

## Pupil Premium Strategy Statement 2020-21

<b>1. Summary Information</b>					
<b>School</b>	Fiddlers Lane Community Primary School				
<b>Academic Year</b>	<b>20-2021</b>	<b>Total PP budget</b>	£ 121,319.00	<b>Date of most recent PP Review</b>	Internal June 10 <sup>th</sup> 21
<b>Total number of pupils</b>	218	<b>Number of pupils eligible for PP = 96 (38%)</b>	Y1-6 = 87 (44.6%) <u>EYFS</u> N 9 = 37.5%	<b>Date for next Strategy Review</b>	July 21

<b>2. Barriers to future attainment</b>	
<b>Internal barriers</b> ( issues which require action by the school: poor language skills, resources inexperienced staff)	
<b>A</b>	<b>Poor oral language skills in EYFS and some children in KS1 and KS2</b>
<b>B</b>	<b>Development of reading skills</b>
<b>C</b>	<b>Complex needs of some children, including SEN</b>
<b>D</b>	<b>Lack of maths fluency and reasoning skills for some pupils</b>
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning.)	
<b>E</b>	<b>Parental engagement including attendance (Attendance below national average. Persistent absenteeism)</b>
<b>F</b>	<b>Lack of involvement / engagement in school by some families along with their perceived low importance of educational outcomes.</b>
<b>G</b>	<b>Impact of Covid -19</b>

3. Outcomes		Success criteria
<b>In-school barriers and rational for funding use.</b>		
A.	<p><b>Poor oral language skills in EYFS and some children in KS1 and KS2</b></p> <p>An independent evaluation by the Education Endowment Foundation (EEF) has found that the Nuffield Early Language Intervention (NELI) boosts the language skills of four- and five-year olds by an additional three months. These results suggest the programme could be a promising way to help children catch up when schools reopen.</p> <p>Initial baseline data shows poor oral language skills in EYFS and some children in KS1.</p> <p>There is a need to increase vocabulary development through targeted activities.</p> <p>In 2019 Target 61% of pupils achieved GLD – 2020 GLD not measured due to COVID</p> <p>Data Reception screening SALT ( October 20 93% level 1, 34% level 2 3% Level 3)</p> <p>The Welcomm data 2019 indicates that X % were assessed as being 'Red', % 'Amber' and 'green'.</p> <p>% achieving GLD: 61%</p>	<p>To develop of speaking and listening skills on entry to school through targeted activities and quality interactions with staff</p> <p>PP: 45% rec</p> <p><b>Measure of impact</b></p> <p>Increase in % achieving GLD: 61% achieved GLD 2019</p> <p>% achieving GLD of pupil premium children</p> <p>Exit data for reception SALT screen.</p> <p>Exit data for Welcome % at RAG</p>
B.	<p><b>Development of reading skills</b></p> <p>Analysis of data shows that there is a gap between disadvantaged and nondisadvantaged in all KS (and school data compared to national data for all pupils). This has highlighted the importance of enabling access to quality reading resources both in school and at home. This will help instilling a love of reading in all our pupils for N to Yr 6.</p> <p>School recognises the importance of having an approach that links the teaching of reading to writing as well as to grammar and spelling. To support this, school recognises the importance of establishing vocabulary rich environments, both visually, through texts; quality first teaching and orally to support pupils who are at a disadvantage compared to pupils with an already wide vocabulary base. It also recognises the link between Maths Mastery and speaking and reasoning.</p>	<p>To increase in end of KS1 and KS2 reading tests to show good progress, and to be broadly in line with current national expectations for non SEND pupils. ( National tests halted due to Covid19)</p> <p>Increased teacher skills in comprehension specifically</p> <ul style="list-style-type: none"> <li>• Prosody</li> <li>• Skimming and scanning</li> <li>• Guided reading proforma development</li> <li>• Vocabulary style question</li> <li>• Word aware vocabulary development</li> <li>• Increased teacher knowledge in children's literature</li> <li>• Increased knowledge in pupil preferences</li> </ul>

