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	Costessey Primary School
Number of pupils in school	583
Proportion (%) of pupil premium eligible pupils	25% (146 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022 – 2023
Date this statement was published	20th September 2022
Date on which it will be reviewed	31st December 2022 (termly)
Statement authorised by	Mrs K Lawson
Pupil premium lead	Mrs K Lawson/Miss T Rutter
Governor / Trustee lead	Mr S Bramble

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,520
Recovery premium funding allocation this academic year	£22,620
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	£233,140

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Children not reaching age-related expectations and progress measures show gaps between disadvantaged and All pupils.
2	Some children have limited speech and language skills which impacts on their ability to access the curriculum.
3	High levels of social, emotional and mental health needs.
4	Some pupils lack cultural capital and have low aspirations on what can be achieved and how to be successful.
5	Some pupils have inconsistent attendance and punctuality.
6	In some cases, negative impact on progress caused by poor behaviour and disruption to learning.
7	Lower numbers of disadvantaged pupils reach greater depth in English and Maths.

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
Increase the number of children reaching age related expectations overall and reduce the attainment and progress gap for disadvantaged pupils.	Disadvantaged pupils to achieve in line with National All pupils as measured through school assessment procedures (summative data points Dec and July).

No child's curriculum is limited by speech and language ability.	Where this has been identified as a barrier, a robust intervention is implemented. A lack of speech and language skills is no longer a barrier to accessing the curriculum.
	All children have the opportunity to develop speech and language skills through the whole school Oracy project.
	This will be monitored through classroom observation, pupil voice, English book looks and intervention records.
All disadvantaged pupils have access to our pastoral service which works to remove barriers caused by social, emotional and mental health concerns.	All disadvantaged pupils are able to access learning across the curriculum as their SEMH needs are being met appropriately. This includes the needs of the family unit as this directly impacts on a child's wellbeing. This will be monitored through successful pastoral intervention and implementation of individual strategies.
Levels of cultural capital are the same for all pupils.	All disadvantaged pupils benefit from in-school and out-of-school experiences (trips, visitors, clubs, etc.).
	100% of pupils attend school trips.
	100% of disadvantaged pupils have free access to breakfast clubs and after school clubs.
	75% of disadvantaged pupils access at least one after school club per academic year.
	Within lessons, all children have the same opportunities to develop cultural capital as staff build this into all areas of the curriculum.
Increase the attendance figure for disadvantaged pupils and reduce the gap between disadvantaged pupils and all pupils.	Disadvantaged pupils to attend in line with National All pupils. Where attendance in identified as a barrier to learning, early intervention and support impacts positively on attendance. Attendance will be monitored fortnightly.
Improve pupil behaviour for learning and engagement in lessons in order to impact positively on attainment and progress.	The number of behaviour incidents logged for disadvantaged reduces to at least in line with All pupils. Increased engagement evident in classroom observations. Pivotal behaviour strategies are consistently applied. Where behaviour plans are in place, evidence shows a positive impact of this.
Increase the number of disadvantaged pupils reaching GD expectations overall.	Disadvantaged pupils to achieve in line with National GD figures as measured through school assessment procedures (summative data points Dec and July).

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: £120,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff will receive appropriate CPD (through school led training, National College, individual support plans for specific CPD needs, CPD for ECTs and teacher training, Specified bespoke CPD for year groups) to facilitate development and high quality teaching.	July 2016 DfE Standard for teachers' professional development states: Professional development must be prioritised by school leadership EEF formative assessment – Rapid Evidence assessment June 2020	1
Robust moderation and standardisation plans both in school and Trust-wide to ensure accurate teacher assessment.	EEF research on feedback clarifies it redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It has the potential to facilitate +8 months progress. For further information see Dylan Wiliams – *Embedding Formative Assessment* and David Didau's Blog – *Why AfL might be wrong and what to do about it.*	1
Increasing opportunities for cultural capital across the curriculum.	EEF research shown that access to the arts and sports can have a significant effect on self-esteem and outcomes. (EEF Extending school day, 2 months; EEF Arts Participation, 2 months; EEF Sports participation, 2 months).	4
Regular opportunities for retrieval are planned effectively across the curriculum.	Regular practice ensures consolidation. Daniel Willingham (Psychologist at the University of Virginia) states: Automatic retrieval of basic maths facts is crucial to solving complex problems which have simpler problems embedded in them.	1
Daily opportunities to promote reading are embedded in all classrooms.	Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (the Reading Agency, 2015)	1
Whole school focus on identifying and catering for potential GD pupils.	Student eligible for the Pupil Premium are more likely to be low attaining than other children. However, tackling disadvantage is not only	7

