


## Pupil Premium Strategy Statement 2020-2023

|  | Winwick CE Primary School  |   |  |
|---|--|---|--|
| Academic Years beginning  | 2020-2021  | 2021-2022   | 2022-2023  |
| Total number of pupils  | 194  | 190   | 204  |
| Number of eligible PP pupils  | 24<br>(12%)  | 22<br>(12%)   | 22<br>(13%)  |
| Total PP Budget   | £32,280  | £33,590   | £34,570  |
| Date of PP review by Governors:   | Autumn Term 2 (CJ)<br>Report to FGB November 2020<br>Report to Governors July 2021   | Report by Lead Governor to PDBW<br>October 2021<br>Case Study report to PDBW January 2022<br>Summer Term 2 (CJ) | Report by Lead Governor to PDBW<br>October 2022<br>Report to Governors July 2023 |
|   |  |   |  |
| Date of next scheduled review by Governors:                                       | Autumn Term review/report with Lead Governor (CJ)<br>Case Study of PP child to PDBW committee: Spring<br>Summer Term review/report with Lead Governor (CJ) |   |  |

| <b>Attainment Outcomes Y6 – KS2</b>       |   |                           |                           |   |   |                             |  |                             |  |
|---|---|---------------------------|---------------------------|---|---|-----------------------------|--|-----------------------------|--|
| <b>Figures for pupils eligible for PP</b> | <b>2020-2021<br/>(internal data as no external this year due to Covid-19)</b> | <b>2021-2022<br/>(PP)</b> | <b>2022-2023<br/>(PP)</b> | <b>National figures for pupils not eligible for PP (2019 as no data for 2020)</b> | <b>2020-2021<br/>(internal data as no external this year due to Covid-19)</b> | <b>2021-2022<br/>School</b> | <b>National figures for pupils not eligible for PP (21-22)</b> | <b>2022-2023<br/>School</b> | <b>National figures for pupils not eligible for PP (22-23)</b> |
| % achieving expectation in reading        | 100% ARE<br>66% GD  | 80% ARE<br>20% GD         | 67% ARE<br>0% GD          | 73% ARE<br>27% GD   | 85% ARE<br>48% GD   | 86% ARE<br>29% GD           | 75%<br>28% GD  | 74% ARE<br>10% GD           | 73%<br>27% GD  |
| % achieving expectation in writing        | 100% ARE<br>33% GD  | 80% ARE<br>20% GD         | 50% ARE<br>0% GD          | 78% ARE<br>20% GD   | 81% ARE<br>30% GD   | 76% ARE<br>24% GD           | 69%<br>13% GD  | 52% ARE<br>6% GD            | 71%<br>20% GD  |
| % achieving expectation in maths          | 100% ARE<br>33% GD  | 80% ARE<br>20% GD         | 50% ARE<br>0% GD          | 79% ARE<br>27% GD   | 81% ARE<br>33% GD   | 86% ARE<br>38% GD           | 71%<br>23% GD  | 58% ARE<br>13% GD           | 73%<br>27% GD  |
| Progress measures reading                 |   |                           |                           | 0.1   |   | 2.07                        |  | -2.5                        |  |
| Progress measures in writing              |   |                           |                           | 0.1   |   | 2.55                        |  | -3.9                        |  |
| Progress measures in maths                |   |                           |                           | 0.1   |   | 4.13                        |  | -4.0                        |  |

| <b>Attainment Outcomes Y2 – KS1</b>       |  |                           |                           |   |   |                             |  |                             |  |
|---|--|---------------------------|---------------------------|---|---|-----------------------------|--|-----------------------------|--|
| <b>Figures for pupils eligible for PP</b> | <b>2020-2021<br/>(no external this year due to Covid-19)</b> | <b>2021-2022<br/>(PP)</b> | <b>2022-2023<br/>(PP)</b> | <b>National figures for pupils not eligible for PP (2019 as no data for 2020)</b> | <b>2020-2021<br/>(internal data as no external this year due to Covid-19)</b> | <b>2021-2022<br/>School</b> | <b>National figures for pupils not eligible for PP (21-22)</b> | <b>2022-2023<br/>School</b> | <b>National figures for pupils not eligible for PP (22-23)</b> |
| % achieving expectation in reading        | n/a*   | 40% ARE<br>20% GD         | 40% ARE<br>% GD           | 76% ARE<br>22% GD   | 76% ARE<br>34% GD   | 77% ARE<br>30% GD           | 67% ARE<br>18% GD  | 70% ARE<br>23% GD           | 68%<br>19% GD  |
| % achieving expectation in writing        | n/a*   | 40% ARE<br>20% GD         | 80% ARE<br>% GD           | 70% ARE<br>16% GD   | 66% ARE<br>17% GD   | 70% ARE<br>17% GD           | 57% ARE<br>8% GD   | 77% ARE<br>17% GD           | 60%<br>8% GD   |
| % achieving expectation in maths          | n/a*   | 40% ARE<br>20% GD         | 80% ARE<br>% GD           | 76% ARE<br>22% GD   | 72% ARE<br>31% GD   | 83% ARE<br>27% GD           | 67% ARE<br>15% GD  | 83% ARE<br>10% GD           | 74%<br>16% GD  |