	<p><b>Reading</b> –Increase in reading skills through explicit teaching of reading skills. Guided reading proformas used track skills taught and genres. Decoding and Comprehension are both barriers, as is children's stamina to read at length across both KS1 &amp;2.</p> <p>Need to scaffold / increase and of vocabulary knowledge in all KS</p> <p>Need to increase quality and quality if resources for reading for pleasure.</p> <p>Need to match Phonics books for home reading to phonic phases taught in school</p> <p><b>Writing</b> Pupils need to have a rich and varied vocabulary to enable them to achieve ARE in writing. Access to quality first teach using appropriate resources will lead to increase in writing outcomes.</p> <p>Change in reading tests used to improve the accuracy of data.</p>	<p><b>Measure of impact</b></p> <p>Wide range of books available to encourage pupils to read widely</p> <p>Guided reading texts and home reading books phonically matched to teaching. Diverse range of high quality of books across genres available for pupils to read at home and school.</p> <p>Improved comprehension test scores across the school so that more children are working at and above age related expectations.</p> <p>Reading a focus across the curriculum.</p> <p>Baseline data Summer 2019.</p> <p>% Increase in reading ages KS1</p> <p>For pupils to have a love of reading and activily read more widely. (Evidence through pupil reading questionaires)</p> <p>Increase of PP pupils at ARE in writng across all KS.</p>
C.	<p><b>Complex needs of some children, including SEN</b></p> <p>Analysis of pastoral data shows high level of pupils at FLCP with social and emotional and mental health needs and also a very high % of pupils with SEND. +40%</p> <p>FLCP recognises the importance of addressing children's emotional, behavioural and mental health needs at an early stage in order to reduce barriers to learning and lay the foundations for making healthy life choices in teenage and adult years</p> <p>To address complex needs of some children, including SEN</p> <p>To address the High levels of Child Protections referrals, incidents in the community with poor behaviour etc.</p> <p>To build emotional resilience – mental health and emotional wellbeing across the age groups is poor.</p> <p>The Inclusion manager also runs nurture groups, counselling pupils and parents / carers. Attends CIN meetings, core groups, case conferences</p>	<p>PP funds staff development. All staff understand how to support children with complex needs. Series of teacher / TA /LTO CPD delivered around maths skills and knowledge for TAs.</p> <p>CPD skills in use - questioning skills and developing pupil independence SEND in lesson observations for teachers and TAs.</p> <p>PP part funds Includion manager and SEND Co.</p> <p>Children with complex needs have swift referrals to relevant agencies and input form Ed Psych</p> <p>Children are able to access rapid support from school staff ( Inclusion manager and Send co are tranined counsellors)</p> <p>Refereal to CAHMS are fast tracked. Thrive programme refereals through Inclusion amanger enables timely support. Regular TIE meetings with camhs/place2be/school coordinator/ed psych Agecies such as PIT team working with EYFS staff and pupils.</p> <p><b>Measure of impact</b></p> <p>Children with complex needs and SEN make at least expected progress in each year group (as defined by the school)</p>

	<p>Facilitates TAF meetings and takes a lead in behaviour management in school</p> <p>LTO and TAs attended training around SEND issues, ADHD, ASD, attachment</p>	<p>Internal behaviour markers reduced. E.g number of detentions, referrals to SLT</p>
D.	<p><b>Lack of maths fluency reasoning skills / memory issues</b></p> <p>High number of SEND (+40%), pupils with specific issues and some pupils new to school having low prior attainment means there is a wide range of attainment in maths across school.</p> <p>Using pupil premium funding to enable high quality support in maths enables the majority of our pupils to access quality first teach.</p> <p>Investment in TA training means staff are able support pupils to access learning. This is by facilitating independence and re-enforcing methods taught (through consolidation of methods and vocabulary) and in intervention sessions where needed.</p>	<p>Progress in maths is in line with national average (2019). PP funding provides specialist support to help pupils catch up and meet needs of dyscalculic pupils identified.</p> <p>PP funding allows staff to scaffold SEND pupils within lessons to enable them to access quality first teach.</p> <p>Whole school / TA CPD from EYFS to Yr 6 with a focus on maths. CPD for teachers around priorities after lock down will mean teacher and TAs skills are developed.</p> <p>Teaching staff receive training on Maths RTPC maths to enable catch up in years 1-6.</p> <p><u>Measure of impact</u></p> <p>Increased number of pupils at ARE. Increase in mental maths and reasoning scores in end of year assessments.</p> <p>In lesson observations, increased use TA scaffolding learning (independence as a default)</p>
<b>External barriers</b>		
E.	<p><b>Parental engagement including attendance (Attendance below national average. High Persistent absenteeism)</b></p> <p>If pupils are not in school on time everyday they can not access learning and therefore will not make good progress. Pupils particularly with persistent absenteeism are at risk of under achieving.</p> <p>At Fiddlers Lane Persistent absenteeism is above national average, with boys' attendance below national average. There is a gap between PP and non-PP children.</p> <p>Persistent absence was 12.9% National average 8.2%</p> <p>Ever 6 persistent absence</p>	<p>Pupil Premium funding helps fund the Inclusion manager facilitating work with all families with low attendance ( below 90% ) and all families with persistent absence.</p> <p>Families are engaged with school and there is a reduction in lates and increase in attendance in target families.</p> <p><u>Measureable impact</u></p> <p>Persistent absenteeism will decrease from 13.8% to in line with current national average (8.8%)</p> <p>The gap between PP and non-PP children reduces from 7.5%</p>

