> <p>P1:3 TA staffing in Y2/3 to support with phonics content recovery from previous year. This will ensure a small ratio enabling all children a greater proportion of small group teaching and 1:1 support.</p>	<p>£6,000</p> <p>£3,000</p> <p>£8,000</p>
<p>Priority 2: To ensure application of phonics is embedded.</p>	<p>P2:1 <i>Purchase phonics resources (CGP Books) to support application of phonics.</i></p> <p>P2.2 <i>To ensure CPD is provided for NQTs and any new staff to provide well planned lessons which are consistent within the school.</i></p>	<p>£225</p> <p>£300</p>
<p>Priority 3: Develop phonics intervention groups for support and challenge to ensure all children make accelerated progress.</p>	<p>P3.1 Phonics lead to support with planning of the intervention.</p> <p>P3.2 identify gaps in learning through assessment as a result of Covid-19</p> <p>P3.3 Employ intervention teacher to ensure 82% of children including disadvantage children pass the phonics screening.</p>	<p>£300</p> <p>£15,000</p>
<p>Barriers to learning address by priorities above</p>	<ul style="list-style-type: none"> • Curriculum Content amendment as a result of Covid19 • Low levels of language acquisition upon entry • Speech Language and Communication 	
<p>Projected cumulative spending</p>		<p>£ 32,825</p>

Targeted academic support for current academic year

Measure	Activity	Predicted cost
Priority 1: To ensure Speech and language is prioritised.	P1.1 To train all new staff on the assessment and intervention of Wellcomm in early years.	£200
	P1.2 Ensure all resources are photocopied and laminated for use.	£200
	P1.3 TA allocated to whole school Speech and language 1:1 interventions such as Talk boost, Elklan, Spring into speech and Leap into language.	£14,000
	Senco to revise SALT targets set by the S&L Therapist, to be delivered by S&L TA	£2000
Priority 2: Increase the language base in children's long term memory – closing the language gap between children in the top and bottom quartiles. Enabling children to draw upon the relevant 'schema' in their Long Term Memory.	P2.1 Train new staff in memory fix intervention.	£1,000
	P2.2 TA to administer memory fix intervention daily.	£2,600
Priority 3: Close gap with low attainers in English	P3.1 Train and monitor TA in interventions (5 minute box, toe by toe, Finger gym)	£1,000
	p.3.2 half termly moderation sessions held to analyse and discuss impact	£500
Priority 4: To ensure mental health is prioritised as a result of Covid-19	P4.1 Mental health lead to complete training regarding bereavement.	£1250
	P4.2 New bereavement intervention developed and administered by Mental Health lead	£3000

<p>Priority 5: Whole school attendance to be inline if not better than national 96% +</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%)</p> <p>Improve punctuality, to ensure all children are in school and ready to learn on time.</p> <p>Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation; enabling pupils to maintain positive attitudes and commitment to their education.</p>	<p>P4. Attendance office to conduct late gates, support parent meetings and conduct home visits. To take cases to prosecution and fining if necessary.</p> <p>P5:2 Attendance lead & deputy lead to promote and monitor whole school attendance through assemblies, displays and family support and rewards.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p>	<p>£3,000</p> <p>£3,000</p>
<p>Barriers to learning address by priorities above</p>	<ul style="list-style-type: none"> • Curriculum Content amendment as a result of Covid19 • Low levels of language acquisition upon entry • Children entering Nursery are working well below the national standard for reading, writing, speaking and listening • Speech Language and Communication • Attendance and PA • Low socio-economic demographic – limited Cultural Capital 	
<p>Projected cumulative spending</p>		<p>£31,750</p>

