

# Pupil premium strategy statement Roskear Primary School

Crofty Multi-Academy Trust 2019-2021

## School overview

Metric	Data
School name	Roskear Primary and Nursery School
Pupils in school	398 excluding FS1 and preschool
Proportion of disadvantaged pupils	28.6% (114)
Pupil premium allocation this academic year	£177,000
Academic year or years covered by statement	2018-21
Publish date	January 2020
Review date	January & July (annually)
Statement authorised by	Tamsin Lamb
Pupil premium lead	Nic Furnish / Jon Savage
Governor lead	Gemma Bastable

**Disadvantaged pupil progress scores for academic year (2018-19) – National progress scores unavailable for 2019/20/21 due to Covid-19**

Measure	Score
Reading	<b>1.00</b>
Writing	<b>2.29</b>
Maths	<b>1.54</b>

### Disadvantaged pupil performance overview for academic year (2018-19) – National data unavailable for 2019/20/21 due to Covid-19

Measure	Score
Meeting expected standard at KS2	R - 63.6%, W - 75%, M – 85.7%  (59.1% combined)
Achieving high standard at KS2	R - 18.2%, W - 18.2%, M – 22.7%

### Disadvantaged pupil performance overview for academic year (2019-20) - Teacher assessment due to Covid-19

Measure	Score
Meeting expected standard at KS2	R - 82.1%, W - 81.8%, M – 77.3%  (75% combined)
Achieving high standard at KS2	R - 21.4%, W - 7.1%, M – 10.7%

### Disadvantaged pupil performance overview for academic year (2020-21) - Teacher assessment due to Covid-19

Measure	Score
Meeting expected standard at KS2	R - 68.8%, W - 68.8%, M – 68.8%  (68.8% combined)
Achieving high standard at KS2	R - 31.3%, W - 6.3%, M – 25.0%

## Strategy aims for disadvantaged pupils

### Quality first teaching will be at the heart of the schools strategy

Measure	
Priority 1 – Language	<ul style="list-style-type: none"> <li>● Improve the communication and language skills of children in FS1 for disadvantaged pupils to be in line with other pupils nationally by the end of EYFS.</li> </ul> <p>(Attainment for pupils at the end of EYFS will be in line with their peers for CLL.)</p>
Priority 2 – Real learning opportunities	<ul style="list-style-type: none"> <li>● Children will experience a variety of rich and real learning opportunities at least half termly such as: Field trips; Musical productions; Dance and Residential visits.</li> </ul> <p>(Children are able to draw on these experiences and make connections in their learning with a particular focus on reading and writing.)</p>
Priority 3 – PSED	<ul style="list-style-type: none"> <li>● Accelerate progress in PSED by the end of EYFS.</li> </ul> <p>(Diminishing the difference at the end of EYFS so that disadvantaged children are in line with their peers in PSED.)</p>
Priority 4 – ARE/Greater depth	<ul style="list-style-type: none"> <li>● More pp eligible children achieving ARE/greater depth in RW and M by the end of each year.</li> </ul> <p>(End of Key stage data will show PP children are in line with non pp children nationally for RW and M.)</p>
Priority 5 – Attendance	<ul style="list-style-type: none"> <li>● Attendance rates of pupils eligible for pp to increase by approximately 1%.</li> </ul> <p>(The number of PA PP families will reduce significantly to less than 8%.)</p>

Priority 6 – Learning habits	<ul style="list-style-type: none"> <li>Children are ready to learn and display positive learning habits (TIS and nurture provision). Children demonstrate and understand social responsibility.</li> </ul> <p>(PP children display resilience in their learning and display positive learning habits as measured using TIS (Trauma Informed Schools) and or Leuven scales.)</p>
Priority 7 – Transitions	<ul style="list-style-type: none"> <li>Non-standard entry children to be supported to make a positive transition with a minimum disruption to their learning (Learning Mentors).</li> </ul> <p>(Children quickly access their learning whilst having their emotional needs met.)</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Children enter school with well below average communication and language skills in EYFS.</li> <li>Children have limited experience of enriched learning activities in the home.</li> <li>Low attainment on entry across all prime areas.</li> <li>Lower aspiration and resulting lower levels of motivation to learn.</li> <li>Attendance gap of 1.1% between pp and non pp children (based on 2017/18). School minibus deployed daily to increase school hours of targeted pp children.</li> <li>Significant levels of social and economic deprivation and associated safeguarding concerns resulting in some children not being ready to learn on arrival at school.</li> <li>High mobility levels.</li> </ul>
Projected spending	£177,000