Needs to be about pupil groups.	about supporting low attainers. (The EEF Guide to Pupil Premium)	
White Rose curriculum resource in place, including end of unit/end of term assessment to identify and target gaps in individual pupils' understanding.	Evidence indicates that mastery learning can deliver approximately five additional months' progress on average (EEF, 2020)	1

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

Budgeted cost: £44,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated teaching assistants to support targeted intervention for Disadvantaged pupils (based on identified gaps).	EEF evidence indicates that 1-1 tuition can be effective providing approximately 5 additional months progress.	1, 3, 7
Use of PIXL to support reading assessment, identify gaps and plan high impact intervention.	EEF toolkit shows that enhancing teacher competence in teaching reading comprehension strategies can have a significant impact in attainment overall (EEF Reading comprehension strategies, 6 months).	1, 7
Accelerated Reader is used to track pupil progress and direct to targeted and evidence-based interventions.	EEF found disadvantage pupils make 5+ months progress using Accelerated reader.	1, 7
1:1 and small group booster sessions.	EEF evidence indicates that 1-1 tuition can be effective providing approximately 5 additional months progress.	1, 7
Books and revision guides provided for Y6 and Y2 disadvantaged children.	To facilitate independent study and engage parental support. EFF suggests +8 months progress for meta cognition and self-regulation.	1, 7
To set up a peer reading project across the school.	Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school. EEF cites that this could add up to 5 additional months progress in an academic year.	1, 7

Extended SLT capacity to target the most vulnerable pupils.	Programmes involving teaching assistants or volunteers can have a valuable impact, but may be less effective than those using experienced and specifically trained teachers. First, the quality of the teaching in small groups may be as, or more important than, the precise group size (there is evidence of the benefits of staff professional development on pupil outcomes). EEF (2020).	1, 7
Dedicated SEN team provide intervention for pupils with more complex SEN.	For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention. (EEF, 2020). Also Effective use of Teaching Assistants research, EEF.	1, 2, 7

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

Budgeted cost: £74,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
The pastoral team support pupils with SEMH barriers and those who struggle to regulate behaviour.	EFF Social and Emotional Learning, 4 months	3, 6
Offer consistency through a whole-school behaviour policy.	EEF Behaviour Interventions, 3 months	6
New programme of attendance incentives.	The attendance of this group is lower than the 'all' group, particularly persistent absence. This has a negative effect on learning.	5
Early intervention for families of children with poor attendance/punctuality.	The DFE published research in 2016, which found that: The higher the overall absence rate across KS2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. Pupils with no absence are 1.3 times more likely level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions.	5
Breakfast club available for free for all disadvantaged pupils.	EEF Extending school day, 2 months	4, 5

