



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Scott Wilkie Primary School
Number of pupils in school	292
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	02/12/21
Date on which it will be reviewed	01/09/22
Statement authorised by	Farhathafza Quayum
Pupil premium lead	Gurbinder Robinson
Governor / Trustee lead	Bola Awoyemi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,785
Recovery premium funding allocation this academic year	£21,460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£227,245

Part A: Pupil premium strategy plan

Statement of intent

At Scott Wilkie Primary School, all staff are dedicated to providing a world class education where every child, regardless of their socio-economic background, is able to reach their full potential. Where children are at risk of not flourishing socially, emotionally or academically, we are committed to employing strategies and interventions to alleviate the barriers which may be caused by personal circumstances or gaps formed by missed learning opportunities.

The key challenges faced by our more disadvantaged learners may include: low attainment and progress outcomes; limited support at home due to lack of resources, motivation or aptitude; persistent absence and missed learning opportunities; confidence and self-esteem issues that demotivate learners; limited experience beyond the local community; and poor language and communication skills. We understand that challenges are multifaceted and unique to each pupil, therefore we ensure a tailored approach is taken when supporting our more disadvantaged pupils.

The objectives of our pupil premium strategy are based on a current research and evidence base, primarily taken from the Education Endowment Fund (EEF). According to the EEF (2021), 'Great teaching is the most important lever schools have to improve pupil attainment'. At Scott Wilkie Primary School, supporting and enabling our teachers to deliver high quality teaching and learning is at the forefront of our approach. Therefore, a significant proportion of our pupil premium funding will be spent on professional development to raise teaching standards (including but not limited to, targeted CPD, teaching & learning support, planning support, monitoring & feedback and coaching opportunities). Furthermore, in order to develop a more holistic approach to enabling our more disadvantaged pupils to overcome challenges, we will also be focusing our funding on intervention strategies, cultural opportunities and wellbeing.

The key principles of our current pupil premium strategy plan are:

- Embed a school-wide ethos of **attainment for all** through a nurturing, well-rounded curriculum;
- Provide all pupils with **high quality teaching and learning opportunities** that are supported by both internal and external research;
- To focus on individual learners through the use of **intervention strategies** that enable our more disadvantaged pupils to keep up with their peers;
- To help build well-rounded learners who are able to flourish socially, emotionally and academically by providing **cultural capital opportunities that will promote social mobility in later life**;
- **A responsive leadership style** that helps to develop and embed best practice through effective training, modelling, coaching and monitoring opportunities.

Challenges

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

Challenge number	Detail of challenge
1	A core group of pupils in receipt of pupil premium are at risk of not making expected progress.
2	For our more disadvantaged pupils, engagement levels of online provision varied and as a result, basic skills in reading, writing and maths are poor.
3	The attendance of our more disadvantaged pupils is below national average and a greater proportion of these children are categorised as persistent absentees.
4	The impact of lockdown on the social, emotional and mental health needs of disadvantaged learners has adversely affected learning behaviours and motivation.
5	Certain groups of children lack the cultural capital to reach their full potential (vocabulary, material & emotional understanding, life experiences and expectations) which may in the long term limit the opportunities available to them.

Intended outcomes

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

Intended outcome	Success criteria
A reduction in the attainment gap between pupil premium and non-pupil premium children in reading, writing and maths.	<ul style="list-style-type: none"> - Data shows that pupil premium children are making good progress and they are keeping up with their peers. - Pupil premium children are making expected progress at the end of EYFS, KS1 and KS2. - Interventions and support are in place to ensure that pupil premium children are making expected progress.
Improvement in the basic skills that underpin reading, writing and maths.	<ul style="list-style-type: none"> - Children are writing in complete sentences, punctuating sentences properly and ensuring their writing makes sense. - There is an improvement in handwriting and basic letter formation is retaught where required. - Spelling is successfully taught using the RWI Spelling programme. - Children know their times tables up to 12x12, have a good understanding of the four operations and place value. - Children can read and comprehend age appropriate literature. - 1:1 reading support is a priority for every child who is at risk of making less than expected progress.
<p>Pupil premium children are attending school more regularly and fewer pupil premium children are classed as persistent absentees.</p> <p>Pupil premium children are attending school on time.</p>	<ul style="list-style-type: none"> - Children are attending school at least 97% of the time. - Children are coming to school on time and not missing key learning opportunities. - The school is working with the families of persistent absentees. - Teachers are at the forefront of identifying and dealing with the barriers that prevent some of our pupils from attending school. - A walking bus service is offered to pupils that struggle to get to school on time.
An improvement in children's social, emotional and mental health which makes them more willing, motivated learners.	<ul style="list-style-type: none"> - PSHE/P4C is timetabled weekly in each year group. - TAs and peer mentors are used to deal with fall outs on the playground. - Counselling is offered to pupils that need additional support regulating their emotions or dealing with trauma.
Cultural capital experiences for our pupils are developed and sustained.	<ul style="list-style-type: none"> - Pupils attainment in wider curriculum areas is in line with their peers. - The teaching of tier 2 and tier 3 vocabulary is prioritised across the curriculum. - Every pupil premium child has benefitted from a range of educational visits across the year. Visits will: underpin and hook children into the curriculum; expose children to arts and culture; allow children to have experiences that they may not ordinarily get the chance to; and help children to learn about their local area. - Children will be confident in discussing their aspirations and dreams for the future. - All children will learn an instrument and be taught French in KS2. - A wide range of extra-curricular activities are attended by pupils from lower socio-economic families.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 105,255

