

Old Park Primary School

Pupil Premium funded April 20/21, impact will be reviewed Oct 2021

Predicted allocation based on previous year at April 20: £138,190.00 (it is expected that this amount will fall).

Actual allocation based on mid year adjustments April 2020 : £131,810.00, EYFS allocation £TBC

Amount Spent: £142,925.45 (funds spent on this plan in excess of the grant was covered by the school budget).

It is important for the school and governors to support this plan to close the gap for PP children therefore the plan is supported across the year financially.

| Total number of pupils on-roll as at Oct 20 | Total number of pupils eligible for pupil premium Oct 20 | Number of pupils eligible for FSM as at Oct 20 | Number of looked after children Oct 20 | Number of post - LAC Oct 20 | Number of service children |
|--|---|---|---|------------------------------------|-----------------------------------|
| 511 (R-Y6) | 104 | 95 | 2 | 0 | 0 |
| 65 (nursery) | 8 | | | | |

Disadvantaged Pupils On Roll - October 2020 census

| | Ever 6 | FSM | LAC | Disadvantaged SEN | Service children | Total number on roll | Disadvantaged % |
|------------|---------------|------------|------------|--------------------------|-------------------------|-----------------------------|------------------------|
| Nur | 0 | 0 | | 0 | 0 | 64 | |
| Rec | 12 | 12 | | 1 | 0 | 60 | 20 |
| Y1 | 9 | 9 | 1 | 2 | 0 | 59 | 15 |
| Y2 | 12 | 12 | | 2 | 0 | 60 | 20 |
| Y3 | 14 | 14 | | 6 | 0 | 60 | 23 |
| Y4 | 16 | 16 | | 4 | 0 | 60 | 27 |

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| Y5 | 12 | 7 | | 3 | 0 | 61 | 20 |
| Y6 | 27 | 21 | 1 | 8 | 0 | 89 | 30 |

-Overcoming Barriers for Pupil Premium Children-

What barriers to future attainment do our PP children face?

Due to COVID and the school's closure, there is an even greater need for academic interventions to diminish the gap in reading, writing and maths, this is a greater concern in EYFS and KS1.

Need to overcome Speech and Language issues.

School readiness, made even greater due to the impact of COVID.

Adverse childhood experiences that result in low confidence, low resilience and issues with SEMH.

Financial hardship resulting in a lack of experiences beyond the home and difficulty in paying for school visits and residential, made even greater due to the impact of COVID.

Issues with school attendance and punctuality leading to a loss of learning time, including tackling those classed as persistent absentees and those who have developed anxieties in relation to covid or due to lengthy absence.

Behavioural barriers to learning, made even greater due to impact of COVID.

Social difficulties during social times and group work.

Parental capacity to support child with skills required for school readiness.

Overcoming reduced aspirations and engagement within the home environment.

Children lacking or the loss of school readiness (focus, concentration, stamina for learning) due to covid impacting upon routines.

Actions

| Barriers | Actions taken to improve attainment of Pupil Premium children and cost | Total cost | Impact on Pupil Premium children (review commentary in red) |
|--|---|-------------------|---|
| Need for academic interventions to diminish the gap in reading, writing and maths. | <i>Learning support interventions: £27,000-</i> In each year group our learning support staff carry out small group interventions to support children to meet their targets in reading, writing, mathematics and social, emotional and mental health. This also includes supporting pupils with English as an Additional Language | £87,000.00 | Attainment gap in core subjects to be reduced between our PP pupils (disadvantaged group) and our non-disadvantaged group in-school and end of KS data. |