Wider strategies for current academic year

Measure	Activity	Predicted cost
<p>Priority 1: To ensure children with low socio-economic background are prioritised and financially supported.</p>	<p>P1. Subsidise focussed afterschool and breakfast club with the aim of at least 50% of PP children per club.</p> <p>P1:2 Subsidise educational visits and visitors to ensure ALL children have an enrichment opportunities.</p>	<p>£3000</p> <p>(Cost above)</p>
<p>Priority 2: Ensure NQTS are developed to continue a consistently high standard of teaching and learning.</p>	<p>P2.1. safeguard NQT time and ensure quality training is provided.</p> <p>P2.2 provide a mentor to facilitate weekly mentor meetings.</p>	<p>£5000</p>
<p>Priority 3: Whole school attendance to be inline if not better than national 96% +</p> <p>PA to decrease to be inline if not below national (10.9%), England (8.2%)</p> <p>Improve punctuality, to ensure all children are in school and ready to learn on time.</p> <p>Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-</p>	<p>P3.1 Rewards for improved attendance and 100% attendance. Certificates and pencils 96%.</p> <p>P3:2 Offer a subsidised Breakfast club to support both punctuality and attendance.</p>	<p>£400</p> <p>£1000</p>

regulation; enabling pupils to maintain positive attitudes and commitment to their education.		
<p>Priority 4: Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p>	<p>P4. Afterschool and lunch time clubs linked to enriching the curriculum and children's lives. Clubs to offer a broad and balanced view of enrichment from academic, to sports and creative.</p> <p>P4:2 Lunch Time clubs to engage in sports.</p> <p>P4:3 Improve Out of the classroom learning such as school trips and enrichment opportunities. Offering sports that may not appear on the traditional curriculum such as judo which is substituted for PP children.</p>	<p>£3000</p> <p>£3000</p> <p>£1500</p>
Barriers to learning address by priorities above	<ul style="list-style-type: none"> • New staff starting Kingsmoor • Attendance and PA • Low socio-economic demographic – limited Cultural Capital 	
Projected cumulative spending		£16,900

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development</p> <p>Engaging staff in pedagogy that will support their own CPD</p>	<p>Use of INSET days and additional cover being provided by senior leaders</p> <p>Signpost staff to relevant pedagogy that as an SLT team we engage with and implement with in school.</p>

	Cost of quality first CPD	Utilise the ATT Institute & the Apprenticeship Levey for CPD.
Targeted support	<p>Ensuring enough time for school leaders to support small groups including energiser, phonic and catch up group.</p> <p>Ensure interventions are purposeful and led by the appropriately trained members of staff</p> <p>Timetabling issues</p>	<p>The 75% of the SLT team do not have full class responsibility but all have a teaching commitment.</p> <p>SENCO to ensure all TA's are appropriately trained and equipped to facilitate high quality interventions.</p> <p>Recruit new member of staff to support speech and language groups.</p> <p>SL & MLs work together to create whole school and intervention timetables.</p>
Wider strategies	<p>Engaging the families facing most challenges</p> <p>Cost implications for families and the academy.</p>	<p>Work closely with parents to ensure barriers are identified and challenges supported.</p> <p>Utilise new digital platforms to support communication with parents following the COVID19 communication successes.</p> <p>Appoint a new parent governor.</p> <p>Utilise various avenues to income such as PP, SP and grants to subsidise enrichment opportunities for families</p> <p>Generate additional revenue for the academy through leadership expertise such as LA moderation etc.</p>

	<p>Enrichment lead having the time to monitor and improve this area of development.</p> <p>Ability to carry-out enrichment opportunities during the Autumn term due to COVID restrictions.</p>	<p>Principal to liaise with enrichment lead and deputy lead to ensure they have enough time and capacity to move this area forward.</p> <p>SLT to use government guidance to create logistical plans-fully risk assessed to ensure enrichment opportunities are created where possible.</p>
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Review: last year's aims and outcomes

