

# Pupil Premium Strategy Statement 2022/23

## Mayfield Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Mayfield Primary School
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mark Couper-Barton
Pupil premium lead	Sarah Davies
Governor / Trustee lead	Gail Jones

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,265
Recovery premium funding allocation this academic year	£15,080
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	£193,345

## Part A: Pupil premium strategy plan

### Statement of intent

At Mayfield, we aim to improve both the attainment and achievement of all children regardless of their circumstances. Raising the aspiration, attainment and self-esteem of our least financially advantaged children is a major priority of the school.

We are a school committed to providing high quality inclusive education regardless of faith, ability and gender. We foster a love of learning in our children, we value effort and we nurture ambition to ensure all children reach their full potential.

At Mayfield, we believe that every child can succeed. Developing well-being and self-esteem is key alongside raising attainment and achievement. We aim to prepare our learners for the opportunities, responsibilities and experiences of life through a balanced high-quality education in a nurturing and stimulating environment where our school community is learning and achieving together. We aim to develop lifelong learners with high aspirations for the future.

#### **Our aims are to use the pupil premium allocation to:**

- Narrow the gap in attainment and progress for children in receipt of pupil premium.
- Improve the curriculum engagement, learning experiences and aspirations for children in receipt of pupil premium.
- Ensure that the attendance of pupil premium children at least meets national figures (96.2%).
- Improve the outcomes of high attaining children in receipt of pupil premium.

Mayfield Primary School is an average sized primary school. Most pupils are White British and speak English as their first language.

The proportion of pupils with disabilities and those with additional / special educational needs receiving support is above average.

The proportion of pupils eligible for support through the pupil premium is well above the national average. (The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)

The school provides a breakfast club and pre-school sport, as part of our school offer.

Mayfield Primary School equips all learners with the motivation, knowledge and skills to 'Learn from yesterday. Live for today. Hope for tomorrow'.

Our values are:

Mayfield's Values underpinning our Mission Statement					
L	Love of all	L	Lead by example	H	Health and happiness
E	Empathy	I	Inspire, imagine, improve.	O	Opportunities and aspirations
A	Appreciation	V	Voice	P	Perseverance, progress, pride.
R	Reflect, respect, remember.	E	Everyone matters	E	Every day is a new day
N	Never give up				

Our Principles are:

- We ensure that teaching and learning opportunities meet the needs of all our pupils.
- We ensure that appropriate provision is made for pupils within vulnerable groups and that the needs of children with social disadvantaged are adequately assessed and addressed.
- In making provision for pupils with social disadvantage, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who with social disadvantage are registered or qualify for free school meals.
- Pupil Premium funding in our school may be used to support or impact on any pupil or groups of pupils that school has identified as experiencing social disadvantage.
- Pupil premium will be allocated following a needs analysis which will identify priority classes, groups or individuals.

## Challenges

This details the key challenges to achievement that we have identified among many of our pupils with disadvantage.

Challenge number	Detail of challenge
1	<b>Low attainment on entry to the Early Years Foundation Stage in all areas.</b> 100% of disadvantaged children are working in the low 30-50month age band.
2	<b>Weak Language and Communication skills.</b> This impacts progress in speaking, listening, reading (including phonics) and writing as they progress through school and into KS2. The delay in language and literacy skills in EYFS also affects cohesion within writing which has historically been a challenge.
3	<b>More frequent behaviour challenges linked to emotional well-being. 2021-22 suspensions: 1.3% (0.7% above 2019-20 national figure).</b> 'Repeat offender' suspensions remain at 0.3% (same as 2019-20 national figure).  100% of exclusions were PP children.

4	<b>Attendance and Punctuality.</b> Overall attendance 92.5% (1% below regional data: FFT). Persistence absence 26%, three times 2019/20 national average. Pupil Premium children have a higher percentage of unauthorised absences and punctuality record, and have a lower attendance compared to Non-Pupil Premium children (1.6% higher: 8.7% v 7.1%).
5	<b>Low attainment in Reading, Writing and Maths.</b> School implemented a successful 'prioritised content' of the English and Maths curriculum with evidence of impact on progress. However, whilst many disadvantaged pupils made accelerated progress, further intervention is required to ensure greater numbers of Disadvantaged children meet national expectations at each assessment point.
6	<b>Specific additional / special educational needs.</b> 80% (4/5) of EHCP children are in receipt of Pupil Premium funding.