### Teaching priorities for current academic year

Aim	Target	Target date
Raise the attainment and increase progress in Reading	Achieve national attainment Achieve/exceed average progress scores KS2 Reading	Sept '21/22
Raise the attainment and increase progress in Writing	Achieve national attainment	Sept '21/22

	Achieve/exceed average progress scores KS2 Writing	
Raise the attainment and increase progress in Mathematics	Achieve national attainment Achieve/exceed average progress scores in KS2 maths	Sept '21/22
Phonics	Achieve/exceed national average expected standard in PSC	Sept '21/22

**Targeted support for current academic year – Improve the communication and language skills of children in FS1 for disadvantaged pupils to be in line with other pupils nationally by the end of EYFS**

Measure	Activity	July 2020 review January 2021 review July 2021 review
Priority 1 - Language	<p>'Teacher Talk' -Staff use these strategies in their everyday teaching and assessment.</p> <p>(Deputy Head and EYFS practitioner to use video evidence to embed and develop practice within the key stage. Good practice to be shared amongst practitioners including apprentices.)</p>	<p>LLLi action plans shared with all practitioners – staff confidence/CPD developing. Shared feedback in EYFS briefings.</p> <p>89% of children entitled to PPG are working at age related expectations in speaking, reading and listening and attention. All three of which are currently above NPPG. (Mar 20 data due to Covid-19)</p>
	<p>Staff from FS1 to support FS2 when not at full capacity to enhance provision and support learning – this will be a peer buddy system.</p> <p>(This is a strategy that has been recommended by the EYFS county team. It has been nationally recognised in raising early language development.)</p>	<p>78% of children entitled to PPG are working at age related expectations in speaking (77%)</p>

	<p>EYFS practitioners using ECAT toolkit to assess pupils who are causing concern and target intervention appropriately.</p> <p>(ECAT is a nationally recognised programmed which has been independently validated and has shown to be an effective resource in other schools. Certain pupils need targeted support to catch up.)</p>	<p>NPPG) 78% in reading (84% NPPG) and 78% in listening and attention (83% NPPG) (As of end of Autumn 2, 20/21)</p> <p><i>Significant progress since Autumn 1 and evidence of gap closing, e.g. YR PPG ARE in reading up from 71% to 78%. See SL for further examples</i></p> <p>81.8% of children entitled to PPG are working at age related expectations in speaking (91.3% NPPG) 81.8% in reading (78.3% NPPG) and 81.8% in listening and attention (93.5% NPPG) (As of end of Summer 2, 20/21)</p>
Barriers to learning these priorities address	Children enter school with well below average communication and language skills in EYFS.	
Projected spending	£6,000	

**Targeted support for current academic year – Children will experience a variety of rich and real learning opportunities at least half termly such as: Field trips; Musical productions; Dance and Residential visits**

Measure	Activity	July 2020 review January 2021 review July 2021 review
Priority 2 – Real learning opportunities	Whole school expectation for half termly Topic launches.	See KW year group real-life experience plans.

	(2018 evidence showed that this approach for last year demonstrated that PP children left KS2 broadly in line with the national average for non pp children.)	Disrupted due to school closures. However, topic launches have continued in school and have been adapted for home learning (see KW)
	Each class provided with additional budget to be spent on real life learning experiences.  (The thematically tailored curriculum provides additional opportunities for children who may not always be provided with these at home.)	Topic budget to continue to be available for all year groups  Topic launches resumed in school for all pupils from Summer 1 (see KW)
	Use of 'Fabulous Finishes' to give purpose to learning, enable more effective teacher assessment and engage parents/families.  (Pupil conferencing suggested that children found it more challenging to write about unfamiliar situations/experiences.)	See KW year group real-life experience plans and pupil conference findings  Disrupted due to school closures. However, fabulous finishes have continued in school and have been adapted for home learning (see KW)  Topic launches resumed in school for all pupils from Summer 1 (see KW)
	Children provided with optional engaging home learning projects, one of which will be carried out in school to encourage greater parental participation through the school providing the resources and materials.  (Teachers will be expected to plan and provide home learning ops each half term, one if which will be carried out in school and parent and pupil views sought.)	See homework analysis report (165 pupils completed optional homework Spring 1, of which 49 pupils are entitled to PPG – 35% compared to 3% the previous year). (Mar 20 data due to Covid-19)  <i>Significant disruption due to school closure. However, home learning provided and PPG engagement monitored – see JMM home learning spreadsheets for evidence of engagement. Also, IT provision (laptops) offered to PPG in need</i>

