

Pupil Premium Report: 2020-2021

| 1. Summary information | | | | | | | |
|--|---|----------------------------------|---|--|-----------|--|--|
| School | Dundry C of E Primary School | | | | | | |
| Academic Year | 2020/21 | Total PP budget | £16, 140 | Date of most recent PP Review | Sept 2019 | | |
| Total number of pupils | 94 | Number of pupils eligible for PP | 12 (13%) | Date of internal review of this strategy | June 2021 | | |
| 2. Current attainment | | | | | | | |
| KS2 Attainment for: 2018-19 (3 Y6 pupils were eligible for PP) <small>*NB due to covid-19 there is no reported data for 2020 or 2021</small> | | | Pupils eligible for PP (3 pupils) | National ALL | | | |
| % achieving expected standard or above in reading | | | Overall – 33% PP non SEND – 100% PP SEND – 0% | 64% | | | |
| % achieving expected standard or above in writing | | | Overall – 50% PP non SEND – 100% PP SEND – 0% | 75% | | | |
| % achieving expected standard or above in maths | | | Overall – 33% PP non SEND – 100% PP SEND – 0% | 78% | | | |
| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | | | | | | |
| In-school barriers (issues to be addressed in school, such as poor oral language skills) | | | | | | | |
| A. | Children enter school with low levels of receptive language and limited vocabulary. Speech and language difficulties are on the increase and many children do not have the pre-school phonological awareness required to begin to access the Reception curriculum. Weak phonological awareness carries through into phonics learning where many children have gaps in their learning. | | | | | | |
| B. | Complex vulnerabilities and Special Educational Needs. | | | | | | |
| C. | Increasing numbers of children are starting at Dundry with English as an Additional Language | | | | | | |
| External barriers (issues which also require action outside school, such as low attendance rates) | | | | | | | |
| D. | Low attendance | | | | | | |

| 4. Desired outcomes | | |
|---------------------|--|---|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Children make expected or better progress so that their attainment is in line with children from similar starting points | Children make measurable and quantifiable progress in reading, writing and maths across the year Those children in a specific intervention make measurable and quantifiable progress in their intervention (over fixed time period) PP+SEN children make demonstrable progress in all areas of the curriculum relevant to their starting points |
| B. | Attainment in the Early Years and the Phonics Screening Test is close to or better than national levels | The gap between PP children and non PP children is diminished as a result of accelerated progress PP + EAL children achieve well, especially in early reading, speaking and listening and phonics |
| C. | PP pupils are in school every day and on time ready to learn | PP attendance is at least 96% and if persistently absent or attainment is failing there is evidence of improvement |
| D. | Pupil Premium children feel excited about learning and are keen to complete homework and strong home school relationships are embedded. Children talk with enthusiasm about their future. Pupils develop a resilient and determined attitude towards learning. | When surveyed in pupil questionnaires PP pupils enjoy school and are excited about their learning. PP pupils have high rates in completing homework (over 90% complete) PP pupils have good participation rates in extracurricular activities. There are no significant Behaviour issues |

1. Planned expenditure

| | | | | | |
|--|--|---|---|---|------------|
| | <p>Excellence programme</p> <p>The School SIP for 20/21 details the key actions we are focussing on to improve QFT.</p> | | | | |
| B. Attainment in the Early Years and the Phonics Screening Test is close to or better than national levels | <p>Quality first teaching of early English skills through renewed, research-based approaches to teaching</p> <p>Write Stuff for Writing</p> <p>Fantastic Foundations for EY speaking and listening</p> <p>Whole school systematic approach to phonics</p> <p>Effective feedback and use of quality AfL, including low stakes recall strategies and a revised Feedback and Marking Policy</p> <p>Engagement with the Teaching School's Expert Reading Leader's course will support this</p> | <p>Write stuff is a method of teaching that allows children time to master skills and understand and then apply these before moving on. Sutton Trust research tells us that "on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches" and that "lower attaining pupils may gain more from this strategy than high attaining students, by as much as one or two months' progress, so mastery learning appears to be a promising strategy for narrowing the gap."</p> <p>We will continue to focus on different ways to offer effective feedback, both written and verbal as research shows that effective feedback can have up to 8 months positive impact, especially in writing.</p> | <p>Termly data tracking by groups of vulnerable pupils</p> <p>Subject leader monitoring</p> <p>Book looks</p> | <p>SW & RN</p> <p>SC, NW</p> <p>SLT</p> | T2, T4, T6 |