## Intended outcomes

This section identifies the specific outcomes we are aiming for **by the end of our current strategy plan 2024**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<b>Quality of Education</b> Attainment and Progress in Reading	Close gaps so that greater numbers of pupil premium children are at least meeting age-related expectations in Reading by the end of the year and at least in line with national figures.  Reading progress of pupil premium children to be at least in line with national average progress scores in KS2 Reading.
Attainment and Progress in Writing	Close gaps so that greater numbers of pupil premium children are at least meeting age-related expectations in Writing by the end of the year and at least in line with national figures.  Writing progress of pupil premium children to be at least in line with national average progress scores in KS2 Writing.
Attainment and Progress in Mathematics	Close gaps so that greater numbers of pupil premium children are at least meeting age-related expectations in Mathematics by the end of the year and at least in line with national figures.  Mathematics progress of pupil premium children to be at least in line with national average progress scores in KS2 Maths.
Phonics	Be at least in line with national average for children at the expected standard in the Phonics Screening Check at the end of Yr1.
<b>Behaviour and Attitudes</b> Attendance	Ensure attendance of pupils with disadvantage is at least in line with national.

Behaviour	Ensure behaviour is consistently high quality and children demonstrate positive attitudes to learning.
Well-being	Ensure children feel happy, safe and secure, and that all children are supported socially and emotionally.
Staff CPD	Ensure high quality CPD, based on EEF research findings and linked to school improvement priorities, is having a direct impact on improving the outcomes of all children, especially PP children.
Enrichment	Ensure that children experience a wide range of engaging activities within school and out of school, to build interest, engage, motivate, develop interests, nurture talents, etc.
Curriculum	Ensure there is a high-quality offer for all children with high expectations for all pupils.

## Activity in this academic year

This section details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2022-2023** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 x 3 days per week additional Nursery teacher	Reading, Writing and Maths attainment of Nursery children is below national in most areas, particularly those with identified Disadvantage.	1, 2, 5
1 x 3 days per week additional teacher in Lower KS2 (intervention)	Reading, Writing and Maths attainment of some Lower KS2 children is below national in most areas, particularly those with identified Disadvantage.	
1 x 2 days per week additional teacher in Upper KS2 (intervention) Deputy	Reading, Writing and Maths attainment of some Upper KS2 children is below national in most areas, particularly those with identified Disadvantage.	
1 x 2 days per week additional teacher in Upper KS2 (intervention)		

<p>SENDCO</p> <p>Speech and Language Programmes in EYFS &amp; KS1</p> <p>Neli- Training Staff to deliver the programme</p> <p>WellCom training</p>	<p>Reading, Writing and Maths attainment of some Upper KS2 children is below national in most areas, particularly those with identified Disadvantage.</p> <p>Weak Language and Communication skills.</p> <p>Most pupil premium children are working a lower age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, many pupil premium children are unable to use talk to connect ideas and explain what is happening coherently.</p> <p>Higher than average numbers of pupil premium children access SALT (Speech and Language Therapy) in EYFS: our disadvantaged children often access and require additional small group support.</p> <p><b>EEF – Improving Literacy in KS1</b> <i>Recommendation 1 - Develop pupils’ speaking and listening skills and wider understanding of language</i></p> <p><b>EEF – Improving Literacy in KS1</b> <i>Recommendation 8 - Use high quality structured interventions to help pupils who are struggling with their literacy</i></p> <p><b>EEF – Making the best use of Teaching Assistants</b> <i>Recommendation 5 - Use TAs to deliver high quality one-to-one and small group support using structured interventions</i></p> <p><b>EEF – Making the best use of Teaching Assistants</b> <i>Recommendation 6 - Adopt evidence- based interventions to support TAs in their small group and one to-one instruction</i></p> <p><b>Further Information:</b></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 5</p>
<p>Implementation of Little Wandle Phonics scheme. Ensure that the Phonic Scheme is monitored closely and pupils making below expected progress are identified in Pupil Progress meetings. Target disadvantaged pupils using internal</p>	<p>Many children are entering school well below age-related expectations and are showing significant Speech and Language issues.</p> <p>Phonic scores for disadvantaged children are typically below average at the end of Yr1 and Yr2 re-sits.</p> <p>New phonics scheme (Little Wandle) has been introduced to EYFS and KS1. Specific interventions are now available in order to close the gap.</p>	<p>1, 2, 5</p>