\* Y2 July 2020-21: No Pupil Premium children

| Strategy (Cultural Capital) |  |
|-----------------------------|--|
| A                           | Improved vocabulary, language and oracy skills that impact on reading and writing progress across all year groups                                      |
| B                           | For all pupils to have improved resilience through access to wider opportunities that will impact positively on learner behaviours and pupil outcomes  |
| C                           | To improve the attendance of pupil premium pupils with an increased understanding of the importance of attendance specific focus on persistent absence |

| TEACHING  |  |   |   |            |   |
|---|--|---|---|------------|---|
| Strategy  | Desired Outcome  | Chosen approaches   | Evidence & Rationale  | Staff Lead | Milestone indicators  |
| Improved vocabulary, language and oracy skills that impact on reading and writing progress across all year groups | <p>*Increased % of pupils meeting the standard of the Phonics Screening Test</p> <p>*Increased % of pupils who can read fluently and accurately – measured by % of pupils reaching ELG in YR and ARE in Y1, Y2 and Y3</p> <p>*Quality of teaching improved as evidenced through subject leader monitoring walks</p> <p>*Book Scrutiny from English lead demonstrates</p> | <p>(See the English Action Plan for more detail)</p> <p>*Pupil books are to be high quality, challenging and engaging (cross-curricular links made where applicable)</p> <p>*Pupil books to showcase the grammar and language (year group appropriate) the children will use in their writing</p> <p>*Writing planning to follow the 6 steps in the teaching sequence: immerse, analyse, plan, write, review (SPAG is part of each stage of the process) – to be monitored by English Lead</p> <p>*Devise long term plan for writing outcomes linked to high quality text which covers required elements of entertain, discuss, persuade, inform</p> <p>*Writing is planned for with audience and purpose foremost in mind</p> <p>*Teachers to write own WAGOLL for modelled writing or use the modelled examples</p> | <p>Rationale:</p> <p>Pupils entering school in EYFS generally have very low attainment in English, with oracy, reading and vocabulary skills and understanding below that of others of their age group. Progress and attainment in reading is good throughout school, but progress and attainment in writing and spelling is not in-line with reading. There are still gaps in attainment and progress of boys. It is a priority at Winwick CE Primary School that reading is the key to success and accessing life-long learning.</p> <p>Evidence:</p> <p>-Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact). It also has a 'very extensive' evidence strength as mentioned in</p> | SDy<br>LD  | <p>*Assessment lead to monitor English and Reading in termly progress meetings with all year groups</p> <p>*See google calendar</p> <p>*English LTP and MTP monitored by English lead termly</p> <p>*Assessment lead to monitor English and Reading in termly progress meetings with all year groups</p> <p>*See google calendar</p> <p>*English lead to deliver training on assessing writing and strategies to improve writing at all stages.</p> <p>*SEND support plan reviews (Termly) to discuss English targets</p> |

