



St Patrick's
Catholic Voluntary Academy

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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:	St Patrick's Catholic Primary & Nursery VA
Number of pupils in school	Main School Only R-Yr 6= 197 (13.12.22)
Proportion (%) of pupil premium eligible pupils	23.78%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	January 2022
Date on which it will be reviewed	July 2023 and annually there after
Statement authorised by	Tracy Lane/Luisa Ferrara
Pupil premium lead	Luisa Ferrara
Governor / Trustee lead	Therese Whitehall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,175
Recovery premium funding allocation this academic year	£7,685
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	Delegated budget allocation £131,405

Part A: Pupil premium strategy plan

Statement of intent

Targeted additional support strategies resulting in every pupil, however financially disadvantaged, being able to:

- Improve their levels of attainment, especially PP boys in maths, reading and writing in focus year groups to be at least in line with girls;
- Continue to diminish the differences between school and the national average attainment for PP pupils and non PP pupils;
- Access support to ensure regular attendance, welfare, personal development and emotional support.
 - Equal access for all pupils including PP pupils to a knowledge and vocabulary rich curriculum to include access to enrichment activities to increase their cultural capital.

The current pupil premium strategy plan works towards achieving those objectives by:

- Providing a teaching assistant for each year group to specifically target the needs of PP/disadvantaged pupils within class and through targeted maths surgeries, writing conferences and reading interventions.
- Providing access to a trained mental health first aider/emotional literacy support assistant to support pupils experiencing short and long term emotional and mental health difficulties, addressing their needs, supporting them to build resilience, providing them with strategies to manage their feelings.
- Providing support to families, parents and carers through proactive involvement of an education welfare officer to ensure continuing good attendance and punctuality.
- Providing staffing to facilitate access to additional welfare support through personal development opportunities- chaplaincy provision, Forest Schools, pupil voice, play leader training, ECO warriors etc
- £10 uniform vouchers for all children who are new to free school meals/pupil premium status.
- Funding to facilitate access to extracurricular trips and events to develop cultural capital and enrichment experiences.
- In individual emergency cases of families experiencing financial difficulties, providing short term assistance through free access to breakfast and after school provision and other enrichment opportunities.

Challenges

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

Challenge Detail of challenge

Challenge number	Detail of challenge
1	Progress from KS 1- KS 2 in reading writing and maths has been low over the last 4 years but is increasing as a result of the pupil premium spending strategy over the last 2 years. However, this was slightly improved in 2017-18 and again in reading in 2018-19 and the 2022 IDSR evidences no significant issues to report following statutory assessment in 2022.
2	New teachers in years 1 & 2, three ECTs across school. New teaching assistants in years 1, 2, 4, 5. Potentially this could impact on pupils as teachers/teaching assistants are new to school systems, new to knowing the pupils and in the early stages of their teaching career.
3	<ul style="list-style-type: none"> Parental engagement is not strong for pupils outside of school. As a result of previous PP actions an increasing number of parents (pre covid) were more willing to come into school for events with good support at parents' evening. During the covid pandemic, many parents had less contact with school and although most pupils engaged with remote learning many PP had limited support from home to access learning. Pre covid we saw an increasing number of parents engaging with reading challenges and planned reading activities at home which due to possible infection transmission we had to reduce some of these activities. As a result many parents of PP pupils are not consistently hearing their pupils read outside of school and this is hindering pupils' progress in reading comprehension and retention of skills learnt in school. Due to the current financial cost of living crisis, less parents are able to support with contributions to trips, events and enrichment opportunities planned for pupils.
4	Impact of covid pandemic on all pupils including many eligible for PP on mental health, wellbeing and support from home to access remote learning consistently has impacted on learning widening gaps particularly in reading.