Aim	Cost	Outcome	Evaluative Summary																																			
Progress in Reading	Energisers tuition £14,000 Reading A-Z £5500 (Including photocopying costs) Spag.com £100 Purple mash £500 Booster groups £10,000	Reading: +2.09 30,100	<p>During partial closure we used Spag.com and purple mash to support remote learning and online homework. Some money was re-routed from our booster group funds to order all pupils CGP books during the partial school closure.</p> <p>Booster group teacher was utilised for PP year 6 catch up sessions in the Autumn term. Data analysis of gaps in learning (due to previous partial school closure) resulted in specific booster sessions.</p> <p>Data based on teacher assessment on FFT:</p> <table border="1" data-bbox="1167 815 1973 1230"> <thead> <tr> <th></th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Total Children</td> <td>36chn</td> <td></td> <td>43chn</td> <td>37chn</td> <td>26chn</td> <td></td> </tr> <tr> <td>ALL chn points of progress</td> <td>+35.0 points</td> <td></td> <td>+33.0 points</td> <td>+0.0 points</td> <td>+0.0 points</td> <td></td> </tr> <tr> <td>Number of PP children</td> <td>8chn</td> <td></td> <td>85chn</td> <td>12chn</td> <td>8chn</td> <td></td> </tr> <tr> <td>PP points of progress</td> <td>+29.0 points</td> <td></td> <td>+47.0 points</td> <td>-9.0 points</td> <td>+0.0 points</td> <td></td> </tr> </tbody> </table> <p>* Year 2 and year 6 end of key stage data, data analysis will be available on FFT in October 20/21. Progress to be added when available.</p>		Yr1	Yr2	Yr3	Yr4	Y5	Y6	Total Children	36chn		43chn	37chn	26chn		ALL chn points of progress	+35.0 points		+33.0 points	+0.0 points	+0.0 points		Number of PP children	8chn		85chn	12chn	8chn		PP points of progress	+29.0 points		+47.0 points	-9.0 points	+0.0 points	
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Progress in Mathematics	Energisers tuition £7,000	<i>Maths: +1.19</i>	During partial closure we used Spag.com and purple mash to support remote learning and online homework. Some money was re-routed from																																			

	<p>Times Table Rockstar £131</p> <p>My maths £339</p> <p>Purple mash £500</p> <p>Booster groups £10,000</p>	<p><i>£17,970</i></p>	<p>our booster group funds to order all pupils White Rose books and during the partial school closure.</p> <p>Booster group teacher was utilised for PP year 6 catch up sessions in the Autumn term. Data analysis of gaps in learning (due to previous partial school closure) resulted in specific booster sessions.</p> <table border="1" data-bbox="1167 497 1966 911"> <thead> <tr> <th></th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>Total Children</td> <td>36chn</td> <td></td> <td>43chn</td> <td>37chn</td> <td>26chn</td> <td></td> </tr> <tr> <td>ALL chn points of progress</td> <td>+38.0 points</td> <td></td> <td>+46.0 points</td> <td>+3.0 points</td> <td>+12.0 points</td> <td></td> </tr> <tr> <td>Number of PP children</td> <td>8chn</td> <td></td> <td>18chn</td> <td>12chn</td> <td>8chn</td> <td></td> </tr> <tr> <td>PP points of progress</td> <td>+43.0 points</td> <td></td> <td>+41.0 points</td> <td>-0.0 points</td> <td>+25.0 chn</td> <td></td> </tr> </tbody> </table> <p>* Year 2 and year 6 end of key stage data, data analysis will be available on FFT in October 20/21. Progress to be added when available.</p>		Yr1	Yr2	Yr3	Yr4	Y5	Y6	Total Children	36chn		43chn	37chn	26chn		ALL chn points of progress	+38.0 points		+46.0 points	+3.0 points	+12.0 points		Number of PP children	8chn		18chn	12chn	8chn		PP points of progress	+43.0 points		+41.0 points	-0.0 points	+25.0 chn	
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<p>Phonics</p>	<p>Training and CPD £1500</p> <p>Resources £1000</p> <p>£2500</p>	<p><i>Year 1 67%</i></p> <p><i>Year 2 100%</i></p>	<p><u>Year 2:</u></p> <p>Due to Covid-19 the Year 1 pupils did not complete the phonics screening check in June 2020. They completed the check in Year 2 in November 2020 (See data below)</p> <p>Children who did not pass in November (including PP pupils) received immediate intervention in order to close their gaps in phonics knowledge. June 2021. (See data below).</p>																																			