| | | | | | |
|---|---|---|--|----------|------------|
| C. PP pupils are in school every day and on time ready to learn | <p>Tracking of attendance by group Newsletters to highlight whole school and class attendance Engagement with EWO through MSNP Support with accessing Breakfast Club</p> | <p>Research indicates that attendance improves when schools have a clear policy and procedures which allow for quick intervention with families.</p> <p>In 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance.</p> <p>The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.</p> | <p>Tracking every month and letters sent home as recommended</p> | SW & AMM | T2, T4, T6 |
| D. Pupil Premium children feel excited about learning and are keen to complete homework and strong home school relationships are embedded. Children talk with enthusiasm about their future. Pupils develop a resilient and determined attitude towards learning. | <p>Jigsaw – a whole school approach to teaching PSHE (personal, social and health education)</p> <p>Additional PSHE workshops focused on e-safety, NSPCC, bullying, class charters etc throughout the year</p> <p>Pupil Premium Champion time - opportunities for 1:1 mentoring throughout the year</p> | <p>Jigsaw is a whole school approach to teaching children about their social and emotional needs alongside personal and health issues.</p> <p>Sutton Trust tells us that 'On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Sutton Trust goes on to say that this approach works best when embedded in whole school practice, such as Jigsaw, and also that it has found to be particularly beneficial for disadvantaged or low attaining pupils.</p> <p>Research shows that 'in general, mentoring aims to build confidence, develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge'. It has not been shown to impact significantly on academic attainment, however when used</p> | <p>Pupil conferencing by PSHE leads and PP leads</p> | SW | T2, T4, T6 |

| | | alongside our other approaches we believe it will help build resilience towards learning. | | | |
|--|--|--|--|---|---|
| Quality of teaching for all cost : £400 new phonics resources £7500 Teaching Assistant time in classes to support QFT | | | | from £7900 | |
| Targeted support | | | | | |
| Desired outcome | Chosen action/approach | Cost | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead |
| A. Children make expected or better progress so that their attainment is in line with children from similar starting points | <p>Targeted interventions:</p> <ul style="list-style-type: none"> • Precision Teaching • 1:1 extra reading with class teacher 3xweekly • Phonics catch-up/keep-up groups with well-qualified individual • PP pupils receive daily feedback in lessons • Regular pupil conferencing • Whole class provision maps that detail all catch-up, keep-up, pre-teaching and post-teaching for any child in danger of not reaching their potential target • Talk Boost • Close monitoring of interventions to ensure pupils are accelerating. <p>In addition, any PP pupil who is also in SEN register will receive targeted SEN interventions and teachers are supported to write class provision maps</p> | <p>Targeted interventions cost £13 per hour when delivered by a Teaching Assistant. On average children receive an hour a week, per intervention, delivered as 3 x 20 minute slots.</p> <p>Allocated cost for 2020-21:</p> <p>£4900</p> | <p>Sutton Trust reports that ""On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress."</p> <p>1:1 programmes "can be effective, on average accelerating learning by approximately five additional months' progress."</p> <p>For younger children we use interventions that are phonics based because "phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). We embed our interventions in our quality first teaching.</p> | <p>Termly intervention tracking sheets. Pupils assessed on entry and exit and progress is carefully monitored. Where an intervention is not having a positive impact it is reviewed at pupil progress meetings.</p> | <p>SENCOs RN</p> <p>T1, 2, 3, 4, 5, 6</p> |

| | | | | | | |
|--|--|--|--|--|--------|------------|
| B. Attainment in the Early Years and the Phonics Screening Test is close to or better than national levels | | | | | | |
| C. PP pupils are in school every day and on time ready to learn | <p>Termly letters and follow up meetings with the EWO to all who hit trigger points</p> <p>Specific tracking of PP, PP+EAL & PP+SEN as groups</p> <p>Breakfast Club part funded as necessary</p> | <p>EWO meetings and time spent tracking and supporting families (6 x £50)</p> <p>Allocated cost for 2020-21: £300</p> | <p><i>"Sending brief letters to parents comparing the attendance of their children to their peers, in order to correct their own attendance bias, has a positive impact."</i></p> <p><small>Intervening through influential third parties: Reducing student absences at school via parents, Rogers & Feller, 2018</small></p> <p>We believe that a personal approach will lead to the most effective improvements and therefore individual letters and meetings are our chosen strategy.</p> | <p>Tracking every month and letters sent home as recommended</p> | RN +SC | T2, T4, T6 |