6

A wide range of after school clubs supports cultural capital and is offered free for disadvantaged pupils.	"Disadvantaged students don't develop as they don't watch documentaries, visit museum, read books, talk at the dinner table, have an awareness of the world or the language to articulate an understanding of it." (Matt Bromley, Bromley Education Sec Ed, Pupil Premium Conference, 23.3.18)	4
Bespoke SEMH interventions offered to identified pupils using a trainee counsellor.	Increasing evidence of social, emotional and mental health problems in young people especially following the pandemic. EEF toolkit Social and Emotional Learning +4 months.	3
Head of Pastoral Care to intervene early with families requiring support from external agencies (e.g. CAMHS, CADS)	A lack of engagement, lack of support for learning and sometimes lack of basic skills can lead to a lack of progress for this group. Rowland (2014) *The Pupil Premium.*	3, 5, 6
Children's University programme.	Children's University (CU) aims to improve the aspirations and attainment of pupils aged 5 to 14 by providing learning activities beyond the normal school day, such as after-school clubs, visits to universities and museums, and 'social action' opportunities such as volunteering in the community. Trails found CU has a positive impacts on Key Stage 2 maths and reading results equivalent to about 2 months' additional progress. Small improvements were also seen for a range of non-cognitive outcomes, such as teamwork, social responsibility, and aspirations.	4
Active School Council	Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) says that children and young people should have a say in decisions that affect their lives. A school council can provide a meaningful way in which pupils can voice their opinions and have their views taken into account in decisions which impact upon them.	4
Raising Aspiration Events	The current evidence base on aspiration interventions is extremely weak. The lack of studies identified means than an impact in months progress is not communicated. Schools should carefully monitor the impact on attainment of any interventions or approaches.	4
Reduce the number of suspensions and exclusions through robust tiered behaviour plans.	Disadvantaged students are 4x more likely to receive FTE (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23.3.2018)	6
Improve parent-school relationships by supporting potential attendance barriers such as uniform and food hardship.	EEF Toolkit Parental Engagement suggests +3 months progress.	3, 5, 6

Total budgeted cost: £239,890

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.

Intended Outcome 1

Increase the number of children reaching age related expectations overall and reduce the attainment and progress gap for disadvantaged pupils.

See Appendix 1 for Attainment Report

See Appendix 2 for Impact of Target Setting

Intended Outcome 2

No child's curriculum is limited by speech and language ability.

Talk Boost Data

0 PP Children have accessed Talk boost intervention this year.

9/10 of children made positive progress (90%)

83 divided by 9 an average progress of 9.2 progress points.

Speech and Language

6 PP children have accessed SALT this Year.

4 children have made progress 67%

An average of 5.75 Months progress until spring term.

Oracy

The whole school Oracy project formed the basis for Ben Serruys' successful Oracy project which led to his successful completion of NPQH.

Intended Outcome 3

All disadvantaged pupils have access to our pastoral service which works to remove barriers caused by social, emotional and mental health concerns.

See Appendix 3 – Attendance and Behaviour Data

- Pivotal behaviour strategies have been refined. This includes positive praise and scripted intervention to manage negative behaviours. A new position on the leadership team has been created for an Assistant Head for Behaviour and Safety.
- 33 PP children received pastoral intervention
- 72% of these children made progress and exited the program
- 13% stayed at the same level and continued according to SDQ scores
- 9% made no progress so further intervention is being explored
- 3% of children left the school prior to the end of the year
- 3% of children started intervention in class awaiting pastoral free slot.

Intended Outcome 4

Levels of Cultural capital are the same for all pupils.

- This is our first complete cycle of Costessey Curriculum due to COVID closures. We have followed a Discover – Explore – Create structure, with trips intended to allow our children access to cultural capital experiences.
- These start locally in EYFS and KS1:
- -16 trips within Norfolk : Norwich Castle, Sainsbury Centre, Thetford Forest, Banham Zoo, High Lodge, Norwich Puppet Theatre, Thrigby Hall, Bus Tour of Norwich, Aboriginal VR Experience, Gressenhall Farm, Holkham Beach, Castle Museum of Pre-History, Amazona Zoo, Mobile Planetarium, Whitlingham Adventure.
- And extend beyond Norfolk in KS2:
- 5 Trips out of Norwich: Colchester Castle, Duxford IWM, Bawdsey Manor Residential PGL, Natural History Museum, Africa Alive100% of pupils attend school trips.
- 100% of disadvantaged pupils have free access to breakfast clubs and after school clubs.
- 21% of disadvantaged pupils access at least one after school club per academic year.
- 8% of disadvantaged pupils access breakfast club regularly
- Within lessons, all children have the same opportunities to develop cultural capital as staff build this into all areas of the curriculum as evident in books.
- A reading spine was introduced, alongside class authors, to ensure wide experiences of texts and authors throughout their time at Costessey.