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	Impact/Outcome April 2023
Improve higher rates of attainment in each year group.	<ul style="list-style-type: none"> All pupils are challenged with 70% achieving expected standard in reading, writing and maths. Year 6 to be at least in line with 2022 end KS 2 national attainment at Reading 75% Writing 70% maths 71%, combined reading/writing/maths 59% and at least 20% achieving more than expected by the end of the year. 	<p>Reading EXS +</p> <p>Year 1 72%</p> <p>Year 2 47%</p> <p>Year 3 75%</p> <p>Year 4 93%</p> <p>Year 5 79%</p> <p>Year 6 83% (Nat in 2022 75%)</p> <p>Writing EXS+</p> <p>Year 1 72%</p> <p>Year 2 47%</p> <p>Year 3 61%</p> <p>Year 4 73%</p> <p>Year 5 66%</p> <p>Year 6 79% (Nat in 2022 69%)</p> <p>Maths EXS+</p>

		<p>Year 1 72%</p> <p>Year 2 53%</p> <p>Year 3 71%</p> <p>Year 4 84%</p> <p>Year 5 76%</p> <p>Year 6 79% (Nat in 2022 71%)</p>
Higher % of disadvantaged pupils attaining the expected standard in reading, writing & maths.	More than 2022 national outcomes of 43% disadvantaged pupils attaining combined RWM (school were below national KS 2 outcomes 2019: school 42.9% vs national 51%) (school end KS 2 teacher assessment 2021 67%, end of KS 2 2022 60% both above national outcomes for disadvantaged pupils as a result of the PP strategy)	Current predictions of combined RWM 69% (Nat 2022 51%)
Higher % of boys attaining the expected standard in focus cohorts where boys attainment is significantly less than girls.	<ul style="list-style-type: none"> • More than 75% of boys attaining the expected standard in reading, more than 63% of boys attaining the expected standard in writing (in line with national KS 2 outcomes 2022) • More than 55% boys attaining combined RWM (school were in line with national KS 2 outcomes 2019) (school end KS 2 2021 71%, school end KS 2 2022 73.3%) • Year 2 reading attainment to be at least in line with 2022 national outcomes 67% with boys attainment at least in line 63% • Year 2 writing attainment to be at least in line with 2022 national outcomes 58% with boys attainment at least in line 52% 	<p>Boys in Year 6</p> <p>Reading EXS+ 71%</p> <p>Writing EXS+ 64%</p> <p>Maths EXS+ 64%</p> <p>RWM combined 64%</p> <p>Year 2 predicted EXS+</p> <p>Reading EXS+ 47%</p> <p>Writing EXS+ 47%</p> <p>Maths EXS+ 46%</p> <p>RWM combined 43%</p> <p>Boys in Year 2</p> <p>Reading EXS+ 35%</p> <p>Writing EXS+ 35%</p>
Increased support for pupils struggling with emotional needs which impacts on pupil attainment and progress. Pupils acquire a range of strategies to support them in coping in school and to build increased resilience.	Pupils with emotional needs are able to use the strategies given by the ELSA/Chaplaincy and learned during Forest Schools (cross over with sports premium spending plan) .	<p>Child S Needs:</p> <p>Displayed violent behaviour on the playground and quick to become angry with class mates. Intrusive thought about othr being hurt and thoughts about harming himself. Meetings and discussion with parents with both ELSA lead and SLT. Weekly support from ELSA lead in place.</p> <p>Outcome/observations</p> <p>Child S now uses Journaling technique to capture thoughts when they're feeling over whelmed. Playground incidents have decreased. Child S will now seek out adult support when feeling of frustration arise. Child observed to be happier and settled at school, greets adults politely and respectfully.</p>