		<p><i>Significant disruption due closure of school bubbles. However, at the end of Summer term, 150 pupils completed optional homework tasks, 33 of which were entitled to PPG. Teachers have been encouraged to rise this further next term</i></p>																				
	<p>Half termly pp pupil progress meetings with parents and pp champion identifying individual needs and suggesting strategies to support and accelerate progress.</p> <p>(Provision of quality time for staff to discuss individuals and to focus on prioritisation of resources.)</p>	<p>See JS PPG pupil progress file for evidence of individual pupil impact. Data below shows number of individual learning plans created for each year group and number of targets on track/met at end of Autumn 2 (2020/21)</p> <table data-bbox="1400 694 2083 813"> <tr> <td><i>Y3 - 5 individual learns plans</i></td> <td><i>targets on track/met = 18/20 (90%)</i></td> </tr> <tr> <td><i>Y4 - 5 individual learns plans</i></td> <td><i>targets on track/met = 17/20 (85%)</i></td> </tr> <tr> <td><i>Y5 - 6 individual learns plans</i></td> <td><i>targets on track/met = 17/20 (85%)</i></td> </tr> <tr> <td><i>Y6 - 5 individual learns plans</i></td> <td><i>targets on track/met = 8/12 (75%)</i></td> </tr> </table> <p>See JS PPG pupil progress file for evidence of individual pupil impact. Data below shows number of individual learning plans created for each year group and number of targets on track/met at end of Summer term (2020/21)</p> <table data-bbox="1400 1061 2049 1292"> <tr> <td><i>Y1 - 5 individual learns plans</i></td> <td><i>targets met = 19/20</i></td> </tr> <tr> <td><i>Y2 - 5 individual learns plans</i></td> <td><i>targets met = 18/20</i></td> </tr> <tr> <td><i>Y3 - 5 individual learns plans</i></td> <td><i>targets met = 16/20</i></td> </tr> <tr> <td><i>Y4 - 5 individual learns plans</i></td> <td><i>targets met = 16/19</i></td> </tr> <tr> <td><i>Y5 - 6 individual learns plans</i></td> <td><i>targets met = 18/22</i></td> </tr> <tr> <td><i>Y6 - 5 individual learns plans</i></td> <td><i>targets met = 8/11</i></td> </tr> </table>	<i>Y3 - 5 individual learns plans</i>	<i>targets on track/met = 18/20 (90%)</i>	<i>Y4 - 5 individual learns plans</i>	<i>targets on track/met = 17/20 (85%)</i>	<i>Y5 - 6 individual learns plans</i>	<i>targets on track/met = 17/20 (85%)</i>	<i>Y6 - 5 individual learns plans</i>	<i>targets on track/met = 8/12 (75%)</i>	<i>Y1 - 5 individual learns plans</i>	<i>targets met = 19/20</i>	<i>Y2 - 5 individual learns plans</i>	<i>targets met = 18/20</i>	<i>Y3 - 5 individual learns plans</i>	<i>targets met = 16/20</i>	<i>Y4 - 5 individual learns plans</i>	<i>targets met = 16/19</i>	<i>Y5 - 6 individual learns plans</i>	<i>targets met = 18/22</i>	<i>Y6 - 5 individual learns plans</i>	<i>targets met = 8/11</i>
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	<p>Provide a variety of school clubs and targeted social skills groups.</p>	<p>See enrichment club analysis (357 pupil attend 18 clubs as of Feb 2020, of which 109 are</p>																				

