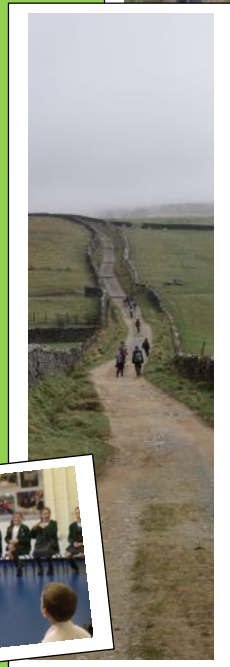




WELLESBOURNE PRIMARY AND
NURSERY SCHOOL

Living to Learn, Learning to Live

Pupil Premium Spending



2021 - 2022



Pupil Premium Spending 2021 – 2022

In respect of the academic year 2021 – 2022 the Pupil Premium Allocation is £282,500 (Forecast). Our priority this academic year is to provide focussed individual and small group support using robust analysis of data to maximise the use of resources. The Deputy Head teacher, Learning Mentor, Pastoral Support and SENCO will continue to offer individual support, to children and families, as needed. We are continuing to fund a music specialist teacher and an ICT specialist teacher to ensure children are reaching their maximum potential in these areas. The school has employed two additional teaching assistants to allow class teachers to plan personalised work with groups of children in their classes that may have fallen behind to the absence from the Covid19 pandemic. We have also employed two apprentices in our early years' team to enable lower child to adult ratios.

We fund an additional teaching assistant in year 3, year 4 and a HLTA in Year 6 to enable a greater focus on reading which has been identified as a key area. It is the policy of the school, in line with the governors' directive, to continue to provide good adult role models and specialist teaching, therefore this year we have introduced yet more sports coaching into our Early Years and Key Stage 1. More opportunities for extracurricular sports, after school and at lunch time have been secured through the employment of a sports apprentice. Additionally, this year we have continued to fund opportunities for lunchtime and after school clubs, including 2 walking clubs which targets our most vulnerable children, and 3 lunchtime walking groups which target our vulnerable children.

Reading has been identified as an area for concern and this year we are focussing on our younger children. Analysis of assessment data has shown us that our children struggle to use varied and interesting vocabulary, on occasion due to lack of experience. This year we plan to fund a variety of activities/trips to broaden the children's' experience and develop their vocabulary skills.

Additionally, a percentage of the grant will be spent on supporting our free school meals families directly as the need arises, and at the discretion of the Head teacher and governing body.

Finally, we intend to work with appropriate agencies to offer support for parents. With a combination of all these plans we are sure we will diminish the difference for our pupils in these areas.

1. Summary information

School	Wellesbourne Primary and Nursery School				
Academic Year	2021-22	Total PP budget	£288,450	Percentage of PP	57.2%
Total number of pupils	367	Number of pupils eligible for PP	210	Number of pupils eligible for PP in EYFS	46.7%
Date of most recent Pupil Premium Review			October 2021	Date for next internal review of this strategy	February 2022

Barriers to future attainment (Those entitled to PPG)

• In School Barriers

A	Communication skills, limited vocabulary, poor oral language skills.
B	Achievement in reading in all year groups including EYFS
C	Low attainment upon entry
D	Low attendance / punctuality rates

• External Barriers

E	Increasing reported incidences of ACEs (adverse childhood experiences)
F	Lower levels of life experience, limited access to sports and everyday opportunities, limited aspirations, lack of confidence and self-esteem (including parents)
G	Children have missed several months of teaching and learning. Despite remote learning on offer throughout lockdown, there is a clear disparity between engagement and participation levels.
H	Emotional barriers (Low self-esteem, resilience)