|  |  |  |  |  |
|--|--|--|--|--|
|  | <p>progress in all year groups</p> <p>*Improved outcomes across all year groups in reading and writing</p> | <p>*Prioritising the hearing of the lowest 20% for daily reading</p> <p>*Fluency is considered alongside decoding before children progress through book bands</p> <p>*Application to NELI through DfE funding scheme (will hear about this in December). If we do not qualify for this, school will fund this project moving forward (£375 resourcing/ £195 training)</p> <p>*Once phonic knowledge is secure, KS2 to have a balanced focus on vocabulary development, fluency and comprehension skills</p> <p>*Pupils struggling with fluency are to have opportunities to practise re-reading familiar books to an adult, with appropriate feedback about how their reading sounds/next steps</p> <p>*Pupils in KS2 have the opportunity to spend time within school, as well as part of home learning, to increase Reading speed through use of Reading Plus.</p> | <p>the Guidance Report Improving Literacy in Key Stage 2</p> <p>-High quality teaching for all is the most important leveller for improving outcomes (EEF Guide to Pupil Premium)</p> <p>-Developing pupils' language capability to support their reading and writing has 'extensive' evidence according to EEF Guidance Report Improving Literacy in Key Stage 2. This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud. (These are strategies that we have already been using and will continue to embed as can be seen in more detail in the English Action Plan.</p> | <p>*Reading Salford assessments at the beginning and end of year</p> <p>*Regular phonics assessments monitored by Assessment lead.</p> |
|--|--|--|--|--|

**IMPACT MEASURES**

| <b>2020-2021</b>   | <b>2021-2022</b>   | <b>2022-2023</b>   |
|--|--|--|
| <p>Following the lockdown from March to June in the academic year 2019-20, in-line with government guidance and using educational research, the school put in place our Recovery Curriculum which was designed to ensure recovery of any lost learning and enable an intensive 'catch-up' programme of support for all pupils, including our Pupil Premium pupils. Where required, targeted support was given to Pupil Premium pupils in addition to</p> | <p>From September 2021, staff were given a detailed overview of pupil progress data, which also clearly highlighted the children who required additional targeted support across RWM; this included all Pupil Premium children being highlighted. Targeted support was then put in place for pupils to enable them to receive more intervention across</p> | <p>From September 2022, staff were given a detailed overview of pupil progress data, which also clearly highlighted the children who required additional targeted support across RWM; this included all Pupil Premium children being highlighted. Targeted support was put in place for pupils to enable them to receive additional intervention across areas of</p> |

|   |   |   |
|---|---|---|
| <p>the above. This adaptation to our usual curriculum for the academic year of 2020-2021 has resulted in pupils making good progress across the year, catching-up on lost learning linked to the 19-20 lockdown and achieving positive outcomes across English and Maths by the end of the academic year.</p> <p>During the lockdown from January to March 2021, all Pupil Premium pupils had a place in school available, however not all families wished for pupils to be in school during this time. Laptops were available for all Pupil Premium pupils who needed access to one during the lockdown period. For all pupils, our home learning offer during lockdown mirrored the coverage that would have been available should pupils have been onsite.</p> <p>Online Reading tools – Reading Plus and Bug Club - were used to supplement the teaching of reading and also enable pupils to be able to continue to access appropriately levelled reading materials and activities during lockdown, as well as facilitating targeted reading support whilst pupils have been in school.</p> <p>INSET on writing assessment took place in January for teachers/teaching assistants to ensure all were familiar with writing expectations for EYFS/KS1/KS2 and teachers have used the Literacy Counts units to support well sequenced learning opportunities for all pupils in writing, which has been seen through monitoring of pupils books and also online learning.</p> | <p>areas of need which continued to build upon the 'catch-up- programmes that were already in place from the previous academic year.</p> <p>Where needed, Subject Leads for English/Maths supported individual teachers to review and adapt planning and supported them with recommendations for teaching and learning with the focus being progress and attainment of the pupils in their class.</p> <p>ICT support continued to be available for those children who needed it for home learning, including Pupil Premium children who required this, the enable them to complete homework and access the online learning tools at home.</p> <p>Online learning tools – Century (SPaG/Maths), Reading Plus, Reading Eggs, TTRockstars, SumDog – all continue to be used for home learning and also used for targeted intervention support across English and Maths.</p> <p>Adaptations to the existing English Scheme of Work (Literacy Counts) also provided opportunities for teachers to embed and deepen learning.</p> <p>Our Y6 writing was moderated by the Local Authority, who agreed with all teacher assessments of writing.</p> | <p>need, building upon the intervention in place from the previous academic year. Funding linked to the National Tutoring Programme was also used to provide additional targeted support, which was school led by teaching staff.</p> <p>Support was provided by English/Maths leads for teachers who required additional support with planning to support adaptive learning, intervention and focus on maximising pupil progress.</p> <p>CPD across the academic year focused on upskilling staff knowledge and pedagogy, using the educational research evidence and EEF Guidance documentation, along with Rosenshine’s Principles for Learning, with staff reflecting and evaluating their own practice to make adaptations inline with this evidence, with a focus on improving pupil outcomes and progress.</p> <p>Online Learning tools – Century (Maths/SPaG), TTRockstars, SumDog, Reading Plus, Reading Eggs, Maths.co.uk (Y6) have continued to be used to support intervention and targeted support across English and Maths.</p> <p>Our Year 6 writing was moderated by the Local Authority.</p> |
|---|---|---|