	<table border="1"> <tr> <td>Ever 6 FSM</td><td>School 4.7%</td><td>National 5.6%</td><td>Persistent Abs School 15.1</td><td>Persistent Abs National 16.1</td></tr> </table>	Ever 6 FSM	School 4.7%	National 5.6%	Persistent Abs School 15.1	Persistent Abs National 16.1	
Ever 6 FSM	School 4.7%	National 5.6%	Persistent Abs School 15.1	Persistent Abs National 16.1			
	<p>Our inclusion manager has worked with families to ensure that every school age child is receiving a suitable, full-time education by encouraging regular attendance at school. Rather than using LA EWO, one of the Inclusion Manager's roles is attendance lead. She regularly meets with families to discuss any pupils who are failing to attend school regularly. She also looks for patterns in children's absences that could indicate a problem. By building up a positive relationship with families, issues can be worked through collaboratively to facilitate long term solutions. Where necessary she completes early assessments, highlighting areas of concern, referring families for extra support eg: family support workers/early help practitioners. She also includes the roles of other services to improve attendance eg: school nurses and health visitors.</p>						
F.	<p><b>Lack of involvement / engagement in school by some families along with their perceived low importance of educational outcomes.</b></p> <p>Many of our pupils do not come from homes where there is a literate environment and many lack the aspiration to develop readers.</p> <p>2020 data 34% of families are financially stretched, 38% of families live in Urban adversity (ACORN data Wigan.)</p> <p>Differences between parents in their level of involvement are associated with social class, poverty, health, their own education and also with parental perception of their role and their levels of confidence in fulfilling it. We believe that we can only achieve the best for our children through developing a close relationship between home and school.</p> <p>There are many opportunities for parents and carers to find out about and to share in the education of their children and we are always readily available to talk to parents about any aspect of their child's development. We aim to do this in the context of a warm, welcoming environment and caring ethos.</p>	<p>Having a SENDCo with an inclusion Manager with non class based roles, means families can access support during the school day. Meetings to support families such as multi agency or meetings Ed psych meetings or discussions regarding diagnosis of SEND or support plans etc</p> <p><u>Measurable impact.</u></p> <p>Number of families involved in activities provided by school whilst the club continues remotely during the Pandemic.</p> <p>Number of pupils gaining EHCP.</p> <p>Number of pupils accessing alternative provision school facilitation</p> <p>Engagement of parents.</p>					

	At Fiddlers Lane we can meet the needs of our diverse community though our open door policy. Parents know we have the capacity to support them when they have issues.	Parents' attendance at mums' and dads' club continues to increase once the group can re-start September 21 ( Parent Link worker currently on Maternity Leave) Increase in traffic on social media sites. Parent engagement in virtual events such as parents evening and parent SEND workshops increases. Engagement in remote learning increases when bubbles close from 2 <sup>nd</sup> lockdown baseline. Number of families attending Pride Time (post lockdown)
<b>G</b>	Impact of Covid -19	White Rose resources supported staff and pupils during lockdown and recovery Hamilton Davies Trust resources gave staff and parents support to deliver lessons.

4. Plan including actions, expenditure and review dates 2020-21					
Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost	Termly review
<b>A and C.</b> Purchase of a SALT support Implementation of Elklan speech and language programme delivered by TA2 x2	Success in 2018-9 just using the SALT SLA, and now expanding to ensure wider delivery due to greater needs of several cohorts EEF teaching and learning toolkit evidence shows an impact of +5 months in this area.	Termly tracking and pupil progress meeting outcomes	SENCO / Trainee SENDCO  RJ	SALT £5,400  TA2 8.75hrs £7,740	October 20 baseline  June 21 exit data
TA3 in Reception TA1 in EYFS to support those children who enter	Elkan and Welcomm trained staff deliver interventions. Pupils who are assessed as		HE / BC / SC		Termly review of progress