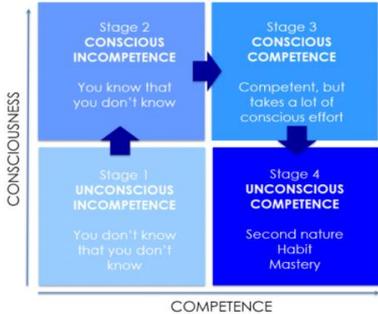
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching: triangulate CPD to ensure that Rosenshine’s Principles of Instruction and the Science of Learning underpin lesson structures across the curriculum.</p>	<p>Education involves helping a novice to develop strong, readily accessible background knowledge. It’s important that background knowledge be readily accessible, and this occurs when knowledge is well-rehearsed and tied to other knowledge (Rosenshine cited in Nicholson and Roe, 2021, Herts for Learning).</p> <p>The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils (EEF, 2021, High Quality Teaching).</p>	<p>1, 2 & 5</p>
<p>Quality first teaching: utilise members of the senior leadership team to develop pedagogy, planning and assessment.</p>	<p>Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend (Sutton Trust Report, 2011).</p> <p>Support from senior leaders ... [is] ‘crucial’ to improving teachers’ attitudes towards research (EEF, 2016, Evaluation Report).</p> <p>The Supporting the Attainment of Disadvantaged Pupils document suggests high quality teaching as a key aspect of successful schools (DfE, 2015).</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them (EEF, 2021, High Quality Teaching).</p>	<p>1, 2 & 5</p>

<p>Embed programmes to ensure a consistent approach to the teaching of Reading, Writing and Maths.</p>	<p>Phonics approaches have been consistently found to be effective in supporting young readers to master the basics of reading with an average impact of an additional four months' progress. Effective teaching of phonics is more effective on average than other approaches to early reading (EEF, 2020, Teaching & Learning Toolkit).</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year (EEF, 2020, Teaching & Learning Toolkit).</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge (EEF, 2020, Teaching & Learning Toolkit).</p>	<p>1, 2 & 5</p>
<p>Set precise, high quality action steps and holding staff to account using the highest identified levers in a bid to improve teaching and learning.</p>	<p>Instructional coaching is currently the best-evidenced form of professional development we have (Sims, 2019, Four reasons instructional coaching is currently the best-evidenced form of CPD).</p> <p>In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD (Steve Farndon, 2019, Ambition Institute).</p> <p>[A report conducted by the Ambition Institute found that] 71% of respondents strongly believe that incremental coaching helps pupil progress and 82% of teachers surveyed strongly agree their practice had benefited from incremental coaching (Peter Matthews, 2016, Incremental Coaching in Schools).</p>	<p>1, 2 & 5</p>
<p>Use consultants to develop subject knowledge, refine pedagogy and improve pupil outcomes.</p>	<p>Ensure that professional development aligns with the needs of the school and is supported by school leadership. Gaining ongoing leadership buy-in can facilitate successful implementation (EEF, 2021, Effective Professional Development).</p>	<p>1, 2 & 5</p>