Review of expenditure

| Academic Year | | 2020/21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|-----|--|--|--|-----|------|-------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|
| Quality of teaching for all | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Desired outcome | Chosen action/approach | Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Children make expected or better progress so that their attainment is in line with children from similar starting points | <p>Detailed Provision Mapping to identify PP pupils and provision Pupil Progress Meetings where PP pupils are discussed in detail and identified early for possible intervention</p> <p>Focus on PP pupils on Evaluation Days and Deep Dives as appropriate</p> <p>Quality first teaching is vital for all children, and especially PP pupils, to make good progress and so all teachers are supported in their practice. This is through</p> <ul style="list-style-type: none"> ● school to school moderation ● high quality planning and assessment for learning ● CPD to improve subject knowledge ● Networking in the MSNP trust ● Boolean TRG ● Teaching School reading Excellence programme <p>The School SIP for 20/21 details the key actions we are focussing on to improve QFT.</p> | <p>Writing</p> <p>As a whole school group, PP pupils made expected progress (2.1 points), with accelerated progress in Year 6 and Year 2 and good progress in Years 3 and 4.</p> <table border="1"> <thead> <tr> <th colspan="5">Writing Teacher Assessment Progress points T2 - T6</th> </tr> <tr> <th>ALL</th> <th>Boys</th> <th>Girls</th> <th>PP</th> <th>SEN</th> </tr> </thead> <tbody> <tr> <td>2.3</td> <td>2.0</td> <td>2.3</td> <td>2.3</td> <td>2.5</td> </tr> <tr> <td>1.9</td> <td>1.7</td> <td>2.0</td> <td>1.7</td> <td>1.0</td> </tr> <tr> <td>1.6</td> <td>1.4</td> <td>1.7</td> <td>2.0</td> <td>2.0</td> </tr> <tr> <td>1.6</td> <td>1.3</td> <td>1.8</td> <td>2.0</td> <td>1.0</td> </tr> <tr> <td>2.4</td> <td>2.3</td> <td>2.4</td> <td>3.0</td> <td>2.7</td> </tr> <tr> <td>2.0</td> <td>2.0</td> <td>2.0</td> <td>1.8</td> <td>1.3</td> </tr> </tbody> </table> <p>Teacher Assessment in writing in Term 6 across the school indicated that many children had gaps and will need support to catch up in 2021-22. Pupil Progress Meetings were held in Term 6 to ensure effective provision will be in place from the start of Term 1 in 2021-22.</p> | Writing Teacher Assessment Progress points T2 - T6 | | | | | ALL | Boys | Girls | PP | SEN | 2.3 | 2.0 | 2.3 | 2.3 | 2.5 | 1.9 | 1.7 | 2.0 | 1.7 | 1.0 | 1.6 | 1.4 | 1.7 | 2.0 | 2.0 | 1.6 | 1.3 | 1.8 | 2.0 | 1.0 | 2.4 | 2.3 | 2.4 | 3.0 | 2.7 | 2.0 | 2.0 | 2.0 | 1.8 | 1.3 | <p>Pupil Progress Meetings are effective as a means to discuss barriers and agree effective QFT that will help children overcome these barriers.</p> <p>In 2021-22 there will be an increased focus in staff CPD on metacognition (helping children to learn) and on the pedagogy of 'sticky learning' - helping children to remember, recall and build on their learning in order to move forward</p> <p>In 2021-22 Dundry will work alongside other schools in the Trust to look at ways to improve how we 'scaffold up' to support any children working below ARE.</p> |
| Writing Teacher Assessment Progress points T2 - T6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ALL | Boys | Girls | PP | SEN | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.3 | 2.0 | 2.3 | 2.3 | 2.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.9 | 1.7 | 2.0 | 1.7 | 1.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.6 | 1.4 | 1.7 | 2.0 | 2.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.6 | 1.3 | 1.8 | 2.0 | 1.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.4 | 2.3 | 2.4 | 3.0 | 2.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.0 | 2.0 | 2.0 | 1.8 | 1.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Writing: TERM 6
% ARE+ in Teacher Assessment