| TARGETED ACADEMIC SUPPORT  |   |   |   |                 |  |
|--|---|---|---|-----------------|--|
| Strategy   | Desired Outcome   | Chosen approaches   | Evidence & Rationale  | Staff Lead      | Milestone indicators   |
| Effective Systematic Synthetic Phonics programme in place leading to improved phonics outcomes for all pupils. | <p>*Increased % of pupils meeting the standard of the Phonics Screening Test.</p> <p>*Increased % of pupils who can read fluently and accurately – measured by % of pupils reaching ELG in YR and ARE in Y1, Y2 and Y3.</p> | <p>*Regular, planned assessment of pupils' phonics attainment and knowledge using assessments and past Phonics Screening Materials.</p> <p>*Daily timetabled teaching of Letters &amp; Sounds in EYFS/KS1.</p> <p>*Regular monitoring of phonics provision by English lead and subsequent coaching where necessary by other skilled members of the teaching team.</p> <p>*Targeted intervention where necessary</p> <p>*Develop the use of Phonics Play for use in home learning.</p> <p>*Clear data analysis of Phonics Screening Check which shows current position of pupil attainment.</p> <p>*Re-Screening of pupils who have not previously met the standard in line with school assessment points.</p> <p>*Application to NELI through DfE funding scheme.</p> <p>*Catch-up programme in place in KS2 and delivered by trained phonics group leaders. This time to be prioritised and safeguarded.</p> <p>*Pupils in Y2 continue to access daily phonics lessons to catch-up on missed</p> | <p>Rationale:<br/>Outcomes from the Phonics Screening Check historically were below national and were an action from previous Ofsted 2018. Whilst the previous two years data has been strong it is key to reading that Phonics remains a high priority.</p> <p>Evidence<br/>-EEF toolkit states phonics interventions have a +4 months impact on most vulnerable pupils<br/>-EEF Guidance Report Improving Literacy in Key Stage 1 states that effectively implementing a systematic phonic programme has 'very extensive' evidence to suggest it will be effective. It states progress should be monitored, lessons should be engaging and all staff should receive training.</p> | SDy<br>LD<br>NH | <p>*Phonics baseline on entry to school in September for EYFS/ Yr1/Yr2/ Yr3.</p> <p>*Regular phonics assessments monitored by phonics lead LD.</p> <p>*Mock phonic screening check to take place termly.</p> |

|   |  |  |  |    |   |
|---|--|--|--|----|---|
|   |  | learning from 2019/20 academic year due to COVID-19.   |  |    |   |
| To address the social, emotional and mental health needs of pupils who are most at risk of underachieving | <p>*The school offers the right support at the right time to pupils who require support in the development of their social and emotional skills. As a result they are more settled and ready to</p> <p>*Fewer pupils exhibit discharge behaviours in school</p> <p>*All children feel supported and ready to learn</p> | <p>*Teachers to model resilience and positive learner behaviours by thinking out loud, modelling and class discussions. This can also come through in PSHCE</p> <p>*Teachers to be mindful that following on from Covid-19, pupils may need additional modelling of learner behaviours and expectations. Children may need specific work on resilience through in discrete lessons.</p> <p>*PSHE Lead amend quantity of delivery model for this subject and rearrange the content to suit the needs of the pupils following the Covid break from school.</p> <p>*PSHE lead purchase new scheme through the PSHE association to support those pupils who are at risk of underachieving.</p> | <p>Rationale: - Outside of the home, school provides the most consistent influence on pupils' development</p> <p>- 10% of all children and young people aged 5 to 16 have a clinically diagnosable mental health problem -</p> <p>We recognise that in order to be successful both staff and pupils must be enabled to develop and improve their self-confidence, resilience and emotional intelligence</p> <p>Evidence:</p> <p>- EEF toolkit states social and emotional strategies has a +4 month impact on disadvantaged pupils</p> <p>-EEF Guidance Report Improving Social and Emotional Learning in Primary Schools states that SEL skills should be modelled and taught explicitly. This will come through in the recovery curriculum planning for Autumn term. The Guidance report also states that SEL skills should be reinforced through a whole-school ethos and activities.</p> | NH | *Recovery curriculum planning document monitored by SLT and learning walks taking place termly. |
| <b>IMPACT MEASURES</b>  |  |  |  |    |   |