		<p>Child R Needs: Child R has suffered significant trauma and has received ELSA support since arriving in Year 3.</p> <p>Outcome/observations: Child R receives daily support to regulate emotions and discuss appropriate behaviours. This child was previously excluded and at risk of further exclusion to erratic and aggressive behaviours. Whilst ongoing work is still being done and the child is still showing concerning behaviours daily, the child is participating in swimming, allowed a member of staff to tie hair up, attends ELSA sessions, whilst still playground incidents, the severity has slightly decreased, whilst displays anger and frustration, will engage in conversation about incidents, has apologised to children showing reflection of choices.</p>																
<p>Continue to maintain high attendance for PP pupils to be at least in line with non PP pupils to support equal access to learning.</p>	<p>Attendance of PP pupils to be at least in line end academic year 2022 PP pupils' attendance (94.02%) and with other non PP pupils for end 2022 (95.18%).</p>	<table border="1"> <thead> <tr> <th>Pupil</th> <th>Reception</th> <th>Not</th> <th>Reception</th> </tr> </thead> <tbody> <tr> <td>Premium</td> <td>– Year 6: 94.89%</td> <td>PP</td> <td>– Year 6: 96.8%</td> </tr> <tr> <td></td> <td>Year 1 –</td> <td></td> <td>Year 1 –</td> </tr> <tr> <td></td> <td>Year 6: 95.29%</td> <td></td> <td>Year 6: 96.83%</td> </tr> </tbody> </table>	Pupil	Reception	Not	Reception	Premium	– Year 6: 94.89%	PP	– Year 6: 96.8%		Year 1 –		Year 1 –		Year 6: 95.29%		Year 6: 96.83%
Pupil	Reception	Not	Reception															
Premium	– Year 6: 94.89%	PP	– Year 6: 96.8%															
	Year 1 –		Year 1 –															
	Year 6: 95.29%		Year 6: 96.83%															
<p>Develop new staff teaching teams to ensure equal access for all pupils including PP pupils to a knowledge and vocabulary rich curriculum to include enrichment activities to increase their cultural capital.</p>	<ul style="list-style-type: none"> Monitoring evidences that all new teachers are confident in implementing the consistent approach for teaching subjects across school. New teachers are aware of which pupils are disadvantaged/PP pupils, their prior attainment and plan interventions accordingly to meet their needs. New subject leaders are able to articulate their intent and implementation of their subject. New SENDCo is confident in knowing and carrying out her leadership areas. New staff identify and target individual needs and track interventions including gap recovery & 1:1 support, to ensure that all pupils are challenged with 70% achieving expected (Year 6 to be in line with 2022 end KS 2 national attainment 	<ul style="list-style-type: none"> Interventions planned from pupil progress meetings CPD provided for teachers in subject leadership Professional reading for subject leaders – “Primary Huh” Isabella Wallace Talk-Less Teaching Strategies SENDCo continuing to complete qualification Support from SLT provided for staff when completing Book Looks Support provided from SLT provided for staff for Science and Reading review 																

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: £975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal CPD with headteacher for new subject coordinators: science, history, geography, music, French to develop action plans & progression maps for their subject and upskill coordinators in being able to implement their subject's intent. Cost for release time for coordinators: £195 x 5= £975	Internal CPD ensures the training is personalised to the school, the school's individualised subject intents and pupil needs.	1, 2 & 4
NEW Phonics support to deliver quality phonics teaching and learning using current scheme in place Provisional cost: £2500 (for CPD and portal materials)	Studies have shown that Phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Studies have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. Targeted phonics interventions may improve decoding skills more quickly for pupils who have experienced these barriers to learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3,4

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

Budgeted cost: £ 39,305 (over spend of £462 from school main budget =£39767)

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA directed time in the morning and afternoon in all year groups to support 1:1/small group interventions for reading,	Data from 2019 SATs results show that for pupils at the end of KS1 & KS2 there is a gap between those pupils achieving at the expected and higher and others @ RWM particularly boys and disadvantaged.	1, 3 & 4

<p>writing, maths following AFL during the morning sessions.</p> <p>Cost 4 x 2hours weekly (1 hour AM for AFL & 1 hour PM for interventions) by each of the six Tas = £28,473</p>		
<p>1:1 reading support for disadvantaged pupils in the pm sessions who aren't being supported at home with reading.</p> <p>Cost ½ hr 3x weekly by TAs across KS 1 & 2 = £4,452</p>	<p>Internal data shows that for 2022 Yr 2 & Yr 6 pupils there is a gap between those pupils achieving at the expected and others.</p>	1, 3 & 4
<p>Small group & 1:1 support from deputy head & yr 6 teacher 2x breakfast booster groups for year 6 with a focus on maths & reading (29 weeks) No cost</p>	<p>Data from 2019 SATs results and (internal data for current yr 6) show that for pupils at the end of KS2 there is a gap between those pupils achieving at the expected and higher and others @ reading, writing & maths.</p>	1, 3 & 4
<p>Recovery Funding will be used to offer buy additional reading materials from FS 1- Yr 6 and for the school library to motivate boys reading</p> <p>Cost= £7,685</p>	<p>Data from 2019 SATs results show that for pupils at the end of KS2 there is a gap between those pupils achieving at the expected and higher and others @ reading, writing & maths.</p> <p>Reading is an area of priority for the school and in particular motivating boys to reading.</p>	1, 3 & 4
<p>NEW New books purchased for classrooms to enhance classroom libraries, promote positive reading behaviours and attitudes and support increase in reading attainment overall environments</p> <p>£4000 Classroom Libraries</p> <p>£1000 Books for Central Library</p> <p>£2500 Library Environment Enhancement</p>	<p>Data from 2019 SATs results show that for pupils at the end of KS2 there is a gap between those pupils achieving at the expected and higher and others @ reading, writing & maths.</p> <p>Reading is an area of priority for the school and in particular motivating boys to reading.</p>	1, 3 & 4
<p>NEW Enhancement to technology resources to enable lessons to be delivered effectively to PP children</p> <p>£2000</p>	<p>The review undertaken in 2012 (Higgins et al.) by the EEF concluded that positive benefits of technology use for supporting learning have been consistently identified. As well as supporting innovative pedagogies, technologies can make teaching and learning more efficient and/or offer supplementary practice.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019</p>	1, 3, 4
<p>NEW Enhancement and refurbishment to new Intervention Rooms for</p>	<p>Trauma Informed Schooling suggests that environmental factors which promote a positive, calm learning environment that prevent cognitive overload are</p>	1,3,4