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| | <p>(EAL) particularly in Early Years and KS1 where EAL pupils find language to be a greater barrier to learning.</p> <p><i>After school phonics interventions:</i> - Led by LSAs and teachers and run across all year groups with children identified through internal tracking.</p> <p><i>SENCo:</i> £60,000 - Our SENCo works to ensure that all pupils with special educational needs are appropriately catered for through differentiation, appropriate intervention and careful planning. She line manages the learning support staff, liaises with external agencies and parents, delivers training and monitors progress.</p> | <p>school budget</p> <p>Surplus paid by school budget</p> | <p>See in-school data analysis at the end of this document.</p> <p>Unfortunately, due to COVID, the school was unable to fully implement the planned pupil premium strategy for the whole academic year, impacting on academic outcomes and progress (detailed below)</p> |
| <p>Need to Financial overcome hardship resulting in a lack of experiences beyond the home and reduced aspirations and engagement within home environment</p> | <p>Enrichment: £800 -</p> <ul style="list-style-type: none"> • Opportunities for PP children to access extra-curricular school club for 6 weeks (mad science). • Attendance at additional activities and events. | <p>£800</p> | <p>Disadvantaged after-school opportunity, additional learning, increased understanding of and engagement with practical science.</p> <p>24 pupil premium pupils engaged in the offer across school (in a range of activities)</p> |
| <p>Need to overcome Speech and Language issues.</p> | <p><i>Speech & Language:</i> £ 2688.45 (Our Early Years PP funding partially covers this SLA (£1113.00). We have agreed an SLA with SIPs education to provide us with a speech and language specialist. This specialist visits the school for one day a fortnight. They work directly with the children but also provide direct support and advice to teachers and learning support. The majority of this input is with Early Years and KS1 but it also allows for support where required in KS2. <i>Learning support deliver ongoing support for S & L (cost outlined above)</i> - In each year group our learning support staff carry out small group interventions to support children to meet their</p> | <p>£2688.45</p> <p>(£1113.00 is from EYFS pupil premium)</p> <p>Costs also outlined above</p> | <p>Ensure that disadvantaged children who have been identified as having a Sp&L need are receiving the appropriate support. Better able to access the curriculum and improved attainment results.</p> <p>All children identified as requiring additional speech and language support were seen by our enhanced</p> |

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| | <p>targets in reading, writing, mathematics and social, emotional and mental health. This also includes supporting pupils with English as an Additional Language (EAL) particularly in Early Years and KS1 where EAL pupils find language to be a greater barrier to learning.</p> | | <p>service. This involved assessments, observations, staff CPD and family support also. 50% were PP children</p> |
| <p>Adverse childhood experiences that result in low confidence, low resilience and issues with SEMH.</p> | <p><i>Attendance & Family Liaison Officer: £32,800.00</i> – She completes family outreach work, supporting with benefits claims, housing issues, marriage breakdown support and parenting skills (delivering the Changes programme). She leads EH meetings and attends EH, CIN and CP meetings where appropriate, she liaises with schools where our pupils may have siblings and where there might be transition needs. She liaises across and multitude of agencies to support our most vulnerable pupils and their families. She is proactive and makes regular contact with parents.</p> <p><i>SEMH : £6187 (Arts of Change SLA)</i> - This provides the school with access to a qualified dramatherapist for a day each week. The dramatherapist is able to deliver individual and family therapy to targeted pupils. These pupils may be identified because they are particularly vulnerable, have experienced trauma, death, family breakdown or other circumstances. This service allows us to deliver targeted support to our children without the need to wait for lengthy periods due to the CAMHS referral system. The therapy is on an individual need basis and not a set allocation. This service has, and continues to allow us to support children and their families in difficult circumstances. We have received very positive feedback from the families that have already seen the benefits of this additionality. This therapy promotes the children’s social, emotional and mental health. When children are happy and feel safe then they are in the right frame of mind to learn and thrive.</p> | <p>£51637.00</p> | <p>Provide disadvantaged children with confidence, resilience and SEMH issues with appropriate support and strategies that they can use. Children will be more ready to learn and will show improved attainment.</p> <p>The Deputy Head and Family Liaison Officer contacted families during the COVID period (during school closures and across the school year), to offer support as required. A survey was sent to parents to highlight families who required support and were contacted to signpost the most appropriate support.</p> <p>46 referrals were made and 44 were closed. 23 of these referrals were pupil premium pupils.</p> <p>Forest School and therapeutic mentoring sessions were organised to support highlighted vulnerable pupils - these sessions increased following the January 21 school</p> |

