

# 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	Kingsmoor Academy
Number of pupils in school	286 Nursery 23 <b>Total: 309</b>
Proportion (%) of pupil premium eligible pupils	93 pupils (as of 15.10.21) 30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Year Y1 of 3
Date this statement was published	December 2021
Date on which it will be reviewed	Spring 1 2022
Statement authorised by	Acting Principal: Miss Lymbouris
Pupil premium lead	Christine Demetriou
Governor / Trustee lead	Scott Bright

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,185
Recovery premium funding allocation this academic year	£10,585
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£108,770

# Part A: Pupil premium strategy plan

## Statement of intent

At Kingsmoor Academy, our aim is to utilise Pupil Premium and Recovery funding to support us in improving and sustaining higher attainment for our disadvantaged pupils through rapid progress.

This strategy represents a three-year plan, during which we will focus on the key areas that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary, speech & language, gaps in curriculum knowledge, attendance & punctuality and social-emotional concerns manifesting as behaviour.

Kingsmoor's approach will be responsive to both daily challenges as well as individual pupil needs, rooted in robust diagnostic assessment, underpinned by educational research to inform planned intervention.

The 'Kingsmoor Way' demonstrates the highest of expectations for all pupils, regardless of the challenges they encounter or their background. At Kingsmoor, we ensure that high levels of disadvantage do not hinder any pupil from fully accessing a broad and balanced curriculum. Pupils will be exposed to a curriculum which is enriched with opportunities to learn beyond the classroom, deepen their knowledge of the world and to gain cultural capital experiences that they would not otherwise encounter.

The approaches we have adopted complement each other to support pupils to excel. To guarantee they are effective we will:

- Ensure disadvantaged pupils are challenged in their work, and are immersed in new life experiences both within and outside of the academy.
- Act early to intervene at the point when a need is identified & engage with external agencies where needed.
- Take on a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes.

## Challenges

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

Challenge number	Detail of challenge						
1	Outcomes and progress of the pupils are significantly affected by their SEND and external factors.						
2	Increased numbers of pupils with complex needs, including speech and language, English as an additional language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.						
3	Limited life experiences and minimal opportunity to join in with enrichment opportunities due to restrictions during Covid-19.						
4	<p>Low levels of language acquisition upon entry to the academy, continuing throughout the academy.</p> <p><b>Nursery language levels:</b></p> <table border="1"> <tr> <td>Communication and language</td><td>30.4% at ARE</td></tr> </table> <p><b>Reception baseline assessment:</b></p> <table border="1"> <tr> <td>Communication and language</td><td>34% ARE/ARE+</td></tr> <tr> <td>Speaking</td><td>41% ARE/ARE+</td></tr> </table>	Communication and language	30.4% at ARE	Communication and language	34% ARE/ARE+	Speaking	41% ARE/ARE+
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5	<p>To address attendance and punctuality issues of identified persistent absence pupils.</p> <p>This data includes all absences reported during the 2018 / 2019 academic year (autumn term 2018, spring term 2019 and summer term 2019).</p> <p>PP absence was 4.7% which was higher than Non-PP pupils who were at 3.8%. PP persistent absence was 10% (7 pupils) – which was higher than Non-PP pupils which was 8.1%.</p>						

## 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
SEND Pupils make progress in reading, writing and maths.	Gap will close in progress made between SEND PP and Non-SEND PP.
Pupils access a wide range of interventions to meet their area of needs, including speech and language, English as an additional language, Mental Health and wellbeing and wider curriculum experiences.	As their area of needs are being addressed, PP pupils make expected progress or exceed their targets set in reading, Writing, Maths.
Children to be given enrichment opportunities to improve life experiences and develop life skills leading to better choices and to improve children's knowledge of career paths available to them.	Children to attend enrichment groups weekly which include, art, cooking, sewing, cultivation and digital media. Children to take part in educational visits. Children to understand about career paths available to them and have broader ambitious life goals.
All children assessed orally on entry to the academy. Children's oral language is prioritised in EYFS and this positively impacts writing skills.	Children's language skills are in line with their chronological language acquisition when entering KS1.
Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas.	PA for disadvantaged pupils reduces every half term as a result of Attendance Officers following policies and procedures.