Intended Outcome 5

Increase the attendance figure for disadvantaged pupils and reduce the gap between disadvantaged pupils and all pupils.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Full year 2021/2022
All pupils	93.54%	92.34%	91.90%	92.35%	92.69%	92.53%
Disad pupils	90.83%	89.95%	89.8%	90.46%	90.72%	91.38%
Gap	2.71%	2.39%	2.1%	1.02%	1.97%	1.15%

There were 15 children on PP that were actioned for attendance breaches in the academic year 20/21. Of these children 11 improved their school attendance following actions taken by school with an average improvement of 3%. Ones that did not have received further action and are a priority to monitor in the next academic year.

Intended Outcome 6

Improve pupil behaviour for learning and engagement in lessons in order to impact positively on attainment and progress.

Pupil premium children recorded 795 negative behaviour incidents in the academic year. This is a drop of more than 100 incidents on the previous report 20/21. Pupil premium children equate to 49% of all negative behaviour incidents within the school. This is a 2% drop on last year's report.

Sept 2021-July 22	R	1	2	3	4	5	6	Totals
Total incidents	1	230	204	71	270	174	276	1226
Incidents involving PP children	0 (0%)	88 (38%)	153 (74.9%)	29 (40%)	101 (37%)	84 (48%)	151 (55%)	606 (49%)
Number of PP	23	23	27	21	22	28	35	179

Sept 20 – July 21	R	1	2	3	4	5	6	Totals
Total incidents	1	248	31	178	180	389	184	1211
% Incidents involving PP children	(1) 100%	(194) 78%	(11) 35%	(79) 44%	(81) 45%	(162) 42%	(86) 47%	(613) 51%
Number of PP	21	27	16	23	25	35	17	164

Overall the behaviour of pupil premium children has improved and there has been a percentage reduction in the amount of incidents recorded against non-pupil premium children. Given lockdown during the previous academic year (Jan- March 2021) there have been significantly less behavioural incidents involving pupil premium children given the increased amount of days in school. There has been a slight increase in the amount of PP children in the school. However, the percentage of incidents involving these children has reduced against the whole school.

Intended Outcome 7

Increase the number of disadvantaged pupils reaching GD expectations overall.

<mark>*See Appendix 1 for Attainment Report*</mark>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
SeeSaw – Remote Learning Platform	SeeSaw
White Rose Maths Hub	White Rose
Accelerated Reader	Renaissance Learning
Spelling Frame	Maths Frame
Times Table Rockstars	Maths Circle
PiXL	PiXL
Read Write Inc	Oxford University Press
Provision Map	TES

Service pupil premium funding (optional)

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

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Appendix One – School Data

Context of School

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 (Current)	National
Number on Roll (NOR)	665	667	636	626	630	617	
% Disadvantaged	23%	23%	22%	21%	25.1%	29%	23%

Pupil Context

●   % of disadvantaged pupils has increased by 3.9% since last academic year. This is mainly due to new pupils joining the school. This is now above National average.

●   38 pupils have joined this academic year in year groups outside of Reception.

PLEASE NOTE: No data was collected externally in academic year 2019-2020 or 2020-2021.

OFSTED (2021) Inspectors will consider available external data. However, they will be mindful of the age of this data, especially around statutory assessment and qualifications, when making judgements. Teacher-assessed grades from 2020 and 2021 will not be used to assess curriculum impact.

Current School Assessment Information

Section 2 is updated termly, with the analysis used to drive short term improvement plans.

Gap closing and less than 10%.	**Gap closing (or staying the same) but more than 10%.**	**Gap widening and more than 10%.**	**Gap widening but less than 10%.**

Reception

Context

● This cohort is our first two-form entry for many years.

● Pupil Premium percentage is 39% which is above National (23%) and above the school average (29%).