| 2020-2021  |      |      |      |      | 2021-2022                  |      |    |    |    | 2022-2023         |     |     |     |      |  |      |      |      |     |                             |    |     |     |     |  |     |     |     |     |  |  |  |  |  |                            |      |    |    |    |                   |     |     |     |     |  |      |      |      |     |                             |    |     |      |     |  |     |     |     |     |   |  |  |  |  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |     |     |                             |    |      |      |      |  |     |     |     |     |
|--|------|------|------|------|----------------------------|------|----|----|----|-------------------|-----|-----|-----|------|--|------|------|------|-----|-----------------------------|----|-----|-----|-----|--|-----|-----|-----|-----|--|--|--|--|--|----------------------------|------|----|----|----|-------------------|-----|-----|-----|-----|--|------|------|------|-----|-----------------------------|----|-----|------|-----|--|-----|-----|-----|-----|---|--|--|--|--|----------------------------|------|----|----|----|-------------------|-----|-----|-----|------|--|------|------|-----|-----|-----------------------------|----|------|------|------|--|-----|-----|-----|-----|
| <p>Following the lockdown from March to June in the academic year 2019-20, as part of our Recovery Curriculum, additional targeted phonics support was put in place for all pupils, including our Pupil Premium pupils. Phonics remained a key priority within the Recovery Curriculum and daily phonics continued throughout the lockdown during Spring 2021. Phonics CPD was provided to all teachers/teaching assistants in Summer 21 to refresh and update phonics knowledge and to maintain a consistency across the school with phonics delivery and provision.</p> <p><b>Phonics Outcomes 2020-21</b></p> <table border="1"> <thead> <tr> <th>% passed phonics screening</th> <th>EYFS</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> </tr> </thead> <tbody> <tr> <td><b>All Pupils</b></td> <td>10%</td> <td>83%</td> <td>93%</td> <td>100%</td> </tr> <tr> <td></td> <td>(31)</td> <td>(29)</td> <td>(28)</td> <td>(3)</td> </tr> <tr> <td><b>Pupil Premium Pupils</b></td> <td>0%</td> <td>75%</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td></td> <td>(5)</td> <td>(4)</td> <td>(0)</td> <td>(0)</td> </tr> </tbody> </table> |      |      |      |      | % passed phonics screening | EYFS | Y1 | Y2 | Y3 | <b>All Pupils</b> | 10% | 83% | 93% | 100% |  | (31) | (29) | (28) | (3) | <b>Pupil Premium Pupils</b> | 0% | 75% | n/a | n/a |  | (5) | (4) | (0) | (0) | <p>This year we have been transitioning over to the Little Wandle – Letters and Sounds Revised – for our Phonics Scheme. All staff have received training at the INSET in January and this has then been phased in across the Spring/Summer terms; the reading element will be embedded in Autumn 22. All resources were purchased to support staff with the delivery of this scheme.</p> <p><b>Phonics Outcomes 2021-22</b></p> <table border="1"> <thead> <tr> <th>% passed phonics screening</th> <th>EYFS</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> </tr> </thead> <tbody> <tr> <td><b>All Pupils</b></td> <td>13%</td> <td>82%</td> <td>97%</td> <td>96%</td> </tr> <tr> <td></td> <td>(30)</td> <td>(29)</td> <td>(30)</td> <td>(3)</td> </tr> <tr> <td><b>Pupil Premium Pupils</b></td> <td>0%</td> <td>80%</td> <td>100%</td> <td>n/a</td> </tr> <tr> <td></td> <td>(1)</td> <td>(5)</td> <td>(5)</td> <td>(1)</td> </tr> </tbody> </table> |  |  |  |  | % passed phonics screening | EYFS | Y1 | Y2 | Y3 | <b>All Pupils</b> | 13% | 82% | 97% | 96% |  | (30) | (29) | (30) | (3) | <b>Pupil Premium Pupils</b> | 0% | 80% | 100% | n/a |  | (1) | (5) | (5) | (1) | <p>Little Wandle Letters and Sounds is now fully embedded as a Phonics Scheme, along with the accompanying reading scheme, which was introduced in the Autumn term. Refresher training has taken place for staff via the Little Wandle training materials. Little Wandle reading books introduced alongside the reading books and have been embedded across the academic year.</p> <p><b>Phonics Outcomes 2022-23</b></p> <table border="1"> <thead> <tr> <th>% passed phonics screening</th> <th>EYFS</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> </tr> </thead> <tbody> <tr> <td><b>All Pupils</b></td> <td>13%</td> <td>65%</td> <td>71%</td> <td>100%</td> </tr> <tr> <td></td> <td>(30)</td> <td>(31)</td> <td>(7)</td> <td>(1)</td> </tr> <tr> <td><b>Pupil Premium Pupils</b></td> <td>0%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td></td> <td>(2)</td> <td>(6)</td> <td>(1)</td> <td>(1)</td> </tr> </tbody> </table> |  |  |  |  | % passed phonics screening | EYFS | Y1 | Y2 | Y3 | <b>All Pupils</b> | 13% | 65% | 71% | 100% |  | (30) | (31) | (7) | (1) | <b>Pupil Premium Pupils</b> | 0% | 100% | 100% | 100% |  | (2) | (6) | (1) | (1) |
| % passed phonics screening   | EYFS | Y1   | Y2   | Y3   |                            |      |    |    |    |                   |     |     |     |      |  |      |      |      |     |                             |    |     |     |     |  |     |     |     |     |  |  |  |  |  |                            |      |    |    |    |                   |     |     |     |     |  |      |      |      |     |                             |    |     |      |     |  |     |     |     |     |   |  |  |  |  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |     |     |                             |    |      |      |      |  |     |     |     |     |
| <b>All Pupils</b>  | 10%  | 83%  | 93%  | 100% |                            |      |    |    |    |                   |     |     |     |      |  |      |      |      |     |                             |    |     |     |     |  |     |     |     |     |  |  |  |  |  |                            |      |    |    |    |                   |     |     |     |     |  |      |      |      |     |                             |    |     |      |     |  |     |     |     |     |   |  |  |  |  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |     |     |                             |    |      |      |      |  |     |     |     |     |
|  | (31) | (29) | (28) | (3)  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |      |     |                             |    |     |     |     |  |     |     |     |     |  |  |  |  |  |                            |      |    |    |    |                   |     |     |     |     |  |      |      |      |     |                             |    |     |      |     |  |     |     |     |     |   |  |  |  |  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |     |     |                             |    |      |      |      |  |     |     |     |     |