<p>the setting at a lower starting point than their peers</p> <p>EYFS staff to support needs of pupil premium children with S&amp;L issues.</p> <p>NELI intervention program Nuffield Early Language Intervention (NELI) A 20-week programme helping schools deliver one to-one and small group support for Reception children whose spoken language skills may have suffered as a result of the pandemic</p> <p>Resources to deliver music sessions including phase 1 phonics in N and Rec</p>	<p>Red or Amber receive increased support and scaffolding</p> <p>EYFS TAs and teachers trained in delivery of program</p> <p>Quality Musical instruments will help deliver phase 1-2 phonics / music curriculum in an engaging way.</p>	<p>Pupils tracked progress measured from baseline data</p> <p>Teacher level 3 and level 2 LSAs will access the two half days of training and use the detailed lesson plans enabling her to lead the short, structured sessions with small groups of reception-age pupils.</p> <p>Pupils tracked from base line</p> <p>The TAs are based in the Reception classes and know the children well; they are knowledgeable and experienced in SP &amp; L approaches.</p>	<p>LW</p> <p>SC PD reception teacher</p>	<p>TA2 TA1 CP TA3 welcomm TA3</p> <p>£ 4,305 £10,221 £877 £9,257</p>	<p>Half termly meeting with LSA and class teachers Monitoring of progress and attainment.</p>
<p><b>B</b></p> <p>Reading and comprehension intervention in place to develop vocabulary knowledge</p> <p>Reading support TA in place</p>	<p>ASP analysis shows inference and vocabulary based questions were weakest areas for school. KS1 question level analysis of assessments show similar issues</p>	<p>Termly tracking and pupil progress meeting outcomes Observations Questionnaires</p>	<p>HE</p>	<p>£500.00</p>	<p>Termly review at pupil progress meetings and SEND progress meetings</p>

Relevant books purchased Guided reading CPD  Reading Wise program as intervention for those pupils who cannot access synthetic phonics  Guided reading and whole class guided reading resources  Reading for pleasure resources. Non fiction resources Recommended reads Release of English and maths leads and cover for class teachers. Suplimentary books for home reading.  Rigby Stars phonics scheme	EEF teaching and learning toolkit evidence shows an impact of +5 months in this area. Reading and comprehension programme trail evidence shows impact of +6 months. Previous data from program showed good progress for those regularly accessing  Analysis of reading resources shows a need for further home reading books to supplement current stock  Lack of engagement due to poor quality resources. Increase in engagement / home reading due to interest level / quality of books pupils are accessing	Termly tracking of reading ages through program  Staff CPD traing sessions on reading wise and zip phonics EYFS / KS1 staff  Class teachers reviewed and selected engaging texts ( 3 per class – classic fiction) 3 per class contemporary fiction  Home reading resouces available motivate and encourage pupils to read. Up take of home reading monitored  English lead to review available schmemes to ensure scheme chosen is fit for purpose	HM  KG / AR  Resources and staff CPD  Resources ORT class sets Contemporary texts - Whole class Guided reading  Recommended reading resources  Rigby Stars phonics scheme	TA 1 2.5 £1,576  TA4 LB £11,965  £2,000  £1,246  £1,500  Resources £1,000 £2,704	Termly review of interventions to monitor impact  Monitoring of guided reading planning and lesson observations. CPD discussions  Pupil reading questoinaires – Spring 21 and Summer 21 ( Postponed due to lockdown)  Progress / engagement of neurodiverse pupils monitored
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<p><b>C</b></p> <p>Relevant pastoral support in place in school SENCO not class based Relevant interventions delivered</p> <p>Educational Psychologist time bought</p> <p>CPD for staff</p>	<p>EEF teaching and learning toolkit evidence shows an impact of +4 months in this area. Success of this approach last year. Nurture groups, Counselling pupils and parents / carers CIN meetings FAM meetings Gap in staff knowledge, especially with staff new to the school.</p>	<p>Half termly meetings focused on SEN and behaviour. Termly pupil progress meeting outcomes. Observations and learning walks.</p> <p>Assessment of SEND pupils B and above</p> <p>Release of staff</p>	<p>SENCO</p> <p>Ed-Psyc</p>	<p>£4,193</p> <p>£6,900</p>	<p>December 20</p> <p>March 21</p> <p>June 21</p>
<p><b>B, C and E.</b></p> <p>Relevant pastoral support in place in school.</p>	<p>Training and resources Part time staff paid to come to training</p>	<p>Termly pupil progress meeting outcomes re behaviour and social and emotional issues. Liason with other agancies –Thrive, CAHMS, Place3Be.</p> <p>Staff can access support form inclusion manager regarding behaviour, social and emotional issues.</p>	<p>Inclusion Manager</p>	<p>£12,827</p>	<p>Termy review</p> <p>Review of effectiveness of interventions</p>