<p>data and provide interventions to close the gap.</p>	<p><b>EEF – Improving Literacy in KS1</b>  <i>Recommendation 3 - Effectively implement a systematic phonics programme</i></p> <p><b>EEF – Improving Literacy in KS1</b>  <i>Recommendation 7 - Use high-quality information about pupils’ current capabilities to select the best next steps for teaching</i></p> <p><b>EEF – Making the best use of Teaching Assistants</b>  <i>Recommendation 5 - Use TAs to deliver high quality one-to-one and small group support using structured interventions</i></p> <p><b>EEF – Making the best use of Teaching Assistants</b>  <i>Recommendation 6 - Adopt evidence- based interventions to support TAs in their small group and one to-one instruction</i></p> <p><b>Further Information:</b>  <a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Monitor the Reading Challenge in EYFS/ KS1 and ensure regular reading opportunities are being seen.</p>	<p>Engagement from some parents reading at home with their children remains an issue.  Fewer children are bringing their reading books back to school on a regular basis once they leave EYFS.  Continue to actively promote a love of reading ethos throughout school.</p> <p><b>EEF – Improving Literacy in KS1</b>  <i>Recommendation 4 - Teach pupils to use strategies for developing and monitoring their reading comprehension</i></p> <p><b>Further Information:</b>  <a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 5</p>
<p>To analyse summative assessment data and identify the children who require catch up, training and monitoring of Accelerated Reader.</p>	<p>Reading stamina and engagement with reading needs embedding. Children need to develop their independence and understanding of longer texts in order for them to develop higher order skills of comprehension.</p> <p><b>EEF – Improving Literacy in KS2</b>  <i>Recommendation 1 - Develop pupils’ language capability to support their reading and writing</i></p> <p><b>EEF – Improving Literacy in KS2</b>  <i>Recommendation 2 - Support pupils to develop fluent reading capabilities</i></p> <p><b>EEF – Improving Literacy in KS2</b></p>	<p>2, 5</p>

	<i>Recommendation 6 - Target teaching and support by accurately assessing pupil needs</i>	
Staff CPD	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings, Twilight sessions and INSET days, where appropriate.</p> <p><b>EEF - Effective Professional Development</b>  <i>Recommendation 2 - Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</i></p>	1, 2, 5

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS and Key Stage One Teaching Assistants (Focussed intervention role)</p> <p>1 x EYFS 1 x KS1</p>	<p>On entry to Reception, most children have low Language and Communication skills – 100% of disadvantaged children are working in the low 30-50 months age band with 40% of disadvantaged children working significantly below in 16-26/ 22-36 months age band. Due to poor socio-economic circumstances, many children do not have the breadth of vocabulary, knowledge and skills required to meet age-related expectations by the end of Reception.</p> <p>Many children are working below the correct age band on entry to Reception, despite making accelerated progress in Nursery, and do not meet the required end of year ELG's.</p> <p><b>EEF – Improving Literacy in KS1</b>  <i>Recommendation 8 - Use high quality structured interventions to help pupils who are struggling with their literacy</i></p> <p><b>EEF – Making the best use of Teaching Assistants</b>  <i>Recommendation 3 - Use TAs to help pupils develop independent learning skills and manage their own learning</i></p> <p><b>EEF – Making the best use of Teaching Assistants</b>  <i>Recommendation 5 - Use TAs to deliver high quality one-to-one and small group support using structured interventions</i></p> <p><b>EEF – Making the best use of Teaching Assistants</b></p>	1, 2, 5