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| | <p><i>Forest School Leader:</i> £12,650.00 – Our forest school leader develops and maintains the area and plans and delivers forest school lessons for pupils across the school. Providing pupils with experiences to draw upon during lessons and develops important skills such as collaboration, problem solving, & leadership. He also delivers family sessions across the year.</p> <p><i>Family Support:</i> Costed above - We have a dedicated Family Liaison officer who works directly with parents and children. She works with families and offers support and advice regarding benefits, attendance, behaviour, domestic violence and a wide range of other support facilities. She delivers family support through the changes programme and organises parents drop in sessions on a regular basis. This budget is to enable her to fund resources for the workshops and sessions across the year. She also uses this funding to organise pupil theatre shows and workshops relating to safety.</p> <p><i>Deputy Head:</i> (not costed in) The deputy head runs regular SEMH support groups with identified pupils. These focus on providing pupils with ways to recognise and handle emotions effectively.</p> | | <p>closure to support an increase in children required SEMH support (some of which were directly COVID related). 7 were PP pupils.</p> |
| <p>Financial hardship resulting in a lack of experiences beyond the home and difficulty in paying for school visits and residential.</p> | <p><i>Enrichment:</i> (Costed above) - This amount is allocated to provide targeted pupils with enrichment experiences e.g. clubs, theatre visits, holiday play scheme places, trips, visiting authors.</p> <p><i>Uniform:</i> £100 - to support families on low incomes to acquire new items of uniform.</p> | <p>£100 Costs also outlined above</p> | <p>Ensure that disadvantaged families are able to continue to access after school clubs, enrichment activities, school trips and residential.</p> |
| <p>Issues with school attendance and punctuality leading to a</p> | <p><i>Family Liaison Officer:</i> (Cost already outlined above)- Our Family Liaison officer works with families where the attendance of pupils is less than 95%. She monitors data, conducts support meetings with families and develops school strategies to increase attendance</p> | <p>£700 Costs also outlined above</p> | <p>Attendance and punctuality for disadvantaged pupils to be in line with that of other pupils.</p> |

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| <p>loss of learning time, including tackling those classed as persistent absentees.</p> | <p>through awareness. This attendance role is closely supported by AHT for middle phase.</p> <p><i>Breakfast Club Places:</i> £200 - These places are allocated to support low attending and low earning families so that pupils are on time and have breakfast. Allocated based on need.</p> <p>During Covid the school subsidised food vouchers and provided food parcels during some holidays and covered the cost of FSM in Aut 21 for a family who were not in receipt of FSM but who were struggling financially to provide food for their 3 children. £500.00</p> | | <p>Pupil premium attendance was 94.05% (better than the local average at 92.45%). In addition, pupil premium persistence absence rate was 13.92% (better than local average at 24.41%).</p> |
| <p>Behavioural barriers to learning.</p> <p>Social difficulties during social times and group work.</p> | <p><i>SEMH (AOC SLA):</i> (Cost outlined above) - Drama therapy helps vulnerable pupils to deal with their emotions in a positive way. This will help them to build better relationships with others and manage their emotions more effectively.</p> <p><i>Behaviour Support:</i> (no cost) - Behaviour Support workers, work with the school to support identified children. Strategies to support children within the classroom are implemented to reduce the likelihood of isolation or exclusion.</p> | <p>Costs outlined above</p> | <p>Children are more ready to learn and can interact well with peers, building successful relationships.</p> <p>Forest School and therapeutic mentoring sessions were organised to support highlighted vulnerable pupils - these sessions increased following the January 21 school closure to support an increase in children required SEMH support (some of which were directly COVID related). 7 were PP pupils.</p> <p>Referrals made in a timely manner to the behaviour support team and action plans in place. Following these, behaviour incidents reduced or further external advice sought.</p> |

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| <p>Identify and address parental support requirements to increase school readiness.</p> | <p><i>Family Liaison Officer:</i> (Cost already outlined above) - Our FLO offers help and advice to families within school on a range of matters. She will signpost families towards other services and act as a mediator between the two. She also makes regular Early Help referrals to ensure that families are getting the support in the home that they need.</p> <p>Parental liaison (50%): (Funded through the budget) – The front office staff provide all of our parents with information, assistance, support and advice on a daily basis, this type of support is utilized more frequently by parents of children that attract the pupil premium grant. This allocation ensured that when required there is always someone on hand to support those parents when they seek support or advice.</p> <p><i>INSPIRE & Family learning workshops:</i> (funded through the budget) - These workshops are run a number of times a year and are based on needs identified in the SIP. They are designed to increase parental involvement in schooling and also to help provide parents with an understanding of curriculum content and how to support their children at home.</p> | <p>Costs outlined above</p> | <p>Those families which need support will be actively engaged with outside services.</p> <p>Safeguarding concerns will be decreased.</p> <p>Questionnaire to will show improved levels of confidence with supporting learning at home.</p> <p>Unfortunately, due to COVID restrictions, parent workshops were unable to take place. The Deputy Head and Family Liaison Officer contacted families during the COVID period (during school closures and across the school year), to offer support as required. A survey was sent to parents to highlight families who required support and were contacted to signpost the most appropriate support. This included support with remote learning and technology access/support.</p> |
| <p>Overcoming reduced aspirations and engagement within the home environment.</p> | <p><i>INSPIRE & Family learning and curriculum workshops:</i> (funded through the budget) - These workshops are run across year and are based on needs identified in the SIP. They are designed to increase parental involvement in schooling and also to help provide parents with an understanding of curriculum content and how to support</p> | <p>Funded through budget and school fund</p> | <p>Parents will be better equipped to support the children with their learning.</p> |