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

Budgeted cost: £ 81,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High-quality, targeted interventions delivered by skilled TAs that enable our lower attaining pupils to catch up and ultimately keep up (LEG, SNIP, 1:1 reading, pre and post teaching).</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver (EEF, 2020, Teaching & Learning Toolkit).</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils (EEF, 2020, Teaching & Learning Toolkit).</p>	<p>1, 2, 4 & 5</p>
<p>Smaller class sizes in year groups that are identified as having additional educational, SEND and behavioural needs.</p> <p>Two adults in every class to provide a more holistic approach to dealing with the challenges faced by our more disadvantaged learners.</p>	<p>Evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers (EEF, 2020, Teaching & Learning Toolkit).</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness (EEF, 2020, Teaching & Learning Toolkit).</p>	<p>1, 2, 4 & 5</p>
<p>Provision for our Greater Depth students to enable them to master the breadth and depth of the curriculum (Reading Gladiators & Brilliant Club).</p>	<p>The Brilliant Tutoring programme supports the national post-Covid tutoring effort so that pupils can access a future they deserve. Our programme re-engages and rebuilds secondary school pupils’ confidence in core subjects by working with our subject expert tutors (Brilliant Club, 2021).</p>	<p>1, 2, 4 & 5</p>

	<p>The four stages of competence</p>  <p>Focus Education (date unknown)</p>	
<p>School led tutoring offered to pupils who have struggled to maintain standards in writing.</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas (EEF, 2020, Teaching & Learning Toolkit).</p>	<p>1, 2, 4 & 5</p>
<p>1:1 online maths tutoring provision for year 6 pupils.</p>	<p>Online tutoring can be a powerful tool to help children affected by school closures, according to initial findings from a study of over 1,000 primary and secondary school pupils (EEF, 2020, Online Tutoring Report).</p>	<p>1, 2, 4 & 5</p>
<p>Continuing to nurture our SEND children to thrive and make the very most out of their education (SEND room, dyslexia support, deployment of TAs, speech and language therapist).</p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals (EEF, 2020, Special Educational Needs in Mainstream Schools).</p>	<p>1, 2, 4 & 5</p>
<p>Extending the school day in year 5&6 to focus on basic skills and fluency.</p>	<p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average (EEF, 2020, Teaching & Learning Toolkit).</p>	<p>1, 2, 4 & 5</p>
<p>Online learning platforms used to support children with home learning (Spag.com, Mathletics, LbQ, Spelling Shed and Espresso).</p> <p>Homework Clubs offered to pupils who do not have the resources or capacity to complete work set at home.</p>	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools (EEF, 2020, Teaching & Learning Toolkit).</p> <p>Homework clubs can help to overcome barriers by offering pupils the resources and support needed to undertake homework or revision (EEF, 2020, Teaching & Learning Toolkit).</p>	<p>1, 2, 4 & 5</p>

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

Budgeted cost: £ 40,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support persistently absent pupils who are at risk of making poor progress.</p> <ul style="list-style-type: none"> - Walking bus service offered to persistently late pupils. - Action plans set for persistent absentees. - Teachers to lead support offered to pupils and parents of persistently absent children. 	<p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful Impacts for these outcomes (EEF, 2021, Attendance interventions rapid evidence assessment).</p>	<p>3</p>
<p>To ensure that our pupils are emotionally ready for learning.</p> <ul style="list-style-type: none"> - School counsellor. - Breakfast club. - Peer mediation. - P4C/PSHE taught weekly and additionally if need arises. - Rights Respecting Schools programme to be embedded across the school. - Provide snacks/drinks for before and after school clubs. 	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (EEF, 2020, Teaching & Learning Toolkit).</p>	<p>4</p>
<p>To provide pupils with the skills, life experiences and knowledge base that will make them well rounded individuals who are able to succeed in the future.</p> <ul style="list-style-type: none"> - Subsidised visits including the Y6 residential. 	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural visits which can be subject to financial barriers for pupils from deprived backgrounds (EEF, 2020, Teaching & Learning Toolkit).</p>	<p>4 & 5</p>

<ul style="list-style-type: none"> - Debate Mate - Every Y6 pupil to receive a Nat Geo Kids subscription. - First News subscription for every KS2 class. - Arts participation opportunities to underpin the curriculum (History off the page, Shaking up Shakespeare, panto etc.). 	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. (EEF, 2020, Teaching & Learning Toolkit).</p>	
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Total budgeted cost: £ 227,220

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Internal School Data

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Detailed below are the outcomes of standardised teacher administered tests at the end of KS1 and KS2.