<p>Resources to support pupils with SEMH</p> <p>Additional CPD for staff - bespoke programme for staff linked to Emotionally Friendly schools Training</p> <p>Staff training on pupil wellbeing at INSET days in September.</p>	<p>Inclusion manager and SENCO can refer into CAHMS</p> <p>TA and LTO training Training based on needs of staff – questionnaires completed</p> <p>Observations and learning walks focus on pupils with behavioural issues. Behaviour management training.</p>	<p>Resources to support pupils</p> <p>SLT</p> <p>SC</p>	<p>£500</p> <p>£1,000</p>	<p>Discussions during PM review and in discussions post observations.</p>
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<b>C and D.</b> Specialised maths TA to support children who are not making expected progress  Release of maths lead for pupil progress meetings  Resources to support those with specific learning needs	Success of this approach in previous years Pupils can access strategies  All KS2 classes have intervention sessions  Software and Hardware across school to support specific learning	Intervention sessions for maths 'Keep up and catch up' sessions for every KS2 class x3 30 minutes per week.  Termly tracking and pupil progress meeting outcomes.  Observations Training and resources dyscalculia training PGCE staff release	Maths TA  Maths Lead  Math resources	£11,604  £2,873  £1,000	Termly review Pupil progress meetings  Evaluation of courses – info fed back to teachers / TAs
<b>F.</b> Parent link worker employed to continue to improve engagement within school.  Workshops / activities posted on line throughout partial school closures mums' and dads' club Parent friendly information developed.   Investment in resources and equipment to encourage pupils to want to come to school.  Laptops to facilitate remote learning by pupils not on school	EEF teaching and learning toolkit evidence shows an impact of +3 months in this area.  Success of this approach in previous years.  1/3 of pupils have not got suitable devices for home learning – are not engaged	Analysis of attendance at events e.g. mums' and dads' club Social media statistics.  Resources for parent engagement sessions Resources to enhance learning experiences Office staff continued to distribute pre made packs of resources  Outdoor Provision  Vulnerable pupils who were loaned laptops have engaged with home learning. EEF remote learning reports	Parent Link Worker Resources M&D club   Resources for breaks and lunch times and out door areas	£12, 215  £1,000  £1,000  £3,000	Review July 21 as parent link worker on Mat leave.  As above

## 5. Evaluation of strategies

Autumn Term December 2020

<b>A S&amp;L</b>	<p>Poor oral language skills in EYFS and some children in KS1 and KS2</p> <ul style="list-style-type: none"> <li>• Oracy 21 project did not run due to Covid-19</li> <li>• Welcomm resources in use in N and Rec baseline data collected.</li> <li>• Reception baseline 92% of pupils blank level 1, 33% at blank level 2 and 4% at blank level 3</li> <li>• 6 pupils were given individual action plans from SALT enhanced service</li> <li>• Accepted on NELI programme - staff training Jan 21 –Program to begin Spring 21</li> <li>• Some EYFS interventions did not happen due to staff absence ( Rec teacher absent for 4 weeks due to covid)</li> <li>• S&amp;L TA interventions reduced due to S&amp;L TA covering absences due to COVID-19 needed in class due to staff isolation</li> </ul>
<b>B Development of reading comprehension skills</b>	<ul style="list-style-type: none"> <li>• Reading wise program delivered to year 2 &amp;3 pupils. Further staff training undertaken.</li> <li>- Data of increased reading ages from baseline</li> <li>• Quality guided reading sessions delivered in KS2. Staff training delivered to KS1 and EYFS staff. Guided reading observations across all classes – identified further training needs. CPD planned</li> <li>• Reading for pleasure resources purchased ( 100 quality books for recommended read 50 fiction 40 non fiction 10 poetry) per year group ( launch delayed due to Jan lockdown)</li> <li>• Some guided reading groups could not happen due to staff absence (Covid-19)</li> </ul>
<b>C</b>	<p><b>Complex needs of some children, including SEN</b></p> <ul style="list-style-type: none"> <li>• Due to Covid and the key worker having a RA in place other year groups did not receive this specialist intervention in the Autumn term. Specialist maths TA worked with reduced number of groups due to Covid-19 groups in years 4&amp;5 ( identified as most in need)</li> <li>• SEND review to be undertaken by LA Spring term</li> </ul>
<b>D</b>	<p><b>Lack of maths fluency and reasoning skills for some pupils</b></p> <ul style="list-style-type: none"> <li>• Maths lead isolated due to Covid and worked from home when vulnerable.</li> <li>• RTCP used to assess gaps and support catch up plan in years 1-6</li> <li>• Specialist teacher worked in limited way due Covid risk assessments</li> </ul>