	<p><i>Recommendation 6 - Adopt evidence- based interventions to support TAs in their small group and one to-one instruction</i></p> <p><b>EEF – Improving mathematics in Early Years and Key Stage 1</b></p> <p><i>Recommendation 2 - Dedicate time for children to learn mathematics and integrate mathematics throughout the day</i></p> <p><i>Recommendation 3 - Use manipulatives and representations to develop understanding</i></p> <p><b>Further Information:</b></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Key Stage Two Teaching Assistants (Focussed intervention role)</p> <p>1 x Lower KS2 1 x Upper KS2</p>	<p>Attainment at key assessment points remains below national in Reading, Writing and Maths. Despite children often making accelerated progress, further work / intervention is required to ensure greater numbers of children at least meet end of year attainment outcomes, particularly those with Disadvantage.</p> <p><b>EEF – Making the best use of Teaching Assistants</b></p> <p><i>Recommendation 3 - Use TAs to help pupils develop independent learning skills and manage their own learning</i></p> <p><b>EEF – Making the best use of Teaching Assistants</b></p> <p><i>Recommendation 5 - Use TAs to deliver high quality one-to-one and small group support using structured interventions</i></p> <p><b>EEF – Making the best use of Teaching Assistants</b></p> <p><i>Recommendation 6 - Adopt evidence- based interventions to support TAs in their small group and one to-one instruction</i></p> <p><b>EEF – Improving mathematics in Key Stage 2 and 3</b></p> <p><i>Recommendation 2 – Use manipulatives and representations</i></p> <p><i>Recommendation 3 - Teach pupils strategies for solving problems</i></p> <p><b>EEF – Improving Literacy in KS2</b></p> <p><i>Recommendation 1 - Develop pupils’ language capability to support their reading and writing</i></p> <p><b>Further Information:</b></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,5
<p>Maths Lead will ensure high quality professional development supports</p>	<p>Pupils need to develop their deep, long-term memory of maths, to explore a range of techniques that will develop their thinking and move them on with their</p>	1,2,5

<p>colleagues in improving mathematical outcomes</p> <p>Will provide additional educational support that will raise the standard of achievement of target groups across school.</p>	<p>learning. The attainment of PP children in maths is below national and the % of PP children achieving ARE is lower compared to Non-PP children (40% v75% in KS1, 53% v 69% in KS2).</p> <p><b>EEF – Improving mathematics in Early Years and Key Stage 1</b></p> <p><i>Recommendation 1 - Develop practitioners' understanding of how children learn mathematics</i></p> <p><i>Recommendation 2 - Dedicate time for children to learn mathematics and integrate mathematics throughout the day</i></p> <p><i>Recommendation 3 - Use manipulatives and representations to develop understanding</i></p> <p><i>Recommendation 5 - Use high quality targeted support to help all children learn mathematics</i></p> <p><b>EEF – Improving mathematics in Key Stage 2 and 3</b></p> <p><i>Recommendation 2 – Use manipulatives and representations</i></p> <p><i>Recommendation 3 - Teach pupils strategies for solving problems</i></p> <p><i>Recommendation 7- Use structured interventions to provide additional support</i></p> <p><b>Further Information:</b></p> <p><a href="https://www.educationendowmentfoundation.org.uk/mastery-learning">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-mathematics-in-the-early-years-and-key-stage-1">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Incredible Years Child Training (Dinosaur School)</p>	<p>Many children are lacking self-regulation and problem-solving skills when it comes to dealing with their emotions.</p> <p><b>EEF – Improving Social &amp; Emotional Learning in Primary Schools</b></p> <p><i>Recommendation 3 Use a SAFE curriculum: Sequential, Active, Focused and Explicit</i></p>	<p>3</p>