Pupil Outcomes at the End of KS1:

	Pupils Eligible for PP	Pupils Not Eligible for PP
% achieving expected standard in reading	27%	75%
% achieving expected standard in writing	27%	75%
% achieving expected standard in Maths	40%	81%
% achieving greater depth standard in reading	7%	31%
% achieving greater depth standard in writing	0%	19%
% achieving greater depth standard in maths	0%	6%

Pupil Outcomes at the End of KS2:

	Pupils Eligible for PP	Pupils Not Eligible for PP
% achieving expected standard in reading	79%	80%
% achieving expected standard in writing	71%	70%
% achieving expected standard in Maths	76%	78%
% achieving greater depth standard in reading	25%	31%
% achieving greater depth standard in writing	21%	30%
% achieving greater depth standard in maths	50%	52%

Pupil premium strategy outcomes

Last year marked the end of our previous pupil premium strategy plan, below is our assessment of how successfully the intended outcomes of that plan were met.

Intended Outcomes 2020/2021	
A	Good progress for ALL children at Scott Wilkie through Quality First teaching in all lessons including closing the gaps in learning created by the Covid-19 lockdown. Ensure children who are isolating at home due to COVID 19 have access to high quality remote learning.
B	Specific children achieve their potential.
C	All children are emotionally ready for learning.
D	SEN children are supported effectively.
E	Pupils all experience an enhanced an enriched curriculum.
F	Improved attendance and punctuality to improve attainment and progress.

Quality First Teaching for All

	Action	Impact
A	<ul style="list-style-type: none"> ➤ CPD to support Quality First Teaching. ➤ SLT in class team teaching and in PPA. 	<ul style="list-style-type: none"> ➤ Stakeholder feedback: 100% of teachers and support staff agreed that professional development was good. ➤ Stakeholder feedback: 100% of teachers and support staff agreed Leadership (professional development of teachers/ SIP) is good and there is a shared vision. ➤ Stakeholder feedback (teacher): <i>Leadership is supportive and has clear ethos.</i>
	<ul style="list-style-type: none"> ➤ Ensure all PP children have access to remote teaching. ➤ Teachers to receive high quality training on remote learning. 	<ul style="list-style-type: none"> ➤ All pupils were able to successfully borrow Chrome Book from school. Internet dongles were also provided to families who had no/low-speed internet connection. ➤ Reading, writing and maths lessons were taught everyday online using Google Meet and Google Classroom. There was a high attendance rate and children that were missing from lessons received phone calls home or were invited back into school if absence became an issue. Work for non-core subjects was set on Google Classroom and feedback was given on children's progress. ➤ CPD sessions to train staff to make the most of online provision were successful and staff were well versed in teaching online. ➤ TAs prioritised online 1:1 reading with all children during the duration of lockdown. ➤ Stakeholder feedback: 87% of parents were happy with the teaching and learning offered online. ➤ Stakeholder feedback: 90% of parents felt as though their family was supported with online learning. ➤ Stakeholder feedback: 94% of parents agreed that their child received adequate support online when their child needed extra help. ➤ Stakeholder feedback: 100% of teachers and support staff agreed that all pupils make at least good progress.