interventions to occur daily £300	supportive in children regulating their emotions and therefore accessing schooling effectively.	
NEW Year 1 indoor provision to be enhanced to encourage learning through play and development of language through play £1000	Evidence suggests that oral language approaches have a high impact on pupil's vocabulary, reading and oral skills. (6 months additional progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,4

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

Budgeted cost: £ 18,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Welfare / Emotional Support & Social Skills Groups – provided by trained Mental Health First Aider ELSA. From Sept 2022 Cost 5 x mornings weekly= £11,309 (with opportunities to access Forest Schools in the afternoons through Sports premium)</p> <p>NEW ELSA Learning environment to be reviewed, refurbished and developed to be conducive to effective ELSA strategies and support £800</p> <p>NEW Development of Prayer Garden as an outdoor classroom and provision to support ELSA work £2500</p>	<p>The groups cover such aspects as sharing and dealing with emotions, manners, and designed specifically for those pupils who struggle with friendships or have issues at home which affect their progress in school. It also provides the children with strategies to cope socially and builds resilience.</p> <p>Trauma Informed Schooling suggests that environmental factors which promote a positive, calm learning environment that prevent cognitive overload are supportive in children regulating their emotions and therefore accessing schooling effectively.</p> <p>The groups cover such aspects as sharing and dealing with emotions, manners, and designed specifically for those pupils who struggle with friendships or have issues at home which affect their progress in school. It also provides the children with strategies to cope socially and builds resilience.</p>	4
<ul style="list-style-type: none"> EWO monitors attendance daily and makes home visits when a valid reason for absence hasn't been provided or if attendance is a concern for a pupil even with a valid reason. Half termly formal meeting with parents whose children fall below 90% attendance and parents who are persistently late bringing children to school 	<p>EWO to support those pupils whose attendance falls below 90% and this has helped to modify the lateness of some pupils leading to more regular attendance in school to support emotional wellbeing and access to learning.</p> <p>End academic year 2021/22 Attendance data evidences impact on closing gap between PP pupils and non PP pupils attendance: PP pupils' attendance (94.02%) and with other non PP pupils for end 2022 (95.18%).</p> <p>Increase attendance for all pupils which dropped between end of 2021 and end 2022 PP Pupils 96.6% vs Non PP Pupils 97.3%</p>	1,2,3 & 4

<ul style="list-style-type: none"> EWO carries out late gates half termly with headteacher and communicates directly with parents of pupils with punctuality issues to ascertain reason for late arrivals and offer support where needed e.g. signposting to breakfast club, local childminder support etc. <p>EWO is shared between St Francis Hub (5 schools) to support shared families. Cost to school is 25% of her time = £3,942</p>		
<p>Chaplaincy Support weekly providing opportunities for PP pupils to have equal access to all pupils to plan, deliver and assess acts of worship. Cost £2,941</p>	<p>Liturgy planning is a core part of Catholic education and the school's ethos and is also an aspect of school life where children gain a sense of achievement and experience the opportunity to lead regardless of their academic ability or economic or social need.</p>	4
<p>ELSA employed in the afternoons to lead on and deliver Forest Schools programmes 5 x afternoons a week during the academic year 2022-23. Funded through Sports Premium Funding = £7,188</p>	<p>Forest Schools is a nationally recognised initiative that enables pupils to develop cooperative working, self-confidence, problem solve, risk take in a controlled and safe setting, increase physical activity which improves mental health and well being.</p>	4
<p>£10 uniform voucher provided to all pupils who are new to FSM from Sept 2022-23 Cost £100</p>	<p>Encourages parents who may be eligible for FSM/PP but don't apply particularly in FS 2 & KS 1 where pupils receive universal FSM.</p>	4
<p>Enrichment trips, residential visits and events to support development of cultural capital and knowledge acquisition to be made free to all pupils for academic year 2022-23. £5000 from main school budget £7000 from pupil premium budget</p>	<p>Enrichment opportunities for all pupils whose life map is restricted to the local area promotes knowledge acquisition, contextualises learning and develops cultural capital.</p>	3 & 4