| <b>Pupil Premium Pupils</b>  | 0%   | 75%  | n/a  | n/a  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |      |     |                             |    |     |     |     |  |     |     |     |     |  |  |  |  |  |                            |      |    |    |    |                   |     |     |     |     |  |      |      |      |     |                             |    |     |      |     |  |     |     |     |     |   |  |  |  |  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |     |     |                             |    |      |      |      |  |     |     |     |     |
|  | (5)  | (4)  | (0)  | (0)  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |      |     |                             |    |     |     |     |  |     |     |     |     |  |  |  |  |  |                            |      |    |    |    |                   |     |     |     |     |  |      |      |      |     |                             |    |     |      |     |  |     |     |     |     |   |  |  |  |  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |     |     |                             |    |      |      |      |  |     |     |     |     |
| % passed phonics screening   | EYFS | Y1   | Y2   | Y3   |                            |      |    |    |    |                   |     |     |     |      |  |      |      |      |     |                             |    |     |     |     |  |     |     |     |     |  |  |  |  |  |                            |      |    |    |    |                   |     |     |     |     |  |      |      |      |     |                             |    |     |      |     |  |     |     |     |     |   |  |  |  |  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |     |     |                             |    |      |      |      |  |     |     |     |     |
| <b>All Pupils</b>  | 13%  | 82%  | 97%  | 96%  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |      |     |                             |    |     |     |     |  |     |     |     |     |  |  |  |  |  |                            |      |    |    |    |                   |     |     |     |     |  |      |      |      |     |                             |    |     |      |     |  |     |     |     |     |   |  |  |  |  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |     |     |                             |    |      |      |      |  |     |     |     |     |
|  | (30) | (29) | (30) | (3)  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |      |     |                             |    |     |     |     |  |     |     |     |     |  |  |  |  |  |                            |      |    |    |    |                   |     |     |     |     |  |      |      |      |     |                             |    |     |      |     |  |     |     |     |     |   |  |  |  |  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |     |     |                             |    |      |      |      |  |     |     |     |     |
| <b>Pupil Premium Pupils</b>  | 0%   | 80%  | 100% | n/a  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |      |     |                             |    |     |     |     |  |     |     |     |     |  |  |  |  |  |                            |      |    |    |    |                   |     |     |     |     |  |      |      |      |     |                             |    |     |      |     |  |     |     |     |     |   |  |  |  |  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |     |     |                             |    |      |      |      |  |     |     |     |     |
|  | (1)  | (5)  | (5)  | (1)  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |      |     |                             |    |     |     |     |  |     |     |     |     |  |  |  |  |  |                            |      |    |    |    |                   |     |     |     |     |  |      |      |      |     |                             |    |     |      |     |  |     |     |     |     |   |  |  |  |  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |     |     |                             |    |      |      |      |  |     |     |     |     |
| % passed phonics screening   | EYFS | Y1   | Y2   | Y3   |                            |      |    |    |    |                   |     |     |     |      |  |      |      |      |     |                             |    |     |     |     |  |     |     |     |     |  |  |  |  |  |                            |      |    |    |    |                   |     |     |     |     |  |      |      |      |     |                             |    |     |      |     |  |     |     |     |     |   |  |  |  |  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |     |     |                             |    |      |      |      |  |     |     |     |     |
| <b>All Pupils</b>  | 13%  | 65%  | 71%  | 100% |                            |      |    |    |    |                   |     |     |     |      |  |      |      |      |     |                             |    |     |     |     |  |     |     |     |     |  |  |  |  |  |                            |      |    |    |    |                   |     |     |     |     |  |      |      |      |     |                             |    |     |      |     |  |     |     |     |     |   |  |  |  |  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |     |     |                             |    |      |      |      |  |     |     |     |     |
|  | (30) | (31) | (7)  | (1)  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |      |     |                             |    |     |     |     |  |     |     |     |     |  |  |  |  |  |                            |      |    |    |    |                   |     |     |     |     |  |      |      |      |     |                             |    |     |      |     |  |     |     |     |     |   |  |  |  |  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |     |     |                             |    |      |      |      |  |     |     |     |     |
| <b>Pupil Premium Pupils</b>  | 0%   | 100% | 100% | 100% |                            |      |    |    |    |                   |     |     |     |      |  |      |      |      |     |                             |    |     |     |     |  |     |     |     |     |  |  |  |  |  |                            |      |    |    |    |                   |     |     |     |     |  |      |      |      |     |                             |    |     |      |     |  |     |     |     |     |   |  |  |  |  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |     |     |                             |    |      |      |      |  |     |     |     |     |
|  | (2)  | (6)  | (1)  | (1)  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |      |     |                             |    |     |     |     |  |     |     |     |     |  |  |  |  |  |                            |      |    |    |    |                   |     |     |     |     |  |      |      |      |     |                             |    |     |      |     |  |     |     |     |     |   |  |  |  |  |                            |      |    |    |    |                   |     |     |     |      |  |      |      |     |     |                             |    |      |      |      |  |     |     |     |     |