		<ul style="list-style-type: none"> ➤ Stakeholder feedback (parent): <i>Live online lessons were well planned out and engaging, and that had a big impact on my child's mental well-being, being able to visually see her classmates in the classroom streams.</i> ➤ Pupil feedback of online provision: <ul style="list-style-type: none"> ➤ <i>It was good to see your friends onscreen and chat to them in the "chat rooms" when you were allowed.</i> ➤ <i>In terms of knowing how well they are doing, children upload their work to teachers, they mark it and give feedback in private to the child's "chat room".</i> ➤ <i>Children were very positive about their online learning experience, and sensible about how it could be improved.</i> ➤ Trustee feedback of online provision: <ul style="list-style-type: none"> <i>Trustees feel that the school has gone several extra miles in ensuring as few children as possible have suffered from not being at school during the pandemic. The commitment is remarkable considering the stresses and challenges the pandemic has brought into teaching and learning. All trustees should be extremely proud to be associated with the MAT.</i> 										
A	<ul style="list-style-type: none"> ➤ Children to access the Maths Mastery curriculum. ➤ CPA resources supports the Maths Mastery curriculum approach. 	<ul style="list-style-type: none"> ➤ Teaching of Maths No Problem well resourced, books purchased and concrete materials readily available. ➤ In-house Maths No Problem annual training delivered by maths lead. ➤ Stakeholder feedback (teacher): <i>The school has invested in resources and creating an environment which enables children to thrive holistically.</i> 										
F	<ul style="list-style-type: none"> ➤ Provide an enriching curriculum. ➤ Support the curriculum with workshops and educational visits. 	<table border="1"> <tr> <td>R</td> <td>Local library visit Maypole Dancing workshops Safety workshops (Show and Tell) BHM workshops World of Work - Aspirations workshops</td> </tr> <tr> <td>Y1</td> <td>Local library visit Safety workshops (Show and Tell) BHM workshops History off the page (virtual) - Toys London Zoo Faith in schools virtual - The Christmas Journey World of Work - Aspirations workshops</td> </tr> <tr> <td>Y2</td> <td>Local library visit Safety workshops (Personal Safety) BHM workshops Virtual History off the Page - Florence Nightingale History off the page virtual - Great Fire of London End of year picnic World of Work - Aspirations workshops</td> </tr> <tr> <td>Y3</td> <td>Local library visit Safety workshops (Road Safety) BHM workshops Stone Age Workshop History off the page etc - Egyptians End of year visit - Paradise Wildlife Park Faith in schools- Light - Christingle World of Work - Aspirations workshops</td> </tr> <tr> <td>Y4</td> <td>Local library visit Maypole Dancing workshops</td> </tr> </table>	R	Local library visit Maypole Dancing workshops Safety workshops (Show and Tell) BHM workshops World of Work - Aspirations workshops	Y1	Local library visit Safety workshops (Show and Tell) BHM workshops History off the page (virtual) - Toys London Zoo Faith in schools virtual - The Christmas Journey World of Work - Aspirations workshops	Y2	Local library visit Safety workshops (Personal Safety) BHM workshops Virtual History off the Page - Florence Nightingale History off the page virtual - Great Fire of London End of year picnic World of Work - Aspirations workshops	Y3	Local library visit Safety workshops (Road Safety) BHM workshops Stone Age Workshop History off the page etc - Egyptians End of year visit - Paradise Wildlife Park Faith in schools- Light - Christingle World of Work - Aspirations workshops	Y4	Local library visit Maypole Dancing workshops
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		<p>Y5 Shaking up Shakespeare – Romeo & Juliet workshop Local library visit Kew Gardens end of year visit Maypole Dancing workshops Safety workshops (Internet Safety) BHM workshops History off the page etc.? End of year visit? World of Work - Aspirations workshops</p>																																																																						
		<p>Y6 Shaking up Shakespeare – Oliver Twist workshop Shaking up Shakespeare – Macbeth workshop 2x daytime visit to Fairplay House Local library visit Chessington World of Adventure end of year visit Maypole Dancing workshops Ben Kinsella workshops (knife crime) Safety workshops (Internet Safety) Safety workshops (Gangs) BHM workshops World of Work - Aspirations workshops</p>																																																																						
A	<p>➤ Extend the school day in year 6 by 1 hour.</p> <p>➤ Extend the school day in year 5 by 30 minutes.</p>	<p>Data shows that even though attendance at school was disrupted due to covid, attainment at the end of the year was in line with last available national data</p> <table border="1"> <thead> <tr> <th>Y6</th> <th colspan="3">Pupils Eligible for PP</th> <th colspan="3">Pupils Not Eligible for PP</th> </tr> <tr> <td>% achieving expected standard in R, W & M</td> <td>R</td> <td>W</td> <td>M</td> <td>R</td> <td>W</td> <td>M</td> </tr> </thead> <tbody> <tr> <td></td> <td>79%</td> <td>71%</td> <td>76%</td> <td>80%</td> <td>70%</td> <td>78%</td> </tr> <tr> <td>% achieving GD standard in R, W & M</td> <td>R</td> <td>W</td> <td>M</td> <td>R</td> <td>W</td> <td>M</td> </tr> <tr> <td></td> <td>25%</td> <td>21%</td> <td>50%</td> <td>31%</td> <td>30%</td> <td>52%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Y5</th> <th colspan="3">Pupils Eligible for PP</th> <th colspan="3">Pupils Not Eligible for PP</th> </tr> <tr> <td>% achieving expected standard in R, W & M</td> <td>R</td> <td>W</td> <td>M</td> <td>R</td> <td>W</td> <td>M</td> </tr> </thead> <tbody> <tr> <td></td> <td>53%</td> <td>54%</td> <td>62%</td> <td>84%</td> <td>84%</td> <td>80%</td> </tr> <tr> <td>% achieving GD standard in R, W & M</td> <td>R</td> <td>W</td> <td>M</td> <td>R</td> <td>W</td> <td>M</td> </tr> <tr> <td></td> <td>8%</td> <td>4%</td> <td>12%</td> <td>12%</td> <td>8%</td> <td>24%</td> </tr> </tbody> </table>	Y6	Pupils Eligible for PP			Pupils Not Eligible for PP			% achieving expected standard in R, W & M	R	W	M	R	W	M		79%	71%	76%	80%	70%	78%	% achieving GD standard in R, W & M	R	W	M	R	W	M		25%	21%	50%	31%	30%	52%	Y5	Pupils Eligible for PP			Pupils Not Eligible for PP			% achieving expected standard in R, W & M	R	W	M	R	W	M		53%	54%	62%	84%	84%	80%	% achieving GD standard in R, W & M	R	W	M	R	W	M		8%	4%	12%	12%	8%	24%
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A	<p>➤ Second adult in every class in Key Stage 2 (Teach first, GTP, TA).</p>	<p>➤ Two adults supporting every class. ➤ Further adults used to support SEND pupils.</p>																																																																						