3. Intended Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	<p>Significantly improved speaking, listening and communication skills for PP eligible pupils in Early Years.</p> <p>To be measured by regular monitoring and review of 'good level of development' data.</p>	<p>PP pupils will achieve % 'good level of development' inline or above that for other pupils locally and nationally. They will achieve 'good level of development' % in line with non PP pupils at Wellesbourne which diminishes the difference.</p>
B	<p>Significantly improved levels of Reading, Writing and Mathematics particular focus on reading. PP eligible pupils will achieve levels of progress in line above those of similar pupils both locally and nationally.</p> <p>To be measured by regular monitoring and review of internal data and robust termly pupil progress meetings.</p> <p>Monitoring and analysis of reading, ongoing evaluation and adaptation of plans.</p>	<p>PP pupils will achieve % above levels of progress or against that for other pupils locally and nationally and achieve 'good level of progress' % in line with non PP pupils at Wellesbourne which diminishes the difference.</p> <p>Pupils will transfer skills into other curriculum areas.</p> <p>Those children entitled to PP funding will be in line with their reading ages on Lexia programme.</p>
C	<p>Children will make accelerated progress that will enable them, by the end of Reception, to be in line or above national averages GLD. Progress and attainment to be measured using Tapestry and Target Tracker, informal observations and pre and post learning tasks.</p>	<p>Upon entry children will undertake the Reception Baseline Assessment, children will then receive quality planned curriculum meeting individual needs.</p> <p>PP pupils will achieve % 'good level of development' inline or above that for other pupils locally and nationally. They will achieve 'good level of development' % in line with non PP pupils at Wellesbourne which diminishes the difference.</p>

D	<p>Increased levels of parental involvement, engagement in their children's learning. Parents gaining greater range of learning skills to assist with language development at home.</p> <p>PP children are punctual and their attendance records are in line with national expectations. (SIMS, attendance and punctuality records)</p>	<p>A significant increase in the number of parents involved and engaged in their children's learning and progress.</p> <p>An increase in the number of pupils attending school regularly and on time. Improved attainment and progress for targeted pupils.</p>
E	<p>Early identification of ACES (adverse childhood experiences) and timely and appropriate support.</p> <p>Robust and frequent monitoring of Welfare Screening Check.</p>	<p>A significant increase in children's and families' mental health.</p> <p>Higher attendance and greater participation by parents and children in the targeted focused support – e.g. parent workshops.</p>
F	<p>Improvements in pupils' enjoyment of wider life experiences, enabling children to take part in enriching activities that they may not ordinarily be able to be involved in. Pupils will gain confidence, become more self-regulated, engaged learners and fully access all aspects of the curriculum.</p> <p>Pupils will develop through a positive mind set, improved learning skills and high aspirations, and show progress from established starting points in terms of both key skills and learning attitudes.</p> <p>These will be measured by data analysis of progress from starting points but also by parental and pupil surveys, questionnaires and feedback.</p>	<p>Themed days planned by subject leads throughout the year.</p> <p>Visitors booked into school linked through curriculum.</p> <p>A range of school trips and residential booked linked to schools curriculum and or PSHE/SMSC.</p>
G	<p>Emotional barriers don't stand in the way of PP children accessing the curriculum. Children have increased levels of resilience and management of own behaviour</p>	<p>Teachers track pupil's emotional wellbeing through PSHE lessons in school and welfare screening.</p> <p>Pupils eligible for PP make as much progress as Non-PP pupils</p>

Planned expenditure (Academic Year 2021 – 2022)

Quality of teaching for ALL (Classroom Pedagogy)

Intended Outcomes	Key Actions	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff Lead	Review
<p>Close the attainment gap at GLD</p> <p>Targeting pupils in EYFS and Year 1</p> <p>Barriers A & C</p>	<p>Improve the consistency of quality first teaching in EYFS and Year 1 – with a focus on listening, concentration, attention, understanding and speaking skills.</p>	<p>The Sutton Trust found that, ‘The effects of high-quality teaching are especially significant for pupils from a disadvantaged background: over a school year these pupils gain 1.5 years’ worth of learning with very effective teaching.’</p> <p>Evidence from the Education Endowment Foundation Early Years Toolkit found that communication and language approaches have a high impact for very low cost. It stresses the importance of spoken language and verbal interaction with children.</p>	<p>Allocate additional learning mentor and SENDCO time to support communication, speech and language development in EYFS and Year 1.</p> <p>Provide high quality provision with well qualified and well-trained staff. High quality provision is characterised by the development of positive relationships between staff and children and by the engagement of children in activities that support the development of speech and language.</p> <p>Regular monitoring reveals the increased numbers of children achieving expected and exceeding in communication and language through EYFS and the difference between PP and Not PP children is diminished.</p> <p>Additional TA will ensure ratio is lower and promote better learning opportunities and greater development of communication skills.</p> <p>Additional Lunchtime Assistant will ensure a lower child to adult ratio on the grounds and in the hall resulting in better dialogue and social skills around eating.</p> <p>Staff are supported with good quality effective training and regular focused team meetings.</p>	<p>EYFS Lead</p> <p>KS1 Lead</p>	<p>December 21</p> <p>March 22</p> <p>July 22</p>