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| | <p>their children at home.</p> <p>Class assemblies (no cost) to increase opportunities for parental engagement with school as well as providing pupils with opportunities to develop and demonstrate confidence and share skills in speaking, singing, acting etc. Visiting speakers from a range of vocations where possible (police, fire, stem, theatre companies).</p> <p>Develop aspirations through range of curriculum and extra-curricular activities to spark interest and ambition.</p> | | <p>Children exposed to a range of opportunities and an understanding of the range of vocational options that could be open to them.</p> <p>Unfortunately, due to COVID restrictions, parent workshops were unable to take place. Other extra-curricular activities were also limited, however virtual events (such as assemblies, guest speakers, career events) were accessed as an alternative.</p> |
| <p>Changes to the planned spend to be outlined here as the year progresses:</p> | <p><i>Covid prevented parent workshops and curriculum events but brought increased need to support some families with food parcels, vouchers and pastoral support.</i></p> <p><i>All pupil premium children were given the option of IT support for remote learning (devices or IT support from staff) some declined preferring paper options or other learning methods.</i></p> | | |

Data Analysis

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|-----------------------|--|--|--|--|--|
| Leavers 2022 | Whole Cohort | | PP | | <p>Our data suggests that the focussed work in school during the pandemic and the excellent remote learning participation in English and Maths in this cohort has kept the loss of learning to a minimum. We have found that the pandemic has impacted learning in our older cohorts least. Our attendance levels during non-national lockdown periods were positive with minimal bubble closures, this allowed our teachers to deliver for a sustained and focussed period allowing them to consistently assess and respond to the needs of their children.</p> <p>Maths (-6% ARE+) Over the two year period there is a dip in maths across the cohort. <i>Target: Pupils working just below expected for age group & GD pupil premium & maths</i></p> <p>Reading (-12% ARE+) Over the two year period there is a dip reading at ARE+, however, the number of children performing at greater depth has remained stable. <i>Target: ARE reading in particular the PP and girls as the girls group has dipped since Y3</i></p> <p>Writing (-5% ARE+) Writing shows a dip in GD & ARE+ <i>Target: GD in PP children and girls.</i></p> <p>Pupil Premium Target Focus: GD in W & M and ARE in reading, writing and maths.</p> |
| | July 19 (60) | July 21 (60) | July 19 (12) | July 21 (16) | |
| Current Year 6 | <u>Y3 Maths:</u> 23% GD 76% ARE+ 24% Below | <u>Y5 Maths:</u> 18% GD 70% ARE+ 30% Below | <u>Y3 Maths:</u> 8% GD 58% ARE+ 42% Below | <u>Y5 Maths:</u> 0% GD 56% ARE+ 44% Below | |
| | <u>Y3 Reading:</u> 35% GD 82% ARE+ 18% Below | <u>Y5 Reading:</u> 36% GD 73% ARE+ 27% Below | <u>Y3 Reading:</u> 17% GD 67% ARE+ 33% Below | <u>Y5 Reading:</u> 15% GD 46% ARE+ 54% Below | |
| | <u>Y3 Writing:</u> 20% GD 73% ARE+ 27% Below | <u>Y5 Writing:</u> 7% GD 68% ARE+ 32% Below | <u>Y3 Writing:</u> 8% GD 50% ARE+ 50% Below | <u>Y5 Writing:</u> 0% GD 56% ARE+ 44% Below | |

| Leavers 2023 | Whole Cohort | | PP | |
|----------------|---|---|---|--|
| | July 19 (58) | July 21 (59) | July 19 (13) | July 21 (16) |
| Current Year 5 | Y2 Maths: 16% GD 78% ARE+ 22% Below | Y4 Maths: 18% GD 70% ARE+ 30% Below | Y2 Maths: 15% GD 62% ARE+ 38% Below | Y4 Maths: 0% GD 56% ARE+ 44% Below |
| | Y2 Reading: 26% GD 78% ARE+ 22% Below | Y4 Reading: 20% GD 85% ARE+ 15% Below | Y2 Reading: 23% GD 77% ARE+ 23% Below | Y4 Reading: 6% GD 81% ARE+ 19% Below |
| | Y2 Writing: 15% GD 71% ARE+ 29% Below | Y4 Writing: 7% GD 68% ARE+ 32% Below | Y2 Writing: 8% GD 62% ARE+ 38% Below | Y4 Writing: 0% GD 56% ARE+ 44% Below |