		➤ Two adults in each virtual classroom.
A	➤ Additional teacher in Reception class.	➤ Additional teacher (Trainee) taken from Reception to Nursery towards the end of the academic year.

Targeted Support

	Action	Impact
B	➤ 1:1 reading in the afternoon.	<ul style="list-style-type: none"> ➤ 1:1 reading opportunities provided to all disadvantaged pupils and pupils at risk of not making expected progress. ➤ 1:1 reading continued during lockdown. ➤ Some year groups also introduced weekly Book Club sessions to promote reading online. ➤ Online reading resources enabled children to continue disadvantaged readers to access literature if not readily available at home (Get Epic).
B	<ul style="list-style-type: none"> ➤ Number fluency support. ➤ Pre-steps/ Next steps in the afternoon. 	<ul style="list-style-type: none"> ➤ Weekly arithmetic tests were introduced and daily maths fluency activities were centred around gaps that were highlighted during analysis. ➤ Maths fluency also followed the DfE's 'Ready to Progress' document (2021). ➤ Post-lockdown, TAs prioritised 1:1 reading in the afternoon in a bid to help children catch up.
B	<ul style="list-style-type: none"> ➤ Magazine subscription (NatGeo Kids) for all year 6 pupils. ➤ Engage and extend reading opportunities 	<ul style="list-style-type: none"> ➤ Monthly National Geographic Kids subscription provided to every year six child. ➤ New library set up which received positive feedback from pupils and members of the wider community. Pupil voice indicated that children were very excited when it was their bubble's turn to use the library. ➤ Classroom book corners replenished throughout the year with up-to-date literature that reflected the interests of the cohort.
E	<ul style="list-style-type: none"> ➤ SEN needs are identified and Interventions are set up. ➤ Adults are assigned to deliver programmes. (Dyslexia/ASD/SL Groups) ➤ Speaking and Listening is developed, particularly in EYFS 	<ul style="list-style-type: none"> ➤ TAs supported SEND children to access learning remotely, including targeted 1:1 interventions. ➤ LEG groups (because of crossing bubbles groups ran differently and only within year groups) ➤ Buy in SLT until March 21, working alongside EYFS and carrying out assessments where needed.

Non-academic Approaches

	Action	Impact
E	<ul style="list-style-type: none"> ➤ Coach to carry out home visits and mentor parents/children around attendance. ➤ Walking bus (will recommence when needed). 	<ul style="list-style-type: none"> ➤ Walking bus suspended due to lockdown restrictions. ➤ Inclusion officer and learning mentor visited homes (following the Covid-19 risk assessment) of persistent absentees and were successful at getting most children back into school that day.

		<ul style="list-style-type: none"> ➤ Majority of children attended online learning lessons. For those who struggled, teachers called home and persistent absentees were invited back into school for the remainder of lockdown.
C	<ul style="list-style-type: none"> ➤ School Counsellor. ➤ Educational Psychologist. ➤ Learning Mentor. ➤ Mentor/coach. 	<ul style="list-style-type: none"> ➤ Educational psychologist carried out assessments and provided reports to identify needs and how best to support specific children this included virtual assessments during lockdown. SENCO supported and monitored implementation of report recommendations. ➤ School counsellor supported four children on a weekly basis. This continued through lockdown, initially via telephone and then via google meets. Counsellor also provided ad hoc support for children following bereavement. ➤ Learning mentor supported children working with them in small groups.
D	<ul style="list-style-type: none"> ➤ Snacks for extended school provision. 	<ul style="list-style-type: none"> ➤ Snacks provided to the children that attended after school clubs.

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

Programme	Provider
Take One Book	Just Imagine
Learning by Questions	Learning by Questions

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A