| WIDER STRATEGIES  |   |  |   |            |   |
|---|---|--|---|------------|---|
| Strategy  | Desired Outcome   | Chosen approaches  | Evidence & Rationale  | Staff Lead | Milestone indicators  |
| To improve the attendance of pupil premium pupils with an increased understanding of the importance of attendance specific focus on | <p>*Increased understanding of the importance of attendance following on from Covid-19</p> <p>*Decrease in pupil absence year on year</p> <p>*Decrease in PA year on year</p> | <p>*We acknowledge that attendance may be harder than ever to maintain next year following on from Covid-19. We strive to make all parents feel that their children are safe in school ready for the return to school in September.</p> <p>*We acknowledge that the role of the Attendance Officer needs to be very high-profile next year and promoted with all</p> | <p>Rationale</p> <p>- Across school, attendance has improved however Pupil Premium pupils still have on average lower attendance than all other pupils</p> <p>- In particular there is a gap between the PA of pupil premium children and all pupils.</p> <p>Evidence</p> | ER SDy     | <p>*Termly attendance report to Governors</p> <p>*In school attendance data shows improvements termly</p> |



|   |  |   |  |            |   |
|---|--|---|--|------------|---|
| <p>persistent absence</p>   | <p>*Poor attendance does not impact on pupil progress and attainment<br/>*Families are supported in resolving any issues which impact on a pupil's attendance.</p> | <p>parents through newsletters and the school website<br/>*Continuing with proactive approaches to encourage good attendance e.g. Friday class reward, certificates daily and half termly.<br/>*Regular monitoring of pupil premium attendance with EWO and Pupil Premium Lead<br/>*Early intervention approach with response letters and EWO (Letter 1, Letter 2, meetings with EWO, home visits etc.)<br/>*Meetings are held and measures are implemented to support families and improve attendance of pupils in a timely and effective manner.</p>  | <p>-There is clear evidence to show that good attendance impacts positively on pupil achievement.</p>  |            |   |
| <p>To strengthen partnerships with parents and carers so that they can confidently support pupils' learning</p> | <p>*Parents and carers feel confident in supporting pupils' progress at home<br/>*Hard to reach/vulnerable families are interacting with the VLE</p>               | <p>*School website and online learning offer enhanced during Covid-19. We will continue to develop this offer over the academic year so that more children are participating and parents can support their pupils' learning with more confidence. This will also allow parents to effectively communicate with teachers if they cannot come into school due to Covid-19<br/>*Experienced member of SLT as the lead on this and deliver effective and timely CPD for all staff. They will also deliver training and helpful support documents for parents and carers.<br/>*VLE team set up to support the VLE lead in promoting the VLE with families<br/>*Teachers to monitor which families are engaging in the online learning offer in their classes. Strive to ensure even hard to reach families are engaging.</p> | <p>Rationale:<br/>Discussions with staff and the belief that parents are key in supporting their child's learning and this is particularly beneficial for our disadvantaged pupils plus our busy working parents. Following on from the Covid-19 pandemic, home learning is more important than ever and this is an area that we can really tap into.</p> <p>Evidence:<br/>- Research from the EEF Guidance Report: Parental Engagement explains that a successful school communication tool can have a myriad of benefits. It can improve attendance (another area of improvement).</p> | <p>SLT</p> | <p>*Website and home learning offer successfully set up and all children logging in Autumn Term 2020<br/>*Workshops delivered to parents via Zoom/Loom Autumn Term 2020 and ongoing yearly.<br/>*CPD for staff delivered in Autumn term<br/>*Update reports for Governors on % of pupils accessing home learning and the online learning offer.</p> |