<b>External barriers</b> (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning.)									
<b>E</b>	<ul style="list-style-type: none"> <li><b>Inclusion manager had +4 weeks absent due to Covid</b></li> <li><b>Home learning lead isolated due to Covid – then on Mat leave.</b></li> </ul> <table border="1"> <tr> <td>Autumn term ( excluding Nursery 2020/21)</td><td></td></tr> <tr> <td>Total attendance</td><td>95%</td></tr> <tr> <td>Unauthorised</td><td>0.9%</td></tr> <tr> <td>Target</td><td>96%</td></tr> </table>	Autumn term ( excluding Nursery 2020/21)		Total attendance	95%	Unauthorised	0.9%	Target	96%
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<b>F</b>	<ul style="list-style-type: none"> <li>Mums' and Dads' Club continued on line through out the Autumn term. Parent link worker absent due to Covis and maternity leave)</li> <li>Activities such as pumpkin carving were done remotely</li> <li>Packs prepared for remainder of academic year.</li> <li>Lessons / homework set to ensure all pupils in UKS2 were able to access Teams and were secure in uploading work.</li> <li>IT lessons for KS1 and LKS2 in logging on and accessing work though Purple Mash prioritised.</li> </ul>								
<b>G</b>	<b>Staff absence meant that many interventions could not run as staff were used to cover within bubbles.</b>								

#### Spring Term March 2021 ( Lockdown Jan 4<sup>th</sup> - 8<sup>th</sup> March)

<b>Internal barriers</b> ( issues which require action by the school: poor language skills, resources inexperienced staff)	
<b>A</b>	<b>Poor oral language skills in EYFS and some children in KS1 and KS2</b> <ul style="list-style-type: none"> <li>Language activities sent to pupils during lock down</li> <li>Pupils in school continued to receive S&amp;L therapy</li> <li>Staff delivered paper packs to ensure families could access resources</li> <li>Staff made regular phone calls home to check pupils could access resources and explain if there were any difficulties</li> <li>inclusion manager / SENDCo undertook home visits</li> <li>Resources chosen to explain key concepts and vocabulary ( White Rose maths video lessons &amp; Hamiliton Trust English resources)</li> </ul>
<b>B</b>	<b>Development of reading skills</b> <ul style="list-style-type: none"> <li>Speech and language offered support to families over lock down</li> <li>Phonics scheme researched and purchased RWI whole school training booked (8<sup>th</sup> June)</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils in school received increased guided reading sessions</li> <li>• Online / paper reading resources sent to all pupils</li> <li>• READING WISE program in use (pupils in school ) data analysed. Lack of engagement for home -addressed with phone calls and home visits)</li> <li>• Oxford Owl resources / logins sent to families</li> </ul>
C	<p><b>Complex needs of some children, including SEN</b></p> <ul style="list-style-type: none"> <li>• Differentiated resources sent to pupils and SEND pupils during lockdown. E.g. 3 separate weekly packs for year 3.</li> <li>• Laptops offered to all SEND pupils not in school.</li> <li>• 50 laptops loaned to families during lockdown. 42 loaned to pupils in receipt of PP.</li> <li>• 1:1 support regarding use of and set up of IT offered to all families of pupils not in school.</li> <li>• Calls made to families not accessing remote learning to offer laptops.</li> <li>• Laptops provided and support offered communication with parents on how to 'get on line'.</li> <li>• School support number and e-mails issued to parents.</li> <li>• Some parents accessed support. Given data ( 16 SIM cards and 4 data hubs given to families)</li> <li>• Pupils with pre EHCP issues offered places in school ( of 8 EHCP pupils 6 came into school regularly)</li> <li>• I-reach and place2be (Thrive) sessions continued during lock down. -Pupils not attending school able to access sessions.</li> <li>• Pupils in receipt of Pupil Premium in school, received the same offer as those pupils at home - They were also able to access guided reading sessions, interventions and an increased amount of 1:1 support.</li> <li>-</li> </ul>
D	<p><b>Lack of maths fluency and reasoning skills for some pupils</b></p> <ul style="list-style-type: none"> <li>• Specialist maths TA produced online resources for SEND groups for home use.</li> <li>• In school groups for year 5 and year 6 pupils continued during lock down</li> <li>• White Rose Fluency lessons used – in school, fluency activities sent in packs and video links</li> <li>• Purple mash and Oak academy lessons enabled pupils to receive instant feedback</li> <li>• Teachers / TAs were able to phone any pupils needing further support with home learning</li> <li>• Year 5/6 pupils received immediate feedback through TEAMS</li> <li>• Where pupils returned paper packs feedback was given online and consolidation activities added to new learning packs</li> <li>• Generic feedback was given online for whole class / groups and</li> <li>• specific feedback e-mailed to pupils and parents</li> </ul>