## 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: £ 5,250.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA's to attend ACEs training to support the facilitation of effective quality first teaching strategies during interventions.	<a href="https://www.iriss.org.uk/resources/esss-outlines/acess">https://www.iriss.org.uk/resources/esss-outlines/acess</a>  This evidence summary addresses the following questions relating to adverse childhood experiences (ACEs) and interventions within the education system: <ul style="list-style-type: none"> <li>• How may ACEs impact young people's educational experiences?</li> <li>• How can schools best support young people with ACEs?</li> <li>• What kinds of approaches have been effective in creating the conditions for positive educational outcomes?</li> </ul>	2, 3
TA's to attend writing intervention	Why do we need literacy interventions? <a href="https://everychildcounts.edgehill.ac.uk/need-literacy-interventions/">https://everychildcounts.edgehill.ac.uk/need-literacy-interventions/</a>  The Education Endowment Foundation's <a href="#">Improving Literacy in Key Stage One and Two</a> reports both recommend that schools should ' <b>use high-quality structured interventions to help pupils who are struggling with their literacy</b> '.	2

Additional staffing model in EYFS & KS1 to ensure personalised learning targets are planned and taught, enhancing quality first provision	<p>All of these methods will be deployed across EYFS as a result of increased teaching capacity within the room.</p> <p>Interventions +4 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistantinterventions</a></p> <p>Within class attainment grouping +2 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistantinterventions</a></p>	1,2,3,4
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £43,936.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
S&L interventions in EYFS in the afternoon, such as Early Talk Boost & Talk Boost, LOLA, NELI and Wellcomm	<p>Oral language interventions can provide progress of +6months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Small group tutoring proves highly effective progress +3months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Wellcomm internal data at NWPA over a 2-year period on average provides +9 months in just 3 months of intervention  <a href="https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-professionals/assessments-for-deaf-children-and-young-people/early-communication-skills/wellcomm-early-years-the-complete-speech-and-language-toolkit/">https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-professionals/assessments-for-deaf-children-and-young-people/early-communication-skills/wellcomm-early-years-the-complete-speech-and-language-toolkit/</a></p>	1, 2, 4

SALT targets set by the S&L Therapist, to be delivered by S&L TA	<p>Early communication and language interventions can provide +6 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	2,4
Energisers (Early morning Maths, Reading and Writing interventions)	<p>Every child matters: <a href="https://everychildcounts.edgehill.ac.uk/need-mathematics-interventions/">https://everychildcounts.edgehill.ac.uk/need-mathematics-interventions/</a></p> <p>Literacy and numeracy catch-up strategies <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739722/literacy_and_numeracy_catch_up_strategies_amended_july-2018_amended_10.09.18.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739722/literacy_and_numeracy_catch_up_strategies_amended_july-2018_amended_10.09.18.pdf</a></p>	1, 2
<p>Purchase web based programs to be used in school and at home.</p> <ul style="list-style-type: none"> <li>• Spag.com</li> <li>• Classroom secrets</li> <li>• Nessy</li> <li>• Shine Reading and Maths</li> <li>• My maths</li> <li>• Times table rock stars</li> <li>• Accelerated reader</li> </ul>	<p>EEF toolkit – parental engagement</p> <p>EEF guide to pupil premium – targeted academic support</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</p>	1,2,4
<p>TA delivers interventions daily to pupils identified as in need.</p> <ul style="list-style-type: none"> <li>• Lego Therapy</li> <li>• 5 minute box</li> <li>• 15 Minutes a day</li> <li>• Number box</li> <li>• Memory Fix</li> </ul>	<ul style="list-style-type: none"> <li>• EEF – oral language interventions consistently show positive impact on learning.</li> <li>• High quality small group interventions</li> <li>• Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge.</li> <li>• Specialists lead CPD sessions and clinics with individual pupils and staff.</li> <li>• Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.</li> <li>• EEF – social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</li> </ul>	1,2,3,4,

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

Budgeted cost: £52,004.54

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>All pupils are exposed to first-hand experience of the outside world, through weekly enrichment sessions. Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits.</p>	<p>Children to be given enrichment opportunities to improve life experiences and develop life skills leading to better choices and to improve children's knowledge of ambitious career goals available to them.</p> <p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.</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><a href="http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf">http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf</a></p> <p>EEF – Arts Participation <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</a></p>	<p>3</p>
<p>Lead attendance officer in school to work with families on reducing PA and improve Whole school attendance</p>	<p>The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001).</p>	<p>1, 5</p>