	(Children are able to draw on these experiences and make connections in their learning with a particular on their emotional wellbeing and their understanding of the world around them.)	entitled to PPG – 77% compared to 43% the previous year). (Mar 20 data due to Covid-19)  <i>School clubs not currently allowed due to Covid-19 restrictions</i>  <i>School clubs not currently allowed due to Covid-19 restrictions</i>
Barriers to learning these priorities address	Children have limited experience of enriched learning activities in the home.	eSchools online / home learning platform launched in March 2020. All pupils now have access. See JMM for evidence of engagement  <i>See JMM for evidence of eSchools / Maths Whizz / Prodigy. See CT for evidence of MyOn</i>
Projected spending	£8,000	

### Targeted support for current academic year – Accelerate progress in PSED by the end of EYFS

Measure	Activity	July 2020 review January 2021 review July 2021 review
Priority 3 - PSED	All staff (including EYFS) trained in 'Headstart' and adopt this practice throughout their daily teaching.  (‘Head start’ is based on Thrive principles and practices, however it encompasses a more in-depth baseline assessment. It takes into account external barriers that will have an impact on PSED.)	78% of children entitled to PPG are working at age related expectations in self-confidence and self-awareness., making relationships and managing feelings and behaviour. All three of which are currently above NPPG. (Mar 20 data due to Covid-19)

	EYFS teachers use Leaven Scales to assess and target children accordingly.  (The Leuven scales have come from the Early Excellence Programme which has been endorsed by the Dfe.)	78% of children entitled to PPG are working at age related expectations in self-confidence and self-awareness (90% NPPG), 78% in making relationships (84% NPPG) and 89% in managing feelings and behaviour (88% NPPG). <i>(As of end of Autumn 2, 20/21)</i>  <i>Significant progress since Autumn 1 and evidence of gap closing, see SL progress file</i>
	Additional dedicated EYFS learning mentor time to target specific children and families.	
	Social skills groups.	
	Access to learning mentors to support targeted families with school uniform and parental support.	
Barriers to learning these priorities address	Low attainment on entry across all prime areas.	
Projected spending	£70,000	

**Targeted support for current academic year – More pp eligible children achieving ARE/greater depth in RW and M by the end of each year**

Measure	Activity	July 2020 review January 2021 review July 2021 review

Priority 4 –  
ARE/Greater  
depth

Staff training: Teachers will receive specific training around mastery, question, higher order thinking and subject knowledge.

(Research and evidence indicates that effective questioning leads to deeper thinking and greater learning opportunities.)

81% of pupils entitled to PPG are on track to pass the PSC (Y1).

% of pupils working above ARE:

Y2 reading 31 writing 6.3, maths 6.3

Y3 reading 47 writing 21, maths 17.6

Y4 reading 26.9, writing 32.4, maths 7.7

Y5 reading 22.2, writing 5.6, maths 16.7

12% of pupils in Y6 are currently working at GDS in reading, 3.6 in writing and maths.

*(Mar 20 data due to Covid-19)*

81.8% of pupils entitled to PPG are on track to meet reading Y1 ARE in reading at end of year (PSC mocks taking place in Spring 2, 20/21)

% of pupils working above ARE:

Y2 reading 18.2 writing 0, maths 9.1

Y3 reading 5.3 writing 0, maths 15.8

Y4 reading 26.7, writing 20, maths 20

Y5 reading 20, writing 4.2, maths 8

37.5% of pupils in Y6 are currently working at GDS in reading, 6.3 in writing and maths.

*(As of end of Autumn 2, 20/21)*

*% increases evident in STAR maths assessments, from baseline at beginning of Aut 1 to end of Aut 2 (2020/21)*

Y2      0/10 to 2/10      now at or above

Y3      4/15 to 12/15      now at or above

Y4      8/15 to 11/15      now at or above

Y5	8/22 to 12/22	now at or above
Y6	10/17 to 11/17	now at or above

*% increases evident in STAR reading assessments, from baseline at beginning of Aut 1 to end of Aut 2 (2020/21)*

Y2	1/10 to 1/10	now at or above
Y3	6/15 to 12/15	now at or above
Y4	10/15 to 10/15	now at or above
Y5	9/22 to 10/22	now at or above
Y6	9/17 to 9/17	now at or above

46.2% of pupils entitled to PPG passed the PSC (Y1) compared to 82.9% NPPG

% of pupils working above ARE:

Y2 reading 8.3 writing 0, maths 8.3

Y3 reading 0 writing 0, maths 5.3

Y4 reading 31.3, writing 6.3, maths 18.8

Y5 reading 17.4, writing 8.7, maths 21.7

Y6 reading 31.3, writing 6.3, maths 25.0

*(As of end of Summer 2, 20/21)*

*% increases evident in STAR maths assessments, from baseline at beginning of Aut 1 to end of Summer 2 (2020/21)*

Y2	1 PPG to 3 PPG	now at or above
Y3	2 PPG to 15 PPG	now at or above
Y4	8 PPG to 13 PPG	now at or above
Y5	9 PPG to 13 PPG	now at or above

		<p>Y6 10 PPG to 9 PPG now at or above</p> <p>% increases evident in STAR reading assessments, from baseline at beginning of Aut 1 to end of Summer 2 (2020/21)</p> <p>Y2 1 PPG to 4 PPG now at or above</p> <p>Y3 6 PPG to 13 PPG now at or above</p> <p>Y4 10 PPG to 12 PPG now at or above</p> <p>Y5 9 PPG to 12 PPG now at or above</p> <p>Y6 9 PPG to 6 PPG now at or above</p>
	Additional teachers in certain year groups to provide more opportunities for quality first teaching.	<p>3 teachers in Y6 all year</p> <p>As above, continuing next year (CT/KW/CB)</p>
	Reading, Writing and Maths leaders to monitor, track and assess children who have been targeted as working at greater depth in every year group (or have the potential to be so).	See CT/SK/JMM MA data (on R/W/M EF forms)
	<p>PPG leader to meet with parents and children every half term to review progress and set targets.</p> <p>(Headteacher will sit in on a selection of meetings throughout the year to support and guide the PPG lead.)</p>	<p>See JS pp pupil progress file.</p> <p>PPG leader now broadened to team of 4 catch-up teachers – see JS pp pupil progress file</p> <p>Individual learning plans (ILPs) updated every half term and distributed to class teachers and parents. Reviewed at end of each half term (see JS PP pupil progress files)</p>
	Enhanced Learning provision across the school ensuring immediate feedback and intervention where needed.	See EL folders

		<p>EL now broadened to TA phone support for home learners</p> <p>EL resumed in school from Summer 1 (see EL folders for evidence)</p>
	<p>Introduction and implementation of new Maths programme intervention to support learners.</p> <p>(Recognised programme to close gap and bring about rapid gains in progress.)</p>	<p>See JMM Maths Whizz data analysis</p>
	<p>Booster groups for Y6 (and now Y5) and PP targeted after school clubs.</p>	<p>After school booster clubs in Y6 (Spring 1 onwards). After school Maths interventions groups (see registers).</p> <p>Broadened to whole school as part of catch-up initiative</p> <p>Reading sessions attended=196/216 (91%)</p> <p>Maths sessions attended 198/216 (92%)</p>
Barriers to learning these priorities address	<p>Lower aspiration and resulting lower levels of motivation to learn.</p>	
Projected spending	<p>£80,000</p>	

**Wider strategies for current academic year – Attendance rates of pupils eligible for pp to increase by approximately 1%**

<b>Measure</b>	<b>Activity</b>	<p><b>July 2020 review</b></p> <p><b>January 2021 review</b></p>
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		July 2021 review
Priority 5 – Attendance	Attendance monitoring and clinics.  (Acting upon advice from external agencies, such as EWO, to support and improve families' attendance.)	Current attendance 94.3% (1.14% up on previous year) Gap between PPG and NPPG has closed from the previous year by 1% <i>(Mar 20 data due to Covid-19)</i>
	Mini-bus used to pick up children daily according to contract agreed with parents.	
	Additional reward systems for specifically targeted pp children.	Current attendance 95.67% (95.85% in previous year) Gap between PPG and NPPG has closed from the previous year by 0.25% <i>(for academic year 2019/20)</i>  Current attendance at end of Summer 2 - 95.72% (93.99% in previous year 2019/20)  2020/21 - PPG 94.98%    NPPG 96.01% 2019/20 - PPG 93.36%    NPPG 94.37%  Gap 1.03% in 2020/21 and 1.01% in 2019/20
Barriers to learning these priorities address	Attendance gap of 2.9% between pp and non pp children (based on 2019/20). School minibus deployed daily to increase school hours of targeted pp children.	Attendance gap reduced to 2.06% <i>(for academic year 2019/20)</i>  Gap reduced to 1.03% at end of 2020/21
Projected spending	£8,000	