Total budgeted cost: £59,642 at December 2022 (plus additional £5000 from school budget)

Unallocated Funds Expenditure at January 2023 £14 366 (£13 6161+£750 from previous ‘training’ allocation)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>WELL-BEING</p> <p>NEW ELSA Learning environment to be reviewed, refurbished and developed to be conducive to effective ELSA strategies and support £400</p> <p>NEW Development of Prayer Garden as an outdoor classroom, provision to support ELSA work and support spirituality of PP children £2000</p>	<p>The groups cover such aspects as sharing and exploring emotions, feelings, and designed specifically for those pupils who struggle with friendships or have issues at home which affect their progress in school. It also provides the children with strategies to cope socially and builds resilience.</p> <p>Trauma Informed Schooling suggests that environmental factors which promote a positive, calm learning environment that prevent cognitive overload are supportive in children regulating their emotions and therefore accessing schooling effectively.</p> <p>The groups cover such aspects as sharing and dealing with emotions, manners, and designed specifically for those pupils who struggle with friendships or have issues at home which affect their progress in school. It also provides the children with strategies to cope socially and builds resilience.</p>	4
<p>TEACHING - PHONICS</p> <p>NEW Purchase of Read Write Inc package - Phonics support to deliver quality phonics teaching and learning using current scheme in place Provisional cost: £3500 (for CPD and portal access for Year 1)</p>	<p>Studies have shown that Phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Studies have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>Targeted phonics interventions may improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2,3,4
<p>TARGETTED ACADEMIC SUPPORT</p> <p>NEW New books purchased for classrooms to enhance classroom</p>	<p>Data from 2019 SATs results show that for pupils at the end of KS2 there is a gap between those pupils achieving at the expected and higher and others @ reading, writing & maths.</p> <p>Reading is an area of priority for the school and in particular motivating boys to reading.</p>	1, 3 & 4

<p>libraries, promote positive reading behaviours and attitudes and support increase in reading attainment overall environments</p> <p>£2566 Classroom Libraries</p> <p>£1000 Books for Central Library</p> <p>£2600 Library Environment Enhancement</p>		
<p>NEW Enhancement to technology resources to enable lessons to be delivered effectively to PP children</p> <p>£900</p>	<p>The review undertaken in 2012 (Higgins et al.) by the EEF concluded that positive benefits of technology use for supporting learning have been consistently identified. As well as supporting innovative pedagogies, technologies can make teaching and learning more efficient and/or offer supplementary practice.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019</p>	1, 3, 4
<p>NEW Enhancement and refurbishment to new Intervention Rooms for interventions to occur daily</p> <p>£400</p> <p>(Storage for resources in KS1 Intervention Room; Environment enhancement in 2 lower KS2 Intervention Rooms)</p>	<p>Trauma Informed Schooling suggests that environmental factors which promote a positive, calm learning environment that prevent cognitive overload are supportive in children regulating their emotions and therefore accessing schooling effectively.</p>	1,3,4
<p>NEW Year 1 indoor provision to be enhanced to encourage learning through play and development of language through play</p> <p>£1000</p>	<p>Evidence suggests that oral language approaches have a high impact on pupil's vocabulary, reading and oral skills. (6 months additional progress).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,4
Total	£14 366 (includes £750 from previous 'Training' budget)	