| ALL | Boys | Girls | PP | SEN |
|----------|------|-------|----------|-----|
| 63% (8) | 50% | 67% | 33% (3) | 0% |
| 47% (15) | 29% | 63% | 33% (3) | 0% |
| 50% (14) | 57% | 43% | 100% (1) | 33% |
| 43% (14) | 25% | 50% | 50% (2) | 0% |
| 53% (15) | 50% | 56% | 100% (1) | 0% |
| 62% (13) | 40% | 75% | 75% (3) | 33% |

Reading

As a whole school group, PP pupils made expected progress (2.0 points), with accelerated progress in Year 6 and good progress in Years 2 and 4.

Reading Teacher Assessment Progress points T2 - T6

| ALL | Boys | Girls | PP | SEN |
|-----|------|-------|-----|-----|
| 2.5 | 2.5 | 2.5 | 3.3 | 4.0 |
| 1.7 | 1.6 | 1.8 | 1.7 | 0.0 |
| 2.1 | 2.0 | 2.1 | 2.0 | 1.7 |
| 1.9 | 2.0 | 1.8 | 1.5 | 2.0 |
| 1.9 | 1.8 | 1.9 | 2.3 | 2.0 |
| 1.5 | 1.6 | 1.5 | 1.3 | 1.7 |

| Reading: TERM 6 5 ARE+ in Teacher Assessment | | | | |
|---|------|-------|------|------|
| ALL | Boys | Girls | PP | SEN |
| 100% | 100% | 100% | 100% | 100% |
| 53% | 43% | 63% | 67% | 0% |
| 86% | 71% | 100% | 100% | 33% |
| 57% | 25% | 70% | 50% | 0% |
| 47% | 50% | 44% | 100% | 0% |
| 54% | 40% | 63% | 50% | 67% |

Teacher Assessment in reading in Term 6 across the school indicated that many children had gaps and will need support to catch up in 2021-22. Pupil Progress Meetings were held in Term 6 to ensure effective provision will be in place from the start of Term 1 in 2021-22.

Maths

As a whole school group, PP pupils made slightly below expected progress (1.9 points), with good progress in Years 2, 4, 5 and 6.

| Maths Teacher Assessment Progress points T2 - T6 | | | | |
|--|------|-------|-----|-----|
| ALL | Boys | Girls | PP | SEN |
| 2.1 | 2.0 | 2.2 | 2.0 | 2.0 |
| 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| 1.8 | 1.9 | 1.7 | 2.0 | 1.7 |
| 2.1 | 2.5 | 2.0 | 1.5 | 2.5 |
| 2.8 | 2.8 | 2.8 | 2.0 | 4.3 |
| 1.6 | 1.4 | 1.8 | 1.8 | 1.3 |

Teacher Assessment in maths in Term 6 across the school indicated that many children had gaps and will need support to catch up in 2021-22. Pupil Progress Meetings were held in Term 6 to ensure effective provision will be in place from the start of Term 1 in 2021-22.

| Maths: TERM 6 % ARE+ in Teacher Assessment | | | | |
|--|------|-------|------|------|
| ALL | Boys | Girls | PP | SEN |
| 63% | 50% | 67% | 67% | 50% |
| 67% | 57% | 75% | 33% | 0% |
| 50% | 71% | 29% | 100% | 33% |
| 71% | 100% | 60% | 50% | 100% |
| 53% | 67% | 44% | 100% | 0% |
| 54% | 20% | 75% | 75% | 33% |