GREEN – End of Autumn Term, RED – End of Rec Spring Term Purple – End of Summer Term

	Progress (not yet available)			Attainment (% of children at or above the expected level)					
	Reading	Writing	Maths	C + L*	PSED*	PD**	Reading	Writing	Math**
All (61)	+60	+59	+59	23 51 74	31 69 85	74 85 82	15 61 75	13 38 72	13 43 72
Disad (24)	+46	+41	+41	17 28 63	17 44 83	67 33 75	17 33 63	17 33 58	17 28 58
Diff in Year	-26	-18	-18	-6 -23 -11	-14 -25 -2	-7 -52 -2	+2 -28 -12	+4 -5 -14	+4 -15 -14

Year 1

Context

● Pupil Premium percentage is 29%. % of PP pupils is above National (23%) and in line with the school average (28%).

(GREEN – End of Autumn Term, RED – End of Y1 Spring Term, Purple – End of Summer Term)

	Progress (Comparison of % expected between December 2021 and June 2022)			Attainment (% of children at or above the expected level)					
	Reading	Writing	Maths	Reading EXP	Reading GD	Writing EXP	Writing GD	Maths EXP	Maths GD
All (80)	+5	+4	+11	51 58 56	9 20 21	44 44 48	8 4 6	51 65 62	10 18 20
Disadv (23)	+11	+3	+19	27 39 38	5 9 13	18 17 21	5 0 0	23 39 42	9 9 8
Diff in Year	+6	-1	+8	-24 -19 -18	-4 -11 -8	-26 -27 -27	-3 -4 -6	-28 -26 -20	-1 -9 -12

Year 1 Phonics

Phonics judgements are based on Read, Write Inc. assessments which are conducted every 2 months.

% of pupils at Age Related (on track to pass Y1 phonics screening test).				
	Autumn 1	Autumn 2	Spring 2	
All (80)	43	57	52	
Disadv (23)	27	32	43	
Difference	-16	-25	-9	

Year 2

Context

●   Pupil Premium percentage is 29%. % of PP pupils is above National (23%) and in line with the school average (28%).

(PURPLE – End of previous academic year, GREEN – End of Y2 Autumn Term, RED – End of Y2 Spring Term, BLUE – End of Summer Term)

	Progress (Comparison of % expected between July 2021 and July 2022)			Attainment (% of children at or above the expected level)					
	Reading	Writing	Maths	Reading EXP	Reading GD	Writing EXP	Writing GD	Maths EXP	Maths GD
All (91)	+43	+29	+12	28 55 54 71	4 11 17 19	27 40 51 56	2 9 13 15	48 53 54 60	5 10 13 13
Disadv (26)	+54	+38	+25	8 42 54 62	0 4 12 12	8 23 35 46	0 4 4 4	33 39 46 58	0 8 4 4
Diff in Year	+11	+11	+13	-20 -13 0 -9	-4 -7 -5 -7	-19 -17 -16 -10	-2 -5 -9 -11	-15 -14 -8 -2	-5 -2 -9 -9

Year 3

Context

●   Pupil Premium percentage is 21%. % of PP pupils is below National (23%) and well below the school average (28%).

(PURPLE – End of previous academic year, GREEN – End of Y3 Autumn Term, RED – End of Y3 Spring Term , Blue - End of Summer Term)

	Progress (Comparison of % expected between July 2021 and April 2022)			Attainment (% of children at or above the expected level)					
	Reading	Writing	Maths	Reading EXP	Reading GD	Writing EXP	Writing GD	Maths EXP	Maths GD
All (91)	+9	-2	-3	52 56 58 60	18 8 25 27	52 49 47 50	11 8 13 10	57 55 44 54	15 8 9 11
Disadv (20)	+19	-9	-5	36 39 50 55	21 11 15 25	36 28 25 25	14 11 10 10	50 35 30 45	14 0 0 0
Difference	+10	-7	-2	-16 -17 -8 -5	-3 -3 -10 -2	-16 -19 -22 -25	+3 +3 -3 0	-7 -20 -14 -9	-1 -8 -9 -11

Year 4

Context

●   Pupil Premium percentage is 24%. % of PP pupils is slightly above National (23%) and below the school average (29%).