			Appraisal targets for support staff in EYFS and Year 1 address the importance of high-quality communication and language teaching. £91,069		
Close the attainment gap at GLD Targeting pupils in EYFS and Year 1 Barriers A & B	To enhance CPD to ensure high quality first teaching.	Evidence from the EEF Teaching and Learning Toolkit Suggest that early years' interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months. Studies of oral language interventions consistently show positive impact on learning, including on oral language	Analyse hard and soft data in EYFS and Year 1 with a robust monitoring cycle which will be continuously evaluated. Ensure EYFS baseline assessments are accurate and robust. Allocate sufficient time to ensure that all staff engage with the data themselves: they input, analyse and use it to inform their planning and underpin their teaching. £8620	DHT EYFS Lead KS1 Lead	December 21 March 22 July 22

		skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.			
<p>Diminish the difference in attainment in reading between PP and other pupils across the school.</p> <p>Targeting pupils in Year 2 – Year 6</p> <p>Barrier B</p>	<p>Focused planning and robust assessment, analysis and evaluation</p>	<p>The Sutton Trust found that, The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015).</p>	<p>Replenished Book scheme ensures coverage for additional children.</p> <p>Additional licenses for Lexia allows more PP children to access the online reading programme both in school and out of school.</p> <p>Ensure high levels of management time so that all leaders have the time to assess and analyse the progress in their subject and offer timely support to ensure all children achieve their best and teaching is of the highest quality.</p> <p>Intelligent analysis of hard and soft data through schools' robust monitoring cycle, provision will be continuously evaluated.</p>	HT	<p>December 21</p> <p>March 22</p> <p>July 22</p>
	<p>Enhance CPD to ensure high quality first teaching</p>	<p>Participate in Network CPD which is robustly evaluated and targeted to meet the needs of children in similar schools.</p> <p>Internally evaluate all CPD and monitor learning and next steps.</p> <p>£13,000</p>			

		More successful schools also monitor the success of their support strategies and make evidence-based decisions about whether these are proving effective, need adjustment or should be replaced (Supporting the attainment of disadvantaged pupils - Briefing for school leaders, 2015).			
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Targeted Support					
Intended Outcomes	Key Actions	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff Lead	Review
<p>Improve the rates of accelerated progress made by targeted PP pupils across the school.</p> <p>Barrier B</p>	<p>Varied interventions (according to need) to be provided during (and sometimes after) school.</p>	<p>More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours) (Supporting the attainment of</p>	<p>SENDCO out of class full time will monitor, analyse and evaluate interventions and ensure maximum success for the children being targeted.</p> <p>IEPs will focus on the needs of individual children and be analysed at the end of each intervention.</p> <p>DHT will monitor and analyse data from Lexia and ensure, via pupil progress meetings that correct individuals are being targeted and benefitting from this intervention.</p> <p>High quality CPD for support staff to ensure high quality teaching is taking place.</p>	<p>DHT</p> <p>SENDCO</p>	<p>Termly pupil progress meetings</p> <p>Interventions analysed when completed</p>

		<p>disadvantaged pupils - Briefing for school leaders, 2015).</p> <p>Successful schools ensure that teaching assistants (TAs) are well trained in supporting pupils' learning as well as in specific learning interventions, so TAs can provide effective support to individual pupils or small groups. They also ensure strong teamwork between teachers and support staff (Supporting the attainment of disadvantaged</p>	<p>Focused after school clubs matched to the needs of the children and delivered by high quality teaching staff.</p> <p>Additional licenses for Lexia Reading Programme and an additional Teaching Assistant in Y3 ensures targeted intervention where needed.</p> <p>£18,220</p>		
	<p>Provide bespoke additional one to one / small group support for targeted individuals</p>	<p>More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours). They seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both</p>	<p>Designate specific staff to support individuals.</p> <p>Pastoral support worker to work with vulnerable children on a 1:1 or small group basis, identified on Welfare Screening Grid.</p> <p>SENDCO to robustly monitor the progress of individuals.</p> <p>Provide bespoke CPD opportunities for staff working with specific individuals.</p>	SENDCO	<p>Termly pupil progress meetings</p> <p>Interventions analysed when completed</p> <p>CPD evaluated when complete</p>

		individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.			
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Improve the attendance of PP pupils, particularly those who are persistently absent Barrier D	Appoint Inclusion Officer two days per week full time.	More successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.	Half termly reports analysed and trends addressed. Immediate action taken when a child is absent – first day response conducted by office. Inclusion officer informed of any children absent who are on the schools' 'vulnerable children' list e.g. those in PA, vulnerable families, those attending alternative provision. £67,900	HT	October 21 December 21 March 22 May 22 July 22
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Other Approaches (Whole-School Approaches)