Our data suggests that the focussed work in school during the pandemic and the excellent remote learning participation in English and Maths in this cohort has kept the loss of learning to a minimum. We have found that the pandemic has impacted learning in our older cohorts least. Our attendance levels during non-national lockdown periods were positive with minimal bubble closures, this allowed our teachers to deliver for a sustained and focussed period allowing them to consistently assess and respond to the needs of their children.

Maths (-8% ARE+)
Over the two year period there is a dip in maths across the cohort but an increase in maths at GD

Target Priorities: Pupil Premium children working just below expected for age group, boys at ARE & girls at GD

Reading (+7% ARE+)
Over the two year period there is an improvement in reading at ARE+, however, the number of children performing at greater depth has diminished.

Target Priorities: GD pupil premium in reading and GD girls reading

Writing (-3% ARE+)
Writing shows a dip in GD & ARE+

Target Priorities: GD in both PP children and girls.

Pupil Premium Target Focus: GD in R,W & M and ARE in maths and writing.

| Leavers 2024 | Whole Cohort | | PP | |
|----------------|---|---|---|---|
| | July 19 (60) | July 21 (59) | July 19 | July 21 |
| Current Year 4 | <u>Y1 Maths:</u> 23% GD 75% ARE+ 25% Below | <u>Y3 Maths:</u> 20% GD 66% ARE+ 44% Below | <u>Y1 Maths:</u> 10% GD 70% ARE+ 30% Below | <u>Y3 Maths:</u> 7% GD 50% ARE+ 50% Below |
| | <u>Y1 Reading:</u> 28.3% GD 72% ARE+ 28.4% Below | <u>Y3 Reading:</u> 30.5% GD 76% ARE+ 23.8% Below | <u>Y1 Reading:</u> 20% GD 60% ARE+ 40% Below | <u>Y3 Reading:</u> 14.2% GD 64.2% ARE+ 35.8% Below |
| | <u>Y1 Writing:</u> 20% GD 62% ARE+ 38.4% Below | <u>Y3 Writing:</u> 16.9% GD 49% ARE+ 51% Below | <u>Y1 Writing:</u> 10% GD 60% ARE+ 40% Below | <u>Y3 Writing:</u> 7.1% GD 35.7% ARE+ 64.3% Below |

Our data is suggesting that the younger the cohort the greater the impact of the pandemic on learning. Pupils are less independent and therefore learning at home was not as effective as it was for older children. Equally it is not comparable to live classroom learning. Our attendance levels when we were able to open to all were positive, with minimal bubble closures. This allowed our teachers to deliver for sustained periods allowing them to consistently assess and respond immediately to the needs of their children. This will have had a positive impact on the learning lost during the closure to all. This particular year group were delivered remote learning for two periods. The first in late Spring & Summer of their Y2 journey and the second in the Spring of their Y3 journey. Their maths & writing progress has been the area of greatest negative impact as a result of the pandemic.

Maths (-9% ARE+)
 Over the two year period there is a dip in maths across the cohort
Target Priorities: Pupil Premium children working just below expected for age group and at GD, girls at GD & ARE.

Reading (+4% ARE+)
 Over the two year period there is an improvement in reading at ARE+.
Target Priorities: Boys working just below ARE. SEND and PP children working at ARE.