	<p><b>EEF – Improving Social &amp; Emotional Learning in Primary Schools</b> <i>Recommendation 5 - Reinforce SEL skills through whole school ethos and activities</i></p> <p><b>EEF – Metacognition &amp; Self-Regulated Learning</b> <i>Recommendation 1 - Teachers should acquire the professional understanding and skills to develop their pupils’ metacognitive knowledge</i></p> <p><i>Recommendation 2 - Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning</i></p> <p><b>Further Information:</b> <a href="https://www.educationendowmentfoundation.org.uk">STARS: Incredible Years Teacher Classroom Management   EEF (educationendowmentfoundation.org.uk)</a></p>	
Pastoral Support Assistant	<p>It is essential that we know our children and can spot triggers which will affect learning now all children are regularly back in school. Changes and stresses at home, due to the rising cost of living, may have an impact on behaviour. Behaviour challenges are meaning PP pupils are more likely to see their academic progress impacted without targeted intervention.</p> <p><b>EEF – Improving Behaviour in Schools</b> <i>Recommendation 2 - Teach learning behaviours alongside managing misbehaviour</i></p> <p><b>EEF – Improving Behaviour in Schools</b> <i>Recommendation 4 - Use simple approaches as part of your regular routine</i></p> <p><b>EEF – Improving Behaviour in Schools</b> <i>Recommendation 5 - Use targeted approaches to meet the needs of individuals in your school</i></p> <p><b>Further Information:</b> <a href="https://www.educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	3, 4
Attendance officer	<p>Attendance and Punctuality issues. Attendance figures for Pupil Premium pupils are below national. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils. Greater % of Disadvantaged children absent (1.6% higher: 8.7% v 7.1%).</p> <p><b>EEF - Working with Parents to Support Children’s Learning</b> <i>Recommendation 1 - Critically review how you work with parents</i></p> <p><b>Further Information:</b> <a href="https://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p>	
Enrichment School Linking Project: Each class	<p>Promote community cohesion and develop tolerance of those from different faiths and beliefs. Children from each school build positive relations, friendships and a growing understanding and respect of those from different communities. Broaden life experiences, language and opportunities.</p>	1, 2, 3, 4, 5

<p>experiences an ‘enrichment’ opportunity annually between them and their partner class to stimulate further learning.</p> <p>Activities include sport, art, drama and outdoor education.</p> <p>Subsidise trips and visits for those in receipt of Pupil Premium.</p>	<p>Raise expectations and aspirations.</p> <p><b>EEF – Metacognition &amp; Self-Regulated Learning</b></p> <p><i>Recommendation 6 - Explicitly teach pupils how to organise and effectively manage their learning independently</i></p> <p><b>Further Information:</b></p> <p><a href="https://www.educationendowmentfoundation.org.uk/Aspiration-interventions">Aspiration interventions   EEF</a>  <a href="https://www.educationendowmentfoundation.org.uk/">(educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/Arts-participation">Arts participation   EEF</a>  <a href="https://www.educationendowmentfoundation.org.uk/">(educationendowmentfoundation.org.uk)</a></p>	
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**Total budgeted cost: £193,345**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium and recovery premium activity had on pupils in the 2021 to 2022 academic year.

**Challenge 1: Low attainment on entry to the Early Years Foundation Stage in all areas.**

**Challenge 2: Weak Language and Communication skills.**

**Challenge 5: Delayed development of English and Maths skills.**

**Challenge 6: Specific additional / special educational needs.**

As a result of high-quality targeted intervention, there was significant accelerated progress across EYFS (GLD: 59%), Yr1 Phonics (6% above national), Yr2 Phonics (in line with national), with gaps between school and national closing in KS1.

As a result of high-quality teaching, learning and intervention, school has examples where it has successfully demonstrated accelerated progress for Pupil Premium children, which is starting to reverse the impact of COVID on children's attainment, despite attainment at most assessment points being below national.

#### GLD

	Word Reading	Writing	Number	GLD
All	59%	59%	59%	59%
Pupil Premium	36%	36%	45%	36%
Not Pupil Premium	65%	65%	65%	65%

#### Phonics

	National	All	Pupil Premium	Non-Pupil Premium
Year 1	75%	81%	91%	78%
Year 2	87%	80%	71%	88%

**Yr1 Phonics (2022) 81%** (1% below national: 82%) 43/53 met standard

**Yr1 Phonics last three years** is 'in line' with national:

2018: 77% (5% below national)      2019: 80% (2% below national)

2020 and 2021: n/a      2022: 81% (1% below national)

**Yr1 Groups:**

Boys: (79%) / Girls: (83%)

Disadv: (91%) / Non-Disadv: (78%)

SEND: (50%) / Non-SEND: (90%)

**Yr2 Phonics re-sits (2022) 80% (11% below national)**

2018: 90% (2% below national)

2019: 90% (1% below national)

2020 and 2021: n/a

2022: 80% (11% below national)

**Year Two Reading Outcomes:**

33% increase in Disadvantaged children in Yr2 achieving end of Yr2 expectations, compared to 38% of Non-Disadvantaged peers.