Pupils are exposed to a wide range of social/ cultural and sporting experiences and provide opportunities and	Provide memorable opportunities and experiences which would normally be 'out of reach'.	Leaders in more successful schools make decisions based on a detailed understanding of their pupils' needs. They adopt the strategies that they think will have the greatest impact, rather than prioritising their ability to account for their school's spending on disadvantaged pupils	Robust monitoring of SMSC Grid ensures that all children are being offered a wide variety of opportunities to develop their experiences. The school runs two mini buses which keeps the cost down for the school and enables us to offer the vast majority of activities free to our families.	HT PSHE Lead Learning Mentor	December 21 April 22 July 22
	Target disadvantaged				

<p>experiences which would normally be 'out of reach'.</p> <p>Barriers C, D & E</p>	<p>pupils to partake in enrichment/ cultural visits.</p>	<p>The school serves an area of considerable disadvantage showing a very high level of overall deprivation.</p>	<p>Events and activities are planned to meet the needs of the individuals and groups and these are monitored and evaluated.</p> <p>A fully trained and experienced learning mentor works with individual children, families and staff to ensure targeted and focused support from outside agencies.</p> <p>Work with outside agencies is evaluated and only reengaged where the impact is evident.</p> <p>Safeguarding Team is fully trained and training frequently updated to be able to identify risk of ACEs and proactively support individual families.</p> <p>School Welfare Screening Check is completed termly and identifies vulnerabilities immediately which is then acted upon by Learning Mentor and appropriate support offered.</p> <p>£87,605</p>		
	<p>Pupils' in Year 6 to participate in Outdoor Adventure Learning Residential trips.</p>	<p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>			
	<p>Pupils in Year 5 participate in the Wellesbourne Service Challenge Programme</p>	<p>Additional, Evidence from the EEF Teaching and Learning Toolkit claims that collaborative learning produces results of +5 months' progress. The impact of collaborative approaches on learning is consistently positive.</p>			
<p>Further develop an ethos of high attainment for all pupils</p>	<p>Further develop the curriculum to match the schools vision and values and celebrate the</p>	<p>Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support</p>	<p>Intelligent analysis of hard and soft data through the school's robust school monitoring cycle, provision will be continuously evaluated.</p> <p>Collect and analyse pupil voice.</p> <p>Support individual families – e.g. uniforms, coats, shoes</p>	<p>PSHE Lead</p> <p>Learning Mentor</p>	<p>December 21</p> <p>April 22</p> <p>July 22</p>

	achievement and attainment of all.	to suit their pupils and sharing best practice.	£10,000	School Council Lead	
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Area of spending:	
Total Spend	£296,414
Amount Pupil Premium Allocated	£288,500
School Contribution	£8,144

Focus	Evaluation of impact													
Close the attainment gap at GLD in EYFS	Word Reading	No. (%)	Not Assessed	Pre2 b	Pre3 b	Pre4 b	Pre5 b	Nur s+	Rec b	Rec b+	Rec w	Rec w+	Rec s	Rec s+
	All Pupils	55 (100%)	2 (3.6%)	1 (1.8%)				2 (3.6%)	1 (1.8%)	6 (10.9%)	5 (9.1%)	15 (27.3%)	19 (34.5%)	4 (7.3%)
	Males	28 (50.9%)	1 (3.6%)	1 (3.6%)				1 (3.6%)	1 (3.6%)	4 (14.3%)	2 (7.1%)	7 (25.0%)	9 (32.1%)	2 (7.1%)
	Females	27 (49.1%)	1 (3.7%)					1 (3.7%)		2 (7.4%)	3 (11.1%)	8 (29.6%)	10 (37.0%)	2 (7.4%)
	Pupil Premium	23 (41.8%)						2 (8.7%)	1 (4.3%)	3 (13.0%)	3 (13.0%)	7 (30.4%)	6 (26.1%)	1 (4.3%)
	Not Pupil Premium	32 (58.2%)	2 (6.3%)	1 (3.1%)							3 (9.4%)	2 (6.3%)	8 (25.0%)	13 (40.6%)

Diminish the difference in attainment in reading between PP and other pupils across the school.

