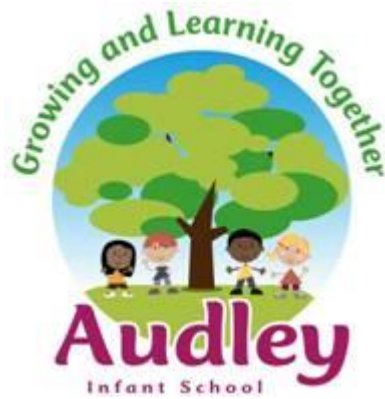


2021-2024

Pupil Premium Strategy Statement

Audley Infant School



J Barker
PP LEAD

School overview

Detail (2021-22 Academic year)	Data
School name	Audley Infant School
Number of pupils in school	230 pupils (not Inc. Nursery)
Proportion (%) of pupil premium eligible pupils	22% - 51 pupils: 14 Year 2 pupils, 21 Year 1 pupils, 15 EYFS pupils
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Helen Nelson
Pupil premium lead	Mr Jason Barker
Governor / Trustee lead	Mrs Janet Cooper

Detail (2022-23 Academic year)	Data
School name	Audley Infant School
Number of pupils in school	239 pupils (not Inc. Nursery)
/	19% - 47 pupils: 20 Year 2 pupils, 17 Year 1 pupils, 10 Reception pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Helen Nelson
Pupil premium lead- newly appointed Sept 22	Miss Amina Matlub
Governor / Trustee lead	Mrs Janet Cooper

Funding overview

Detail (2021-22 Academic year)	Amount
Pupil premium funding allocation for 2021-22	£61,870
Recovery premium funding allocation for 2021-22 (£145 per PP pupil)	£6,670 (46)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for 2021-22 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£68,540

Detail (2022-23 Academic year)	Amount
Pupil premium funding allocation this academic year	£66,480
Recovery premium funding allocation this academic year (£145 per PP pupil)	£6815 (47)
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	£71,700

Part A: Pupil premium strategy plan

Statement of intent

Overview:

The pupil premium funding has been allocated to schools. The pupil premium funding is used to improve the outcomes of vulnerable children in our school. This money is allocated to secure additional support and improve the progress of children in vulnerable groups. The money is paid directly to schools and is based on the number of children who receive or have received Free School Meals, children in care and children of parents in the armed services. It is up to schools to decide how this money is spent.

We have prioritised children who are:

- Free school meals
- Looked after children
- Vulnerable children who are underachieving
- We prioritise the use of pupil premium to ensure that it has the biggest impact on the life chances and education of our children.

2021-22 Academic Year:

There is a total of 230 children (not inc. nursery pupils) on roll with £61,870 pupil premium allocated to the school. In the academic year 2021-2022 we will receive an additional £145 per Pupil Premium pupil. This is an additional £6,670 to support the catch up programme for this group of pupils. The school can decide best use of the premium.

We used the Pupil Premium funding for:

- Continuing to catch up children's learning following Covid 19
- Ensuring that mental health and wellbeing of PP pupils is supported through ELSA and additional training of staff.
- Early intervention and assessment of speech and language acquisition
- Additional support to increase the number of children achieving Greater Depth in RWM
- Targeted intervention in reading and writing in Year 1 through ELS
- Targeted intervention in reading and writing in Reception through A-Z Read to Write
- Targeted intervention in maths in Year 1 & Year 2 through 1st Class @ Number
- ROSCO intervention to aid children with low speech and language levels on entry to Reception
- Additional support to increase the number of children achieving the expected levels at the end of each academic year
- Providing pastoral support through parent and family support
- Improving attendance by targeting persistent absence
- Purchasing quality programmes and resources to support learning and improve attainment for vulnerable pupils.

2022-23 Academic Year:

There is a total of 48 children (not inc. nursery pupils) on roll with £66,480 pupil premium allocated to the school. In the academic year 2022-2023, we will receive an additional £145 per Pupil Premium pupil. This is an additional £5,220 to support the catch up programme for this group of pupils. The school can decide best use of the premium.

We will use the Pupil Premium and recovery funding for:

- Continuing to catch up children's learning following Covid 19
- Early intervention and assessment of speech and language acquisition takes place through the introduction of Wellcomm
- ROSCO intervention to aid children with low speech and language levels on entry to Reception
- Targeted small group work to increase the number of children achieving Greater Depth in RWM
- Targeted small group work to increase the number of children achieving the expected levels at the end of each academic year in KS1
- Targeted keep up phonics interventions to support the teaching of the Red Rose Phonics Scheme.
- Targeted intervention in writing and grammar in Year 1 through Headstart.
- Targeted intervention in reading and writing in Reception through Red Rose Phonics keep up sessions and individual and small group guided reading.
- Targeted intervention in maths in Year 1 & Year 2 through 1st Class @ Number
- TLAs to lead targeted reading sessions consisting of one to one and small group guided reading.
- Purchasing quality programmes and resources to support learning and improve attainment for vulnerable pupils.