Y2 All pupils	50%	Milestone	50-60%	60%	65%	70%	72-78%	77%	
		Actual	21%	55%	63%		60%		+13%
Disadvantaged	44%	Milestone	20-30%	30-40%	45-55%	60%	65-70%	68%	
		Actual	7%	20%	30%		40%		+33%
Non-Disadvantaged	52%	Milestone	40-50%	55-65%	70-80%	77%	77-81%	77%	
		Actual	32%	74%	80%		70%		+38%
SEN	0%	Milestone	10-20%	20-40%	40-50%	50%	60%	60%	
		Actual	13%	38%	38%		22%		+9%

**Year Two Writing Outcomes:**

15% increase in Disadvantaged children in Yr2 achieving end of Yr2 expectations, compared to 30% of Non-Disadvantaged peers.

Y2 All pupils	53%	Milestone	53-60%	60%	63%	65%	69-74%	70%	
		Actual	30%	41%	58%		53%		+23%
Disadvantaged	44%	Milestone	42-55%	55%	60%	65%	67-73%	70%	
		Actual	15%	20%	20%		30%		+15%
Non-Disadvantaged	57%	Milestone	53-60%	60%	63%	65%	69-74%	70%	
		Actual	35%	53%	53%		65%		+30%
SEN	20%	Milestone	20%	20%	40%	40%	60%	70%	
		Actual	0%	13%	13%		11%		+11%

**Year Two Maths Outcomes:**

30% increase in Disadvantaged children in Yr2 achieving end of Yr2 expectations, compared to 38% of Non-Disadvantaged peers.

Y2 All pupils	44%	Milestone	45%	55%	60%	65%	74-78%	77%	
		Actual	31%	44%	40%		63%		+32%
Disadvantaged	44%	Milestone	45%	55%	60%	65%	74-78%	77%	
		Actual	10%	10%	10%		40%		+30%
Non-Disadvantaged	44%	Milestone	45%	55%	60%	65%	74-78%	77%	
		Actual	37%	58%	55%		75%		+38%
SEN	20%	Milestone	20%	20%	40%	40%	60%	77%	
		Actual	13%	13%	22%		33%		+20%

**Key Stage 2**

48% of the Yr6 cohort were identified as disadvantaged. The pandemic has had a severe impact on several children within this group. Attainment gaps between this group and the rest of the cohort are larger than they have been in previous years.

As a result of high-quality teaching, learning and intervention, school has examples where it has successfully demonstrated accelerated progress for Pupil Premium children, which is starting to reverse the impact of COVID on children’s attainment, despite attainment at most assessment points being below national.

**KS2 Disadvantaged Pupil Progress scores for last academic year**

Measure	Score
Reading	-0.7
Writing	+1.7
Maths	-2.8

**Year Six Reading**

20% increase in Disadvantaged children in Yr6 achieving end of Yr6 expectations, compared to 7% increase with Non-Disadvantaged peers.

Y6 All pupils	59%	Milestone	55%	65%	68%	70%	71-75%	74%	
		Actual	48%	55%	55%		61%		+13%
Disadvantaged	33%	Milestone	35%	45%	55%	65%	70-75%	73%	
		Actual	40%	48%	48%		60%		+20%
Non-Disadvantaged	83%	Milestone	83%	83%	83%	83%	83%	83%	
		Actual	56%	63%	63%		63%		+7%
SEN	25%	Milestone	30%	40%	50%	60%	70-75%	73%	
		Actual	25%	25%	25%		38%		+13%

### Year Six Writing

27% increase in Disadvantaged children in Yr6 achieving end of Yr6 expectations, compared to 31% increase with Non-Disadvantaged peers.

Y6 All pupils	53%	Milestone	53-60%	60%	65%	70%	76-80%	78%	
		Actual	36%	52%	61%		65%		+19%
Disadvantaged	33%	Milestone	33%	40%	50%	60%	70-78%	78%	
		Actual	33%	40%	53%		60%		+27%
Non-Disadvantaged	83%	Milestone	83%	63%	83%	83%	83%	78%	
		Actual	38%	71%	69%		69%		+31%
SEN	25%	Milestone	25%	25%	40%	40%	60-70%	78%	
		Actual	13%	14%	25%		25%		+12%

### Year Six Maths

20% increase in Disadvantaged children in Yr6 achieving end of Yr6 expectations, compared to 31% increase with Non-Disadvantaged peers.