|  |  | *Consistent approach developed to reading at home; develop a reading culture at home (See English Reading section for more detail and the separate English Action Plan)  |  |   |  |
|--|--|--|--|---|--|
| IMPACT MEASURES  |  |  |  |   |  |
| 2020-2021  |  | 2021-2022  |  | 2022-2023   |  |
| <p>At the beginning of the Autumn term, priority was given to ensuring all pupils were set up on Google Classroom and that they were able to log in and access their class page.</p> <p>Carefully planned series of CPD sessions were delivered to teachers/teaching assistants to ensure all were confident with how to access, upload, feedback and assess pupils work, in preparation for using Google Classroom for homework and, if required, home learning.</p> <p>Parent guides for using Google Classroom and other online learning tools were sourced/developed and shared with parents.</p> <p>During lockdown, engagement with online learning was 98% of pupils, for those pupils who had not engaged within the first couple of days, contact was made with families and laptops provided and/or places in school were offered. Prior to lockdown, a review was completed of Pupil Premium pupils to identify who would require places in school/laptop provision, so this could be put in place quickly should a lockdown be announced, which enabled provision to transition smoothly to home learning.</p> |  | <p>With a relaxation in Covid measures this academic year, the need for whole group self-isolation has been removed, but there have been some individual cases where self-isolation has been needed due to Covid-19. Because of this, teachers continued to provide access to online learning for any pupil self-isolating to ensure that educational provision continued and the child was then able to transition back into learning onsite once their period of isolation was complete.</p> <p>Access to laptops continued to be in place for pupils who needed this, including our Pupil Premium children. Parental workshops took place either in-person or online to support parents with early reading and phonics.</p> <p>School work with the Local Authority Attendance Team to monitor and manage attendance.</p> |  | <p>There has been no requirement for any self-isolation this academic year linked to Covid-19, so online learning for this has not been needed.</p> <p>School have worked closely with families and have also utilised support for some of our families via Early Help referrals, which has also enabled a positive impact on attendance for specific families.</p> <p>Opportunities for parental workshops and events to invite parents/carers into school have taken place across the academic year, including for Reading, Phonics class workshops to celebrate children's learning.</p> <p>School have continued to work closely with the Local Authority Attendance Team to monitor and manage attendance.</p> |  |