External barriers (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning.)																														
<b>E</b>	<b>Attendance below national average. Persistent absenteeism</b> <table border="1"> <tr> <td colspan="2">Spring term March 21 - <b>Jan 4<sup>th</sup> - March 5<sup>th</sup></b> ( excluding Nursery 2020/21)</td></tr> <tr> <td colspan="2">Total attendance</td></tr> <tr> <td colspan="2">Unauthorised</td></tr> <tr> <td colspan="2">Target</td></tr> </table> <ul style="list-style-type: none"> <li>• Pupils attendance monitored throughout lockdown by teachers and Inclusion manager.</li> <li>• meetings /weekly phone calls/emails/ home visits/delivery of work and laptops through out lockdown</li> <li>• Engagement logs kept and SLT involved when pupils did not engage with home learning.</li> <li>• <b>Class teacher data</b> for numbers of phone calls made to PP families</li> <li>• Impact of Covid -detrimental impact on attendance, mainly as we were instructed to code non attenders of vulnerable children and children with EHCP as a C. These pupils were offered places but did not accept them</li> </ul> <table border="1"> <thead> <tr> <th>Class</th><th>Percentage</th></tr> </thead> <tbody> <tr> <td>Year 6 Child A</td><td>0%</td></tr> <tr> <td>Year 5 Child A</td><td>35%</td></tr> <tr> <td>Year 5 Child B</td><td>76%</td></tr> <tr> <td>Year 5 Child C</td><td>48%</td></tr> <tr> <td>Year 4 Child A</td><td>0%</td></tr> <tr> <td>Year 3 Child A</td><td>0%</td></tr> <tr> <td>Year 2 Child A</td><td>39%</td></tr> <tr> <td>Year 1 Child A</td><td>26%</td></tr> <tr> <td>Year 1 Child B</td><td>0%</td></tr> </tbody> </table>		Spring term March 21 - <b>Jan 4<sup>th</sup> - March 5<sup>th</sup></b> ( excluding Nursery 2020/21)		Total attendance		Unauthorised		Target		Class	Percentage	Year 6 Child A	0%	Year 5 Child A	35%	Year 5 Child B	76%	Year 5 Child C	48%	Year 4 Child A	0%	Year 3 Child A	0%	Year 2 Child A	39%	Year 1 Child A	26%	Year 1 Child B	0%
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<b>F</b>	<b>Lack of involvement in school by some families</b> <ul style="list-style-type: none"> <li>• All parents / carers views on home learning sought – parental preferences for paper packs / online learning sought through <b>questionaires and at parents evening</b>.</li> <li>• Pupils all received initial paper pack including resources on paper and instructions to access on line resources.</li> <li>• Packs with all resources printed out were sent to all families who requested paper packs</li> <li>• <b>Timetables</b> sent weekly to pupils / parents with links to all resources</li> <li>• Mums and Dads' club ran on line throughout lockdown. Parents could pick up art packs and resources from school</li> <li>• HT SEND Co / DHT, Inclusion Manager made +30 home visits to engage families, deliver laptops and paper packs to families</li> <li>• Teachers released to make phonecalls to all pupils and multiple to those not engaging with remote learning set</li> </ul>																													
<b>G</b>	<p>Since September 2021 164 days where teachers or TAs have been off due to Covid, 40 days of LTO absence (which have been covered by teachers and TAs and SLT). Totalling 204 days</p> <p>In addition to this there have been 86 days' absence amongst staff since September - non Covid related.</p>																													