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Other	Attendance officer £2000	95.1%	We tracked attendance data and considering we were in a pandemic with many families shielding due to being clinically extremely vulnerable, we were pleased that both PP pupils and non- PP were either at or exceeding the national expectation (96%) for attendance. In the summer term, PP pupils were slightly under at 93%, this is still pleasing as these pupils accessed remote learning consistently when not in the school.																														

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Counselling session £2365

	<p>Subsidy and commission of off-site school trips and visits. £6,000</p> <p>Early years language development package 'WellComm' £320</p> <p>*Wellcomm implementation £8000</p> <p>LSA delivery of sessions including 5 minute box, Well Comm & Talk Boost £6,279</p>		<p>Teachers used a mental health and well being assessment, for all children and SENCo analysed the data prioritising vulnerable groups with pastoral interventions and support during the summer term.</p> <p>Year 6 pupils, including a number of PP pupils visited East Mersea on a residential trip at the end of the summer term. Staff commented on the resilience all pupils demonstrated as they tackled physical activities. Emotional wellbeing was also monitored as this was the first time the pupils had been away from their parents/carers since the height of the pandemic. Pupil voice demonstrated that children valued the experience.</p> <p>Due to travel restrictions at the time, the whole school visit to the seaside had to be cancelled. In place of this, we organised a picnic on the field (in bubbles). This was a lovely experience for all, but it was no substitute to the life experience that the seaside provides. We have provisionally booked the seaside visit for summer term 2022.</p> <p>All children in nursery and reception were screened using the Wellcomm assessment. After the assessment it was shown that 60% of nursery needed Wellcomm support and 56% of children in reception needed the intervention.</p> <ul style="list-style-type: none"> - Despite being partially closed in the spring term, all 56% of children in reception including PP children made good progress. - 55% of nursery children including all PP nursery children engaged in Wellcomm. <p>Interventions were a strength this year and as a result the impact reflected this, unfortunately due to Covid-19 it wasn't completed however 75% of pupil premium children were on track to make excelled progress.</p>
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	<p>Learning Mentor £11,000</p> <p>LSA additional Early Years (x3 days) £13,000</p> <p>Non class-based Inclusion SENCO (x1 day PP, x2 days SEND) £10,000</p> <p>Home school support (2 hours x38 weeks) £3,990</p>		<p>Learning and Wellbeing Mentor- Our learning mentor worked with children that were highlighted from our Covid19 circles of vulnerability audit which was completed in Summer 2020. Mental Health and Wellbeing resources were ordered, and our Learning Mentor was able to address individual and group needs.</p> <p>LSA was redirected to work with KS1 as there was a need and the impact was excellent for the children involved.</p> <p>List of interventions:</p> <ul style="list-style-type: none"> • Lola • 5-minute box • Number box • Finger Gym <table border="1" data-bbox="1167 847 1733 1042"> <thead> <tr> <th>Year group</th> <th>Pupils</th> <th>Average outcome</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>4</td> <td>+1.6</td> </tr> <tr> <td>Year 2</td> <td>5</td> <td>+3</td> </tr> </tbody> </table> <p>During partial closure our PP Lead and home school support were calling vulnerable children daily (including PP children) which was more than we allocated for home school support. PP children engagement averaged 73% throughout the partial closure for those children who were learning from home.</p>	Year group	Pupils	Average outcome	Year 1	4	+1.6	Year 2	5	+3
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