| <p>Attainment in the Early Years and the Phonics Screening Test is close to or better than national levels</p> | <p>Quality first teaching of early English skills through renewed, research-based approaches to teaching</p> <ul style="list-style-type: none"> • Write Stuff for Writing • Fantastic Foundations for EY speaking and listening • Whole school systematic approach to phonics <p>Effective feedback and use of quality AfL, including low stakes recall strategies and a revised Feedback and Marking Policy</p> <p>Engagement with the Teaching School's Expert Reading Leader's course will support this</p> | <p>Both PP pupils in EYFS achieved GLD</p> <table border="1" data-bbox="795 155 1680 244"> <thead> <tr> <th>Reception</th><th>Whole Cohort</th><th>Boys</th><th>Girls</th><th>PP</th><th>SEN</th></tr> </thead> <tbody> <tr> <td>Number in cohort</td><td>14</td><td>5</td><td>9</td><td>2</td><td>0</td></tr> <tr> <td>% making GLD</td><td>79%</td><td>60%</td><td>89%</td><td>100%</td><td>-</td></tr> </tbody> </table> <p>Year 1 Phonics Screening check: Nov 2020 (took PSC as Year 2)</p> <p>80% of cohort passed, 100% PP (1) passed</p> <p>Last year's Year 1 cohort will take their PSC in November 2021</p> | Reception | Whole Cohort | Boys | Girls | PP | SEN | Number in cohort | 14 | 5 | 9 | 2 | 0 | % making GLD | 79% | 60% | 89% | 100% | - | <p>Continue with rigorous approach to teaching phonics in EYFS, Y1 and Y2</p> <p>Work alongside parents now covid restrictions have passed with in-school phonics demonstrations and information meetings</p> <p>Additional adult to the EYFS team to enable more frequent targeted teaching</p> |
|--|---|--|--|--------------|------|-------|----|-----|------------------|----|---|---|---|---|--------------|-----|-----|-----|------|---|--|
| Reception | Whole Cohort | Boys | Girls | PP | SEN | | | | | | | | | | | | | | | | |
| Number in cohort | 14 | 5 | 9 | 2 | 0 | | | | | | | | | | | | | | | | |
| % making GLD | 79% | 60% | 89% | 100% | - | | | | | | | | | | | | | | | | |
| <p>PP pupils are in school every day and on time ready to learn</p> | <p>Tracking of attendance by group Newsletters to highlight whole school and class attendance Engagement with EWO through MSNP Support with accessing Breakfast Club</p> | <p>PP Attendance 2020-21 was on average 96.4%</p> | <p>Support and closely monitor those individual PP pupils who have attendance below 96%</p> | | | | | | | | | | | | | | | | | | |
| <p>Pupil Premium children feel excited about learning and are keen to complete homework and strong home school relationships are embedded. Children talk with enthusiasm</p> | <p>Jigsaw – a whole school approach to teaching PSHE (personal, social and health education)</p> <p>Additional PSHE workshops focused on e-safety, NSPCC, bullying, class charters etc throughout the year</p> | <p>Return to school wellbeing survey indicated that 100% of respondents were happy and excited to be back at school.</p> <p>Incidents of poor behaviour after lockdown were low and teachers reported that through home-learning their working relationships with parents had strengthened.</p> <p>Children were observed in learning walks to be attentive and determined to do their best.</p> | <p>Next steps: Make more effective use of Pupil Premium Champion time - opportunities for 1:1 mentoring throughout the year and parental engagement meetings for PP families</p> | | | | | | | | | | | | | | | | | | |