<b>Summer term</b>	
<b>July 2021</b>	
<b>Internal barriers ( issues which require action by the school: poor language skills, resources inexperienced staff)</b>	
<b>A</b>	<p><b>Poor oral language skills in EYFS and some children in KS1 and KS2</b></p> <ul style="list-style-type: none"> <li>• Welcomm exit data for N and Rec compare entry / exit</li> <li>• NELI data ( program to be completed in year 1 for target pupils)</li> <li>• Evidence of word aware in teacher's planning</li> <li>• Vocabulary on display in classrooms / communal areas</li> </ul>
<b>B</b>	<p><b>Development of reading skills</b></p> <ul style="list-style-type: none"> <li>• Speech and language support increased post lockdown (TA 5 afternoons) <b>Data re progress form HS</b></li> <li>• Management day RWI 10<sup>th</sup> May- Phonics scheme in use RWI whole school training delivered 8<sup>th</sup> June . <b>DATA Year 2 phonics check 70% of pupils passed check.</b></li> <li>• Pupils engaging with Recommended Reading scheme. <b>DATA % engagement per class</b>, Number of pupils engaging ( reading without prompting / latters to chase)</li> <li>• Reading for pleasure training - saw increase in staff knowledge of literature and the knowledge of pupils reading preferences and habits. <b>Records of pupil / staff requests for books</b>, Records of home reading.</li> <li>• Pupil exit data from RW year 3 &amp; 4 <b>data from reading wise)</b></li> <li>• READING WISE program in year 2 pupils targeted once reading age +5 . <b>DATA months progress for PP</b></li> <li>• Zip phonics supplements quality first teach year 2 – <b>entry exit data for PP</b></li> <li>• SEND / PP children are able to access quality first teach through support of TAs in science and humanities lessons. <b>Evidence from book scrutiny of Science and humanities PP / SEND</b></li> <li>• TAs have had training in effectively supporting pupils through scaffolding - <b>Evidence TA observations BC</b></li> <li>• Phoincs screening data</li> </ul>
<b>C</b>	<p>Complex needs of some children, including SEN</p> <ul style="list-style-type: none"> <li>• Succession of SENDCo in place</li> <li>• Trainee SENDCo completed training and now qualified <b>Insert qualification title</b></li> <li>• Mentoring from current SEND summer term x2 sessions per weeks</li> <li>• 2 EHCP pupils transition to Oakwood (one is PP)</li> <li>• SEND review indicates needs of SEND pupils met <b>Link to SEND review 21<sup>st</sup> May 2021</b></li> <li>• <b>Progress data for PP who are SEND compared to non PP</b></li> </ul>

<b>D</b>	<p>Lack of maths fluency and reasoning skills for some pupils</p> <ul style="list-style-type: none"> <li>Specialist maths TA groups progress data for summer term. In school data from mental maths papers compared to Autumn 2 Compared to non PP ( data from CR)</li> <li>SEND / TA1 maths group data Progress data compare to non PP</li> <li>Maths lead was on Maternity leave from November to May 2021.</li> <li>X table check data</li> </ul>								
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning.)									
<b>E</b>	<p>Attendance below national average. Persistent absenteeism</p> <ul style="list-style-type: none"> <li>All vulnerable pupils and those with EHCP (or EHCP pending) were offered places in school</li> </ul> <table border="1"> <tr> <td>Summer Term (excluding Nursery 2020/21)</td><td></td></tr> <tr> <td>Total attendance</td><td></td></tr> <tr> <td>Unauthorised</td><td></td></tr> <tr> <td>Target</td><td></td></tr> </table> <ul style="list-style-type: none"> <li>Inclusion manager chases lates and persistent absentees daily – families attended meetings</li> <li>Class teacher records of how many meetings with families Summer 21</li> <li>Home visits made for pupils refusing to come to school / families not ensuring attendance of pupils</li> </ul>	Summer Term (excluding Nursery 2020/21)		Total attendance		Unauthorised		Target	
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<b>F</b>	<p>Lack of involvement in school by some families</p> <ul style="list-style-type: none"> <li>Pupil questionnaires showed increased interest in reading after reading for pleasure scheme re-launched <ul style="list-style-type: none"> <li>Pupils requested books, increase in outdoor reading spaces and wish for soft furnishings / indoor reading spaces ( not possible due to Covid restrictions)</li> </ul> </li> <li>Letters re home re recommended reading scheme X % uptake in all year groups</li> <li>Mums and dads club packs received by X families received and completed</li> <li>School enrolled Pupil Premium pupils Rec – year 6 in summer school.</li> </ul>								

6 Attainment of Y6 pupils 2021 (Data from 2019)			
Headline Measure	all	Pupils eligible for PP 18/19 <sup>21</sup> (your school)	Pupils not eligible for PP 18/19 (your school)
% achieving national standard in reading, writing & maths	58%	42%	76%
% achieving the higher standard in reading, writing and mathematics	3%	0%	6%
pupils' progress score in reading	-2.5	-1.4	-3.3
pupils' progress score in writing	-3.3	-4.5	-2.0
pupils' progress score in mathematics	-1.2	-0.6	-0.6
pupils' average scaled score in reading	101	100	103
pupils' average scaled score in mathematics	103	102	106
pupils' average scaled score in GPS	104	101	107