Writing (-13% ARE+)
 Writing shows a considerable decrease in ARE with the girls and PP groups falling further behind at ARE.
Target Priorities: ARE, in particular girls and PP. a focus on boys at GD

Pupil Premium Target Focus: ARE in maths but more urgently ARE in writing.

| Leavers 2025 | Whole Cohort | | PP | | <p>The previous data for this cohort is their Early Years Profile outcomes.</p> <p>Maths</p> <p>There has been a considerable decline in achievement in maths during the pandemic. All areas require rapid improvement.</p> <p>Target Priorities: ARE for PP & boys (16 boys in the cohort are SEND).</p> <p>Reading</p> <p>Achievement in reading across this period is a concern and progress has been greatly hindered by the pandemic. All areas require rapid improvement, RWI phonics continues to be delivered.</p> <p>Target Priorities: ARE for PP & boys (16 boys in the cohort are SEND).</p> <p>Writing</p> <p>Achievement in writing across this period is a concern and progress has been greatly hindered by the pandemic. All areas require rapid improvement, progress in reading will support progress in writing.</p> <p>Target Priorities: ARE for PP & boys (16 boys in the cohort are SEND).</p> <p>Pupil Premium Target Focus: ARE in R,W & M</p> |
|----------------|--|--|---|--|---|
| | July 19 (62) | July 21 (59) | July 19 (8) | July 21 (12) | |
| Current Year 3 | <p>EYFS Number:</p> <p>11% GD</p> <p>67.7% ARE+</p> <p>32.3% Below</p> | <p>Y2 Maths:</p> <p>8.4% GD</p> <p>44% ARE+</p> <p>56% Below</p> | <p>EYFS Number:</p> <p>0% GD</p> <p>37.5% ARE+</p> <p>62.5% Below</p> | <p>Y2 Maths:</p> <p>0% GD</p> <p>16.6% ARE+</p> <p>83.4% Below</p> | |
| | <p>EYFS Writing:</p> <p>17.7% GD</p> <p>66.6% ARE+</p> <p>33.4% Below</p> | <p>Y2 Writing:</p> <p>21% GD</p> <p>47.3% ARE+</p> <p>32.7% Below</p> | <p>EYFS Writing:</p> <p>0% GD</p> <p>37.5% ARE+</p> <p>62.5% Below</p> | <p>Y2 Writing:</p> <p>0% GD</p> <p>8.3% ARE+</p> <p>91.7% Below</p> | |
| | <p>EYFS Reading:</p> <p>22.5% GD</p> <p>67.7% ARE+</p> <p>26.3% Below</p> | <p>Y2 Reading:</p> <p>21% GD</p> <p>47.3% ARE+</p> <p>32.7% Below</p> | <p>EYFS Reading:</p> <p>0% GD</p> <p>50% ARE+</p> <p>50% Below</p> | <p>Y2 Reading:</p> <p>0% GD</p> <p>8% ARE+</p> <p>92% Below</p> | |

This cohort has been a cause for concern since entry in reception due to the high number of children with SEND, currently 22 of the 60 children are on the SEN register (37%). Their poor starting points and complex needs have meant that the pandemic has had a negative impact on the learning of this group. The pandemic has also slowed the progress of investigations by inclusion support; however, we have been successful in securing further EHCPs to support the ongoing development of individuals within the year group.

Our data is suggesting that the younger the cohort the greater the impact of the pandemic on learning. Pupils are less independent and therefore learning at home was not as effective as it was for older children. Equally it is not comparable to live classroom learning. Our attendance levels when we were able to open to all were positive, with minimal bubble closures. This allowed our teachers to deliver for sustained periods allowing them to consistently assess and respond immediately to the needs of their children. This particular year group were delivered remote learning for two periods. The first in late Spring & Summer of their Y1 journey and the second in the Spring of their Y2 journey. For the second closure period (Y2) a group of 12 children from this cohort (PP & SEN) were invited as vulnerable pupils to have live bespoke teaching from a teacher in a small group to try to abate the loss from lockdown one, Not all took up the offer. We currently have 2.7 teachers delivering to this cohort to support progress, with two LSA delivering focus interventions across the cohort.