Year 2 (55 pupils)		Number of Pupils (%) assessed in each Step as at Year 1 Summer 2											
Reading	No. (%)	Not Assessed	Nur s (30-50s)	Rec b+ (40-60b+)	Rec w (40-60w/P7)	Rec w+ (40-60w+)	Rec s+ (40-60s+)	1b	1b+	1w	1w+	1s	1s+
All Pupils	55 (100%)	1 (1.8%)	1 (1.8%)	1 (1.8%)	1 (1.8%)	1 (1.8%)	1 (1.8%)	1 (1.8%)	2 (3.6%)	11 (20.0%)	11 (20.0%)	15 (27.3%)	9 (16.4%)
Pupil Premium	31 (56.4%)			1 (3.2%)	1 (3.2%)	1 (3.2%)	1 (3.2%)	1 (3.2%)	2 (6.5%)	5 (16.1%)	7 (22.6%)	10 (32.3%)	2 (6.5%)
Not Pupil Premium	24 (43.6%)	1 (4.2%)	1 (4.2%)							6 (25.0%)	4 (16.7%)	5 (20.8%)	7 (29.2%)

More children from the Pupil Premium group in Y1 achieved the expected target of 1S in reading than those who are not entitled to Pupil Premium. Less children who are entitled to the fund reached S+.

Year 3 (59 pupils)		Number of Pupils (%) assessed in each Step as at Year 2 Summer 2											
Reading	No. (%)	Not Assessed	Rec s (40-60s/P8)	Rec s+ (40-60s+)	1b+	1w	2b	2b+	2w	2w+	2s	2s+	
All Pupils	59 (100%)	2 (3.4%)	2 (3.4%)	2 (3.4%)	2 (3.4%)	2 (3.4%)	1 (1.7%)	3 (5.1%)	7 (11.9%)	8 (13.6%)	19 (32.2%)	11 (18.6%)	
Pupil Premium	40 (67.8%)		2 (5.0%)	1 (2.5%)	1 (2.5%)	1 (2.5%)	1 (2.5%)	2 (5.0%)	5 (12.5%)	6 (15.0%)	16 (40.0%)	5 (12.5%)	
Not Pupil Premium	19 (32.2%)	2 (10.5%)		1 (5.3%)	1 (5.3%)	1 (5.3%)		1 (5.3%)	2 (10.5%)	2 (10.5%)	3 (15.8%)	6 (31.6%)	

More children from the Pupil Premium group in Y2 achieved the expected target of 2S in reading than those who are not entitled to Pupil Premium. Less children who are entitled to the fund reached S+.

Year 4 (50 pupils)		Number of Pupils (%) assessed in each Step as at Year 3 Summer 2											
Reading	No. (%)	1s	2b	2b+	2w	2w+	2s	2s+	3b	3b+	3w+	3s	3s+
All Pupils	50 (100%)	1 (2.0%)	1 (2.0%)	2 (4.0%)	2 (4.0%)	2 (4.0%)	3 (6.0%)	1 (2.0%)	1 (2.0%)	4 (8.0%)	8 (16.0%)	24 (48.0%)	1 (2.0%)
Pupil Premium	31 (62.0%)	1 (3.2%)	1 (3.2%)	1 (3.2%)	2 (6.5%)	2 (6.5%)	2 (6.5%)		1 (3.2%)	3 (9.7%)	5 (16.1%)	12 (38.7%)	1 (3.2%)
Not Pupil Premium	19 (38.0%)			1 (5.3%)			1 (5.3%)	1 (5.3%)		1 (5.3%)	3 (15.8%)	12 (63.2%)	

Less children in the Pupil Premium group achieved the expected standard in Year 3.

Year 5 (50 pupils)		Number of Pupils (%) assessed in each Step as at Year 4 Summer 2											
Reading	No. (%)	1b+	1w	2w	3w	3w+	3s+	4b	4b+	4w	4w+	4s	4s+
All Pupils	50 (100%)	1 (2.0%)	1 (2.0%)		1 (2.0%)	3 (6.0%)	2 (4.0%)	1 (2.0%)	3 (6.0%)	4 (8.0%)	5 (10.0%)	23 (46.0%)	6 (12.0%)
Pupil Premium	31 (62.0%)	1 (3.2%)	1 (3.2%)		1 (3.2%)	3 (9.7%)	2 (6.5%)	1 (3.2%)	1 (3.2%)	3 (9.7%)	3 (9.7%)	12 (38.7%)	3 (9.7%)
Not Pupil Premium	19 (38.0%)								2 (10.5%)	1 (5.3%)	2 (10.5%)	11 (57.9%)	3 (15.8%)

Less children in the Pupil Premium group achieved the expected standard in Year 4.