**Wider strategies for current academic year - Children are ready to learn and display positive learning habits (TIS and nurture provision). Children demonstrate and understand social responsibility**

Measure	Activity	July 2020 review January 2021 review July 2021 review
Priority 6 – Learning habits	Whole school staff to receive TIS training.	See behaviour log
	New PSHE curriculum programme introduced to ensure breadth and depth of learning – Jigsaw.	
	Vulnerable children within yr 1 have access to nurture provision 4 x weekly.	
	Lunchtime nurture provision available for ks1 children.	
Barriers to learning these priorities address	Significant levels of social and economic deprivation and associated safeguarding concerns resulting in some children not being ready to learn on arrival at school.	
Projected spending	£6,000	

**Wider strategies for current academic year – Non-standard entry children to be supported to make a positive transition with a minimum disruption to their learning (Learning Mentors)**

Measure	Activity	July 2020 review January 2021 review July 2021 review

	Engage parents in children’s learning and development; Stay and plays in FS1 and FS2.	<p>Parents attend once a month – approx. 13 parents per session. Feedback from parents is very positive. Sharing stages of development and next steps in development. <i>(Mar 20 data due to Covid-19)</i></p> <p><i>School clubs not currently allowed due to Covid-19 restrictions</i></p>
	Parental home learning projects carried out half termly in school per year group.	<p>See homework analysis report (165 pupils completed optional homework Spring 1, of which 49 pupils are entitled to PPG – 35% compared to 3% the previous year). <i>(Mar 20 data due to Covid-19)</i></p> <p><i>Significant disruption due to school closure. However, home learning provided and PPG engagement monitored – see JMM home learning spreadsheets for evidence of engagement. Also, IT provision (laptops) offered to PPG in need</i></p> <p><i>Significant disruption due closure of school bubbles. However, at the end of Summer term, 150 pupils completed optional homework tasks, 33 of which were entitled to PPG. Teachers have been encouraged to rise this further next term</i></p>
	Minibus collection; daily breakfast club; access to learning mentors; school uniform and parental support.	Current attendance 94.3% (1.14% up on previous year)

		<p>Gap between PPG and NPPG has closed from the previous year by 1% (<i>Mar 20 data due to Covid-19</i>)</p> <p>Current attendance 95.67% (95.85% in previous year)</p> <p>Gap between PPG and NPPG has closed from the previous year by 0.25% (<i>for academic year 2019/20</i>)</p> <p>Gap 1.03% in 2020/21 and 1.01% in 2019/20</p>
Barriers to learning these priorities address	High mobility levels.	
Projected spending	£costs covered in spending above	

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development.	Use of INSET days and additional cover being provided by senior leaders & HLTA.
Targeted support	Ensuring enough time for school phonics, English & Maths leaders to support small groups and monitor T&L.	Leaders have planned protected time to model, monitor and review impact.
Wider strategies	Engaging the families facing most challenges.	Working closely with the EWO & other local MAT schools on common strategies.

**Review: last year's aims and outcomes (2019-20)**

Aim	Outcome
<p>Progress &amp; attainment in reading</p>	<p><b>(Target)</b>                      Achieve national attainment                      Achieve/exceed average progress scores KS2 reading</p> <p><b>Review</b>                      Based on teacher assessment (due to Covid-19) 82.1% of pupils entitled to PPG would have achieved KS2 reading ARE, compared to 63.6% in previous year. This is above national attainment (73% in 2019)                      National progress scores unavailable (due to Covid-19)</p>
<p>Progress &amp; attainment in writing</p>	<p><b>(Target)</b>                      Achieve national attainment                      Achieve/exceed average progress scores KS2 writing</p> <p><b>Review</b>                      Based on teacher assessment (due to Covid-19) 81.8% of pupils entitled to PPG would have achieved KS2 writing ARE, compared to 75.0% in previous year. This is above national attainment (78% in 2019)</p> <p><b>(Note)</b>                      Unlike reading / mathematics KS2 SATs tests in May, Writing would have continued to be assessed in Summer 1/Summer 2. Writing results may have been affected by Covid-19.</p>