| <p>about their future. Pupils develop a resilient and determined attitude towards learning.</p> | <p>Pupil Premium Champion time - opportunities for 1:1 mentoring throughout the year</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|--|----------------------------|---------------------------------------|--------------------|-----|----|-------------------|-----|----|-------------------|-----|----|--------------|-----|----|--------------|-----|----|--------------|-----|----|-------------|-----|----|------|-----|----|-------|-----|----|---|
| <h3>Targeted Support</h3> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Desired outcome | Chosen action/approach | <p>Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> | <p>Lessons learned (and whether you will continue with this approach)</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Children make expected or better progress so that their attainment is in line with children from similar starting points</p> <p>Attainment in the Early Years and the Phonics Screening Test is close to or better than national levels</p> | <p>Targeted interventions:</p> <ul style="list-style-type: none"> ● Precision Teaching ● 1:1 extra reading with class teacher 3x weekly ● Phonics catch-up/keep-up groups with well-qualified individual ● PP pupils receive daily feedback in lessons ● Regular pupil conferencing ● Whole class provision maps that detail all catch-up, keep-up, pre-teaching and post-teaching for any child in danger of not reaching their potential target ● Talk Boost ● Close monitoring of interventions to ensure pupils are accelerating. <p>In addition, any PP pupil who is also in SEN register will receive targeted SEN interventions and teachers are</p> | <p>See data above.</p> <p>Plus:</p> <table border="1" data-bbox="792 701 1675 1202"> <thead> <tr> <th>Class/Group</th> <th>Average progress in months</th> <th>Number of accelerated months progress</th> </tr> </thead> <tbody> <tr> <td>Years 3-6 combined</td> <td>+14</td> <td>+5</td> </tr> <tr> <td>Year 3 (Sycamore)</td> <td>+15</td> <td>+6</td> </tr> <tr> <td>Year 4 (Sycamore)</td> <td>+10</td> <td>+1</td> </tr> <tr> <td>Year 5 (Oak)</td> <td>+16</td> <td>+7</td> </tr> <tr> <td>Year 6 (Oak)</td> <td>+13</td> <td>+4</td> </tr> <tr> <td>SEN children</td> <td>+11</td> <td>+2</td> </tr> <tr> <td>PP children</td> <td>+18</td> <td>+9</td> </tr> <tr> <td>Boys</td> <td>+14</td> <td>+5</td> </tr> <tr> <td>Girls</td> <td>+14</td> <td>+5</td> </tr> </tbody> </table> <p>Accelerated Reader Progress by group shows PP pupils made significantly accelerated progress:</p> | Class/Group | Average progress in months | Number of accelerated months progress | Years 3-6 combined | +14 | +5 | Year 3 (Sycamore) | +15 | +6 | Year 4 (Sycamore) | +10 | +1 | Year 5 (Oak) | +16 | +7 | Year 6 (Oak) | +13 | +4 | SEN children | +11 | +2 | PP children | +18 | +9 | Boys | +14 | +5 | Girls | +14 | +5 | <p>Introduce Edukey Provision Mapping to better support teachers and assistants with the tracking of progress of individual pupils / interventions.</p> |
| Class/Group | Average progress in months | Number of accelerated months progress | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Years 3-6 combined | +14 | +5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 (Sycamore) | +15 | +6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 4 (Sycamore) | +10 | +1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 (Oak) | +16 | +7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 (Oak) | +13 | +4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEN children | +11 | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP children | +18 | +9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Boys | +14 | +5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Girls | +14 | +5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | supported to write class provision maps | | |
| PP pupils are in school every day and on time ready to learn | <p>Termly letters and follow up meetings with the EWO to all who hit trigger points</p> <p>Specific tracking of PP, PP+EAL & PP+SEN as groups</p> <p>Breakfast Club part funded as necessary</p> | <p>See data above.</p> <p>1 PA PP pupil was supported with the EWO service alongside regular meetings with the class teacher. Despite PA, the child achieved targets at the end of the year.</p> | <p>Introduce Edukey Provision Mapping to better support teachers and assistants with the tracking of progress of individual pupils / interventions.</p> |
| Pupil Premium children feel excited about learning and are keen to complete homework and strong home school relationships are embedded. Children talk with enthusiasm about their future. Pupils develop a resilient and determined attitude towards learning. | <ul style="list-style-type: none"> ● PP pupil books are marked first ● Regular pupil conferencing ● Attendance at clubs is monitored ● Targeted questioning in Jigsaw lessons ● CTs make extra provision to support completion of homework where difficulties arise eg sending extra copies home, messages on see-saw, lunchtime clubs ● 1:1 mentors where possible through behaviour panel ● Pupil Premium Champion in school holds 1:1 mentoring sessions once a term | <p>See data above.</p> <p>Plus:</p> <p>detailed monitoring by PP lead ensured this maintained pace and impact throughout the year.</p> | <p>Next steps:</p> <p>Make more effective use of Pupil Premium Champion time - opportunities for 1:1 mentoring throughout the year and parental engagement meetings for PP families</p> |