Year 6 (50 pupils)		Number of Pupils (%) assessed in each Step as at Year 5 Summer 2											
Reading	No. (%)	Rec b+ (40-60b+)	1w+	2s	3w	3s	4w	5w	5w+	5s	5s+		
All Pupils	50 (100%)	1 (2.0%)	1 (2.0%)	1 (2.0%)	1 (2.0%)	1 (2.0%)		1 (2.0%)	6 (12.0%)	22 (44.0%)	16 (32.0%)		
Pupil Premium	40 (80.0%)	1 (2.5%)	1 (2.5%)	1 (2.5%)	1 (2.5%)	1 (2.5%)		1 (2.5%)	5 (12.5%)	19 (47.5%)	10 (25.0%)		
Not Pupil Premium	10 (20.0%)								1 (10.0%)	3 (30.0%)	6 (60.0%)		

More children from the Pupil Premium group in Y5 achieved the expected target of 5S in reading than those who are not entitled to Pupil Premium. More children who are not eligible for the fund reached the higher level of S+.

Improve the rates of Accelerated progress made by targeted PP pupils across the school.

		Pupils (%) making 7+ steps progress		
	Pupils (%)	Reading	Writing	Mathematics
All Pupils	314 (100%)	154 (49.0%)	130 (41.4%)	163 (51.9%)
Pupil Premium	206 (65.6%)	111 (53.9%)	88 (42.7%)	110 (53.4%)
Not Pupil Premium	108 (34.4%)	43 (39.8%)	42 (38.9%)	53 (49.1%)
Missing Data		10 (3.2%)	11 (3.5%)	12 (3.8%)

Many children who are entitled to Pupil Premium funding have made accelerated progress this year, this is more than 6 steps of progress per year.

Improve the attendance of PP pupils, particularly those who are persistently absent

Total % Attendance
Y2, Y3, Y4, Y5, Y6, Y7 - Pupil Premium (206 pupils)

Year Group	No. of Pupils	20-21 %	21-22 %	22-23 %
Total:		92.2%	91.7%	93.7%
Year 2	31	90.8%	91.4%	94.9%
Year 3	40	91.9%	91.2%	95.0%
Year 4	31	93.4%	91.9%	93.8%
Year 5	31	92.8%	92.7%	93.4%
Year 6	40	93.5%	92.1%	91.4%
Year 7	33	91.0%	91.2%	-

Total % Attendance
Y2, Y3, Y4, Y5, Y6, Y7 - Not Pupil Premium (108 pupils)

Year Group	No. of Pupils	20-21 %	21-22 %	22-23 %
Total:		95.3%	94.3%	97.0%
Year 2	24	95.0%	94.5%	94.4%
Year 3	19	96.1%	95.1%	98.5%
Year 4	19	95.6%	94.2%	95.4%
Year 5	19	95.2%	93.8%	97.0%
Year 6	10	97.4%	96.6%	99.8%
Year 7	17	92.6%	91.8%	-

The attendance of those children entitled to Pupil Premium funding still falls short of those children not eligible. More work needs to be done to tackle attendance. PA for this group of children had decreased.

<p>Pupils are exposed to a wide range of social/cultural and sporting experiences and provide opportunities and experiences which would normally be 'out of reach'.</p>	<p><i>Many children who are entitled to Pupil Premium funding enjoyed school trips throughout the year. Year 5 and 6 children also took part in residential trips. School had many visitors in to enhance the curriculum, which ensured enjoyment for all.</i></p>
<p>Further develop an ethos of high attainment for all pupils</p>	<p><i>Many parents of disadvantaged children have raised their aspirations when it comes to their child, as the school sets high expectations of the parent. This has been achieved with use of constant communication via Twitter, Family Assemblies, notes home in reading books, reminder letters etc.</i></p> <p><i>School Learning Mentor works with families of disadvantaged children and offers bespoke support.</i></p> <p><i>Supporting parents to encourage raised aspirations will be an area in which we continue to promote next academic year 2015-2016.</i></p>