(**PURPLE – End of previous academic year**, **GREEN – End of Y4 Autumn Term**, **RED – End of Y4 Spring Term**, **BLUE – End of Summer Term**)

	Progress (Comparison of % expected between July 2021 and July 2022)			Attainment (% of children at or above the expected level)					
	Reading	Writing	Maths	Reading EXP	Reading GD	Writing EXP	Writing GD	Maths EXP	Maths GD
All (91)	+5	+3	+17	45 48 49 50	10 12 19 19	37 35 40 40	2 4 4 4	36 38 50 53	6 7 7 8
Disadv (22)	+3	-1	+16	36 38 41 39	5 5 14 13	27 24 27 26	0 0 0 0	23 24 36 39	5 5 5 4
Difference	-2	-4	-1	-9 -10 -8 -11	-5 -7 -5 -6	-10 -11 -13 -14	-2 -4 -4 -4	-13 -14 -14 -14	-1 -2 -2 -4

Year 5

Context

●   This year group is a four-form entry, unlike the other three-forms across the school.

●   Pupil Premium percentage is 27%. % of PP pupils is above National (23%) and in line with the school average (29%).

(**PURPLE – End of previous academic year**, **GREEN – End of Y5 Autumn Term**, **RED – End of Y5 Spring Term**, **BLUE – End of Summer Term**)

	Progress (Comparison of % expected between July 2021 and July 2022)			Attainment (% of children at or above the expected level)					
	Reading	Writing	Maths	Reading EXP	Reading GD	Writing EXP	Writing GD	Maths EXP	Maths GD
All (105)	+1	+7	-2	60 54 60 61	17 18 20 21	33 35 38 40	2 5 4 7	50 48 47 48	12 18 19 18
Disadv (28)	+10	+3	-5	38 41 50 48	8 7 11 10	21 30 25 24	0 0 0 0	29 30 25 24	4 7 11 10
Difference	+9	-4	-3	-22 -13 -10 -13	-9 -11 -9 -11	-12 -5 -13 -16	-2 -5 -4 -7	-21 -18 -22 -24	-8 -9 -8 -8

Year 6

Context

●   Pupil Premium percentage is 37%. % of PP pupils is significantly above National (23%) and significantly above the school average (28%).

(PURPLE – End of previous academic year, GREEN – End of Y6 Autumn Term, RED – End of Y6 Spring Term)

	Progress (Comparison of % expected between July 2021 and April 2022)			Attainment (% of children at or above the expected level)					
	Reading	**Writing**	**Maths**	**Reading EXP**	**Reading GD**	**Writing EXP**	**Writing GD**	**Maths EXP**	**Maths GD**
All (92)	**+10**	**+15**	**+6**	51 59 61	14 32 26	23 39 38	0 0 1	44 47 50	5 11 9
Disadv (34)	**+9**	**+8**	**+15**	47 52 56	6 27 24	16 27 24	0 0 0	41 39 56	0 9 3
Difference	-1	-7	-9	-4 -7 -5	-8 -5 -2	-7 -12 -14	0 0 -1	-3 -8 +6	-5 -2 -6

Appendix Two – Personal Target Setting

Each half term, our Pupils entitled to Pupil Premium Funding have personalised targets set for them. They will have individual tutoring on these targets. Each half term the targets are reviewed and new targets set. The table below shows how many targets have been met in each half term.

Year group	Autumn 2 %	Spring 1 %	Spring 2 %	Summer 1 %	Summer 2 %
YR	54.35%	62.50%	88.24%	80.85%	83.33%
Y1	62.75%	65.38%	81.82%	85.71%	83.33%
Y2	75.86%	73.77%	80.00%	77.27%	82.61%
Y3	77.78%	77.50%	86.67%	79.55%	80.65%
Y4	43.90%	64.52%	68.63%	77.08%	76.00%
Y5	67.57%	68.57%	86.96%	65.85%	76.92%
Y6	62.50%	62.50%	62.50%	62.50%	62.50%
TOTAL	62.96%	71.24%	79.95%	78.49%	81.53%