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Quality of Teaching

1. TA directed time in the morning and afternoon in all year groups to support 1:1/small group interventions for reading, writing, maths following AFL during the morning sessions. 5 x 2hours weekly (1 hour AM & 1 hour PM)
2. 1:1 reading support for disadvantaged pupils in the pm sessions who aren't being supported at home with reading. 4 x 1.5hrs weekly by TA across KS 2 in Spring & Summer Term.
3. Small group support from HT for year 6 cohort in Autumn, Spring & Summer 1 Terms with reading, writing and maths.
4. Small group & 1:1 support from deputy head teacher 2x breakfast booster groups for year 6 with a focus on maths (29 weeks)
5. 1:1/small group support from qualified teacher 1/2 day a week to support writing, reading comprehension & maths in yr 5 & 6
6. 1:1 support for pupils and families from SENDCo 2 days a week for specific SEND and social emotional needs to seek and provide intervention & support from outside agencies to address

IMPACT

2021-22 national Assessment Outcomes:

EYFS:

76% of the 29 pupils reached the Good Level of Development vs 65% Nationally

72.4% of all pupils achieved all the 17 Early Learning Goals vs 63% Nationally

Yr 1 Phonics Screening:

67% of the 30 pupils attained the expected standard vs 75% Nationally

KS 1 SATs:

Combined RWM-60.7% of the 28 pupils attained the **Expected** standard 14.3% of the 28 pupils attained the **Greater Depth** standard vs Nationally 53% of all pupils attained the **Expected** standard 6% of all pupils attained the **Greater Depth** standard

Reading: 79% of the 28 pupils attained the **Expected** standard 17.9% of the 28 pupils attained the **Greater Depth** standard vs Nationally 67% of all pupils attained the **Expected** standard 18% of all pupils attained the **Greater Depth** standard

Writing: 61% of the 28 pupils attained the **Expected** standard 21.4% of the 28 pupils attained the **Greater Depth** standard vs Nationally 58% of all pupils attained the expected standard 8% of all pupils attained the **Greater Depth** standard

Maths: 79% of the 28 pupils attained the **Expected** standard 17.9% of the 28 pupils attained the **Greater Depth** standard vs Nationally 68% of all pupils attained the **Expected** standard 15% of all pupils attained the **Greater Depth** standard

KS 2 SATS:

RWM Combined: 69% of the 32 pupils attained the **Expected** standard 12.5% of the 32 pupils attained the **Greater Depth** standard vs Nationally 59% of all pupils attained the **Expected** standard 7% of all pupils attained the **Greater Depth** standard

Reading: 81% of the 32 pupils attained the **Expected** standard 43.8% of all pupils attained the **Greater Depth** standard vs Nationally 75% of all pupils attained the **Expected** standard 28% of all pupils attained the **Greater Depth** standard

Writing: 78% of the 32 pupils attained the **Expected** standard 15.6% of all pupils attained the **Greater Depth** standard vs Nationally 70% of all pupils attained the **Expected** standard 13% of all pupils attained the **Greater Depth** standard

SPaG: 78% of the 32 pupils attained the expected standard 37.5% of all pupils attained the **Greater Depth** standard vs Nationally 73% of all pupils attained the expected standard 28% of all pupils attained the **Greater Depth** standard

Maths: 72% of the 32 pupils attained the **Expected** standard 21.9% of all pupils attained the **Greater Depth** standard vs Nationally 71% of all pupils attained the **Expected** standard 22% of all pupils attained the **Greater Depth** standard

Science: 81.3% of the 32 pupils attained the **Expected** standard vs Nationally 79% of all pupils attained the **Expected** standard

Targeted Support: Welfare & Attendance

1. Welfare / Emotional Support & Social Skills Groups – provided by trained ELSA. From Sept 2021 (currently 10 PP pupils accessing support)
2. **EWO** Weekly Attendance checks and Late Gates
EWO Half termly meeting with parents whose children fall below 90% attendance and parents who are persistently late bringing children to school

IMPACT

1. By the end of the academic year 2021/22 60% of the PP pupils no longer required ELSA support and had developed strategies to manage their feelings and relationships and 20% attained at the expected standard for RWM compared to Nationally 3%
2. Summer Term Attendance in the academic year 2021/22 attendance data evidences impact on closing gap between PP pupils and non PP pupils' attendance. PP pupil attendance was in line with national other and higher than PP pupils nationally: **PP Pupils 94.2% vs Non PP Pupils 95.1%**

Externally provided programmes

Programme	Provider
Nuffield Early Language Intervention (NELI) for Reception Class	Nuffield Foundation - DfE Funded