	National progress scores unavailable (due to Covid-19)
Progress & attainment in mathematics	<p><b>(Target)</b> Achieve national attainment Achieve/exceed average progress scores KS2 maths</p> <p><b>Review</b> Based on teacher assessment (due to Covid-19) 77.3% of pupils entitled to PPG would have achieved KS2 mathematics ARE, compared to 85.7% in previous year. This is above national attainment (75% in 2019) National progress scores unavailable (due to Covid-19)</p>
Phonics	<p><b>(Target)</b> Achieve/exceed national average expected standard in PSC</p> <p><b>Review</b> Based on Spring 2 PSC mocks / teacher assessment (due to Covid-19) 81% of pupils entitled to PPG would have passed PSC, compared to 78.9% in previous year. This is now only 1% below national attainment (82% in 2019)</p>
Other	Based on teacher assessment (due to Covid-19) 75% of pupils entitled to PPG would have achieved KS2 COMBINED ARE, compared to 59.1% in previous year. This is above national combined attainment (65% in 2019)
<p><b>What has been most successful this year?</b> PPG reading/mathematics predicted attainment in KS2 (compared to previous year) + combined attainment Phonics screening check predicted assessments (compared to previous year)</p>	<p><b>What has been least successful/what will you stop?</b> Major disruption due to Covid-19 (from March onwards) Catch-up team required for 20/21 – PPG individual learning plans/bookmarks to be broadened beyond 1 teacher (to team of 4)</p>

<p>EYFS PPG attainment vs NPP (to March 2020)</p> <p>PPG individual learning plans/bookmarks – individual pupil impact (to March 2020)</p> <p>PPG homework submissions (to March 2020)</p> <p>Implementation of eSchools/Maths Whizz (home learning opps from March 2020)</p>	
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**Review: last year's aims and outcomes (2020-21)**

Aim	Outcome
<p>Progress &amp; attainment in reading</p>	<p><b>(Target)</b>            Achieve national attainment            Achieve/exceed average progress scores KS2 reading</p> <p><b>Review</b>            Based on teacher assessment (due to Covid-19) 68.8% of pupils entitled to PPG would have achieved KS2 reading ARE, compared to 82.1% in previous year. National attainment and national progress scores are unavailable (due to Covid-19)</p>
<p>Progress &amp; attainment in writing</p>	<p><b>(Target)</b>            Achieve national attainment            Achieve/exceed average progress scores KS2 writing</p> <p><b>Review</b>            Based on teacher assessment (due to Covid-19) 68.8% of pupils entitled to PPG would have achieved KS2 writing ARE, compared to 81.8% in previous year. National</p>

	attainment and national progress scores are unavailable (due to Covid-19)
Progress & attainment in mathematics	<p><b>(Target)</b> Achieve national attainment Achieve/exceed average progress scores KS2 maths</p> <p><b>Review</b> Based on teacher assessment (due to Covid-19) 68.8% of pupils entitled to PPG would have achieved KS2 mathematics ARE, compared to 77.3% in previous year. National attainment and national progress scores are unavailable (due to Covid-19)</p>
Phonics	<p><b>(Target)</b> Achieve/exceed national average expected standard in PSC</p> <p><b>Review</b> 46.2% of pupils entitled to PPG passed PSC, compared to 81.8% in previous year. National attainment and national progress scores are unavailable (due to Covid-19)</p>
Other	Based on teacher assessment (due to Covid-19) 68.8% of pupils entitled to PPG would have achieved KS2 COMBINED ARE, compared to 75% in previous year. National attainment and national progress scores are unavailable (due to Covid-19)
<p><b>What has been most successful this year?</b> Percentage of pupils entitled to PPG achieving greater depth at end of KS2 (reading and writing) 90.9% of children entitled to PPG are working at age-related expectations in self-confidence and self-awareness (93.5% NPPG),</p>	<p><b>What has been least successful/what will you stop?</b> <b>Major disruption due to Covid-19 (from December onwards)</b></p>

<p>100% in making relationships (93.5% NPPG) and 90.9% in managing feelings and behaviour (93.5% NPPG)</p> <p>Number of children entitled to PPG who are completing optional homework tasks</p> <p>Successful implementation and impact of Maths Whizz interventions (see JMM)</p> <p>Successful implementation and impact of after school catch up clubs (see CB)</p> <p>Impact of Individual Learning Plans (ILPs) across KS1/KS2</p>	
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