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| Leavers 2026 | Whole Cohort | | PP | | <p>Our data is suggesting that the younger the cohort the greater the impact of the pandemic on learning. Younger are less independent and therefore remote learning relies heavily on adult support within the home which is mixed dependent upon capacity. Equally, remote learning is not comparable to live classroom learning. Our attendance levels when we were able to open to all were positive, with minimal bubble closures. This allowed our teachers to deliver for sustained periods allowing them to consistently assess and respond immediately to the needs of their children. This will have had a positive impact on the learning lost during the closures to all. This particular year group were delivered remote learning for two periods. The first in late Spring & Summer of their Reception journey and the second in the Spring of their Y1 journey. They are behind and we are now working to maximise opportunities for accelerated learning despite the reduced level of support across school due to the quantity of high needs EHCP pupils.</p> <p>Maths Over the two and a half year period it is evident that where we would usually see a vast increase in attainment in maths from EYFS to Y2, this is now a decline. Target Priorities: ARE, in particular PP and Boys.</p> <p>Reading Over the two and a half year period it is evident that where we would usually see a vast increase in attainment in reading from EYFS to Y2, this is now a very limited increase. Target Priorities: GD PP & Girls and ARE for PP and Boys</p> <p>Writing Over the two and a half year period it is evident that where we would usually see a vast increase in attainment in reading from EYFS to Y2, this is now a very limited increase. Target Priorities: GD girls and ARE for PP and Boys Pupil Premium Target Focus: Greater Depth in reading and increased ARE attainment in Reading, Writing and Maths.</p> |
| | Dec 19 (60)* | July 21 (57) | Dec 19 (8) | July 21 (8) | |
| Current Year 2 | EYFS Number: 8% GD 58% ARE+ 42% Below | Y1 Maths: 17% GD 43% ARE+ 57% Below | EYFS Number: 0% GD 62.5% ARE+ 37.5% Below | Y1 Maths: 0% GD 50% ARE+ 50% Below | |
| | EYFS Writing: 11.6% GD 50% ARE+ 50% Below | Y1 Writing: 15.5% GD 58.6% ARE+ 41.4% Below | EYFS Writing: 0% GD 37.5% ARE+ 62.5% Below | Y1 Writing: 0% GD 50% ARE+ 50% Below | |
| | EYFS Reading: 13.3% GD 51.6% ARE+ 48.4% Below | Y1 Reading: 15.5% GD 58.6% ARE+ 41.4% Below | EYFS Reading: 0% GD 37.5% ARE+ 62.5% Below | Y1 Reading: 0% GD 50% ARE+ 50% Below | |
| <p>*Based on in-year data after one term in school - Dec 2019 (ARE+ given for 40-60 D and above)</p> | | | | | |

No baseline data available from the beginning of Rec for this cohort, below is the data

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|----------------|--|---|--|--|--|
| Leavers 2027 | Whole Cohort | | PP | | <p>Our data is suggesting that the younger the cohort the greater the impact of the pandemic on learning. Younger are less independent and therefore remote learning relies heavily on adult support within the home which is mixed dependent upon capacity. Equally, remote learning is not comparable to live classroom learning. Our attendance levels when we were able to open to all were positive, with minimal bubble closures. This allowed our teachers to deliver for sustained periods allowing them to consistently assess and respond immediately to the needs of their children. This will have had a positive impact on the learning lost during the closures to all. This particular year group were delivered remote learning for two periods. The first in late Spring & Summer of their Nursery journey, if they were in a setting, and the second in the Spring of their Reception journey. They are behind and we are now working to maximise opportunities for accelerated learning despite the reduced level of support across school due to the quantity of high needs EHCP pupils.</p> <p>Maths Maths shows concern at both ARE and GD. Target Priorities: ARE & GD in maths. In particular PP & boys</p> <p>Reading Maths shows concern at both ARE and GD. Target Priorities: ARE & GD in reading. In particular PP & boys</p> <p>Writing Writing shows concern at both ARE and GD. Target Priorities: ARE & GD in writing. In particular PP & boys Pupil Premium Target Focus: ARE for PP in R,W & M</p> |
| | July 21 (60) | | July 21 (13) | | |
| Current Year 1 | EYFS Number: 8% GD 58% ARE+ 42% Below | EYFS PD: 10% GD 80% ARE+ 20% Below | EYFS Number: 8% GD 46% ARE+ 54% Below | EYFS PD: 8% GD 69% ARE+ 31% Below | |
| | EYFS Reading: 7% GD 55% ARE+ 45% Below | EYFS CLL (L+A): 10% GD 80% ARE+ 20% Below | EYFS Reading: 0% GD 46% ARE+ 54% Below | EYFS CLL (L+A): 8% GD 77% ARE+ 23% Below | |
| | EYFS Writing: 3%GD 55% ARE+ 45% Below | EYFS CLL (S): 10% GD 75% ARE+ 25% Below | EYFS Writing: 0%GD 46% ARE+ 54% Below | EYFS CLL (S): 8% GD 69% ARE+ 31% Below | |
| | EYFS PSED: 10% GD 80% ARE+ 20% Below | | EYFS PSED: 23% GD 69% ARE+ 31% Below | | |