<p>Deputy Attendance lead, supporting the attendance lead in school to support children and families to improve their attendance.</p> <p>Behaviour support to deliver Social, emotional and well-being intervention to support children's self-regulation and improve children's self management.</p>	<p>The DFE published a report on the links between attendance and attainment in 2014.  <a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p> <p>Effective behaviour intervention can improve academic outcome by +4 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Metacognition and self-regulation approaches to teaching, support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning and regulating their behaviour. This approach can improve progress by +6 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This approach can produce +4 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p>Social and Emotional Support</p> <p>YCT counselling</p> <p>Home School Liaison</p> <p>SENCo Support</p>	<p>Mentally healthy schools:  <a href="https://www.mentallyhealthyschools.org.uk/getting-started/social-and-emotional-skills/#:~:text=Social%20and%20emotional%20skills%20help,have%20self%2Dcontrol">https://www.mentallyhealthyschools.org.uk/getting-started/social-and-emotional-skills/#:~:text=Social%20and%20emotional%20skills%20help,have%20self%2Dcontrol</a></p> <p>Why Is Counselling Important in Schools?  <a href="https://www.alliant.edu/blog/why-counseling-important-schools">https://www.alliant.edu/blog/why-counseling-important-schools</a></p> <p>YCT: <a href="https://yctsupport.com/services/">https://yctsupport.com/services/</a></p> <p>OFSTED: School and parents (April 2011)  <a href="https://www.gov.uk/government/publications/schools-and-parents-developing-partnerships">https://www.gov.uk/government/publications/schools-and-parents-developing-partnerships</a></p>	<p>1, 2, 4</p>

**Total budgeted cost:** £101,192.23

**Contingency funds** £7,577.77

## 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.

Aim	Cost	Outcome	Evaluative Summary																																			
Progress in Reading	Energisers tuition £14,000	Reading +2.09	<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 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> <p>Data based on teacher assessment on FFT:</p> <table><tr><td></td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Y5</td><td>Y6</td></tr><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></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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	Reading A-Z £5500 (Including photocopying costs)	30,100																																				
	Spag.com £100																																					
	Purple mash £500																																					
	Booster groups £10,000																																					
Progress in Maths	Energisers tuition £7,000	Maths: +1.19	<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 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>																																			
	Times Table Rockstar £131	£17,970																																				
	My maths £339	0																																				

	Purple mash £500  Booster groups £10,000		<table><tr><td></td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Y5</td><td>Y6</td></tr><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></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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Phonics	Training and CPD £1500  Resources £1000  £2500	Year 1 67%  Year 2 100%	<p><b><u>Year 2:</u></b></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.</p> <p>June 2021. (See data below).</p> <table><tr><td><b>Class</b></td><td colspan="2"><b>November 2020</b></td><td colspan="2"><b>June 2021</b></td></tr><tr><td><b>Yr 2 E</b></td><td>13/21</td><td>62%</td><td>15/20</td><td>75%</td></tr><tr><td><b>Yr 2 P</b></td><td>15/19</td><td>79%</td><td>17/19</td><td>89%</td></tr><tr><td><b>Yr 2 combined</b></td><td>28/40</td><td>70%</td><td>32/39</td><td>82%</td></tr></table> <p>We are extremely pleased with the progress made for these pupils. We acknowledge that these pupils will need to be supported with the development of their reading skills and strategies in the new academic year.</p> <p><b><u>Year 1:</u></b></p> <table><tr><td>Total Children</td><td>36</td></tr><tr><td>ALL chn points of progress</td><td>+24.0 points</td></tr><tr><td>Number of PP children</td><td>8</td></tr><tr><td>PP points of progress</td><td>+14.0 points</td></tr></table>	<b>Class</b>	<b>November 2020</b>		<b>June 2021</b>		<b>Yr 2 E</b>	13/21	62%	15/20	75%	<b>Yr 2 P</b>	15/19	79%	17/19	89%	<b>Yr 2 combined</b>	28/40	70%	32/39	82%	Total Children	36	ALL chn points of progress	+24.0 points	Number of PP children	8	PP points of progress	+14.0 points							
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		<p>Changing lives. Once children came back from lockdown, all 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"> <li>- Despite being partially closed in the spring term, all 56% of children in reception including PP children made good progress.</li> <li>- 55% of nursery children including all PP nursery children engaged in Wellcomm.</li> </ul> <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 excellent progress.</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>
	<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 &amp; Talk Boost £6,279</p> <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>	<ul style="list-style-type: none"> <li>• Lola</li> <li>• 5-minute box</li> <li>• Number box</li> <li>• Finger Gym</li> </ul> <table border="1"> <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
Year group	Pupils	Average outcome									
Year 1	4	+1.6									
Year 2	5	+3									
<b>Cumulative Cost</b>											