Y6 All pupils	53%	Milestone	53-60%	60%	65%	70%	77-83%	78%	
		Actual	36%	55%	55%		61%		+15%
Disadvantaged	20%	Milestone	30%	40%	50%	60%	70-78%	78%	
		Actual	33%	47%	47%		53%		+20%
Non-Disadvantaged	83%	Milestone	83%	83%	83%	83%	83%	78%	
		Actual	38%	63%	63%		69%		+31%
SEN	25%	Milestone	25%	30%	40%	50%	60-70%	78%	
		Actual	25%	25%	25%		38%		+13%

### **Challenge 3: More frequent behaviour challenges linked to emotional well-being (Enrichment).**

Issues are recognised and understood by staff and dealt with in a proactive way.

As a result of significant EYFS social / emotional intervention (e.g. Dinosaur School), increasing numbers are able to self-regulate and manage emotions. Due to significant Pastoral Support for children across school, particularly in Upper KS2, more children were ready to learn, able to access in-class learning or intervention, express views and make accelerated progress.

Issues around cultural capital are at the stages of being developed in order for children to manage their own behaviours. As a result of school's enrichment offer being subsidised, children were able to access high-quality experiences throughout the year, including residential in Yr5 and Yr6.

### **Challenge 4: Attendance and Punctuality issues.**

- Attendance overall: 92.5%. (1% below regional data: Fischer Family Trust)
- % of sessions missed 7.5%. (Average 2020-21: 4.5% / Average 2019-20: 5.4%)
- % of sessions missed has remained constant throughout the year. (Autumn: 7% / to Spring: 7.5% / to date: 7.5%).
- Persistent absence (2021-22) is 26% - double 2020-21 (13.9%) and three times the 2019-20 national average (8.3%).

As a result of targeted support around Attendance, Pupil Premium attendance rates were in line with their peers for the vast majority of the year.

Strategies used to increase attendance and reduce persistent absence include:

- Free breakfast club places- this is well attended 30-40 children attend on a regular basis.
- Free morning sports club
- First day absence phone calls are in place and all absence is tracked, with home visits where necessary – however, the capacity to drive this in the office is limited. (New attendance officer appointed for September 2022)

## 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*

<b>Programme</b>	<b>Provider</b>
TT Rockstars	TT Rockstars
Spelling Shed	Literacy Shed
Castleshaw	Oldham Council
Play in a Day	Stage Centre

## Recovery Premium

Money was used specifically to fund salaries of teaching assistants and support staff to deliver focussed interventions in Key Stage 2.

At the end of KS2, we have seen good progress in writing, as evidenced in books and end of Key Stage 2 Teacher assessment.

Writing	+1.7
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However, we continue to have a wide gap between our attainment in reading and writing, which is greater for PP children than their non-disadvantaged peers. Support staff and Teaching assistants were used to implement catch up plans to fill in the gaps created by Covid-19. They were tasked with working with specific children to raise their attainment and accelerate their progress.

Progress data from KS2:

		Pupils (%) making 6+ steps progress		
	Pupils (%)	Reading	Writing	Mathematics
<b>All Pupils</b>	126 (100%)	76 (60.3%)	93 (73.8%)	91 (72.2%)
<b>Pupil Premium</b>	71 (56.3%)	47 (66.2%)	53 (74.6%)	53 (74.6%)
<b>Not Pupil Premium</b>	55 (43.7%)	29 (52.7%)	40 (72.7%)	38 (69.1%)

Interventions helped to secure acceptable progress in writing and mathematics across school. Work needs to be continued in reading to increase progress data.

		Pupils (%) making 8+ steps progress		
	Pupils (%)	Reading	Writing	Mathematics
<b>All Pupils</b>	126 (100%)	24 (19.0%)	23 (18.3%)	24 (19.0%)
<b>Pupil Premium</b>	71 (56.3%)	17 (23.9%)	21 (29.6%)	15 (21.1%)
<b>Not Pupil Premium</b>	55 (43.7%)	7 (12.7%)	2 (3.6%)	9 (16.4%)

Approx. 20% of children made accelerated progress due to quality first class teaching and focussed intervention teaching.