Ensuring that mental health and wellbeing of PP pupils continues to be supported through ELSA and additional training of staff.

- FLAL to provide pastoral support through parent and family support for vulnerable pupils
- FLAL to help support with Improving attendance by targeting persistent absence

Challenges

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

Challenge number	Detail of challenge
1	Low level language skills on entry to school
2	Low general attainment on entry to school
3	High percentage of persistent PP absentees
4	Lack of parental support, poor home learning environments
5	Gaps for Year 2 pupils due to lost learning related to Covid enforced lockdowns.

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
<p>Priority 1 – Ensure attendance Post-Covid enforced closures is close to National.</p>	<ul style="list-style-type: none"> • FLAL to be embedded in the role to support families of pupils with persistent absence and pastoral concerns. • FLAL to create strong relationships with families to support the most vulnerable families. • FLAL and PP lead to securely implement the attendance policy and ensure protocols and procedures are followed. • Ensure emotional wellbeing support (ELSA) is in place for pupils who need it. • Target the raising of attendance of PP pupils • Work closely with LA inclusion team to improve persistent absence
<p>Priority 2 – Support the Mental Health & Wellbeing of pupils by having robust and sustainable support in place</p>	<ul style="list-style-type: none"> • TLA3 to lead ELSA intervention. • CTs to lead Jigsaw PSHE lessons weekly • CTs to continue to establish strong links with parents giving them the support where required. • Liaise with BWD mental health support team, where necessary. • Liaise with the school nurse to support with the medical wellbeing of vulnerable pupils and families
<p>Priority 3 – Raise the attainment of PP pupils in Maths, Writing and Grammar and vulnerable pupils so that they are in line or better than the national level.</p>	<ul style="list-style-type: none"> • Quality First Teaching for all pupils. • Continue to adapt writing and maths interventions to ensure that interventions are robust. • Class teachers and senior leaders monitor the impact and sustainability of interventions. • Senior leaders ensure a robust monitoring cycle is in place. • We support the movement of CTs and TLAs to new year groups to ensure teaching standards remain high.
<p>Priority 4 – Ensure children become fluent readers by the end of KS1.</p>	<ul style="list-style-type: none"> • Implementation of the new phonics scheme – Red Rose Phonics, LCC, to ensure PSC pass rate is in line and higher than national • Ensure decodable reading books are embedded and match the Phonics scheme progression • The majority of children to become fluent readers by the end of Year 1 or Year 2 for lower attaining pupils.

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching of Red Rose Phonics embedded in EYFS and Y1	A whole school implemented Phonics scheme allows for progression and development in reading fluency.	1, 2
Insets dedicated to the training of teaching ELS Phonics lessons and reading for all.	This will ensure that staff have the knowledge and understanding to provide quality first teaching of Phonics	1, 2
Monitoring of PP pupils by PP lead	This ensures that all pupils are targeted for relevant interventions to help raising attainment levels.	2, 5

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

Budgeted cost: £43,822

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cracking Writing intervention for Year 2.	Historical data that the intervention supported the raising in number of PP pupils attainment in Writing in Year 2.	2, 5
Greater Depth Writing for Year 1 and Year 2.	Historical data that the intervention supported the raising in number of PP pupils at GDS in Writing in Year 1 in 2.	2, 5
1 st Class @ Number 1 Intervention	Historical data that the intervention supported the raising in number of PP pupils attainment in Maths in Year 1.	2
1 st Class @ Number 2 Intervention	Historical data that the intervention supported the raising in number of PP pupils attainment in Maths in Year 2.	2, 5
Headstart grammar and extended write intervention for Year 1	Targeted support to raise grammar and build coherent sentence structure as pupils are predominantly from EAL homes and struggle with their grammar.	2, 5
Red Rose Phonics Intervention	ELS training supports that the keep up not catch up intervention supports the needs of lower attaining pupils.	2
Wellcomm Assessment for EYFS pupils/new arrivals	Wellcomm well established as an early language assessment.	1

Rosco Intervention for children with low level language	Historical data of entry and exit data show that children's language acquisition improves greatly through the intervention.	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£33,523**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Intervention for vulnerable pupils who need emotional support.	Mental health and wellbeing problems for children on an upwards trajectory more so since Covid. This allows pupils to have a supportive environment in school.	4
FLAL to support vulnerable families with pastoral and attendance concerns to help raise attendance.	Good relationships with families help to ensure that families feel supported and will lead to higher levels of attendance.	3, 4

Total budgeted cost: £77,345

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.

<p>Priority 1 – Ensure attendance Post-Covid enforced closures is close to National.</p>	<ul style="list-style-type: none"> Since the appointment of the FLAL in the role, the average attendance for PP pupils has improved in the second half of the academic year. Increased monitoring, tracking of attendance and contacting of the parents of vulnerable pupils by the FLAL, to ensure support is offered and in place where necessary. CAFs in place for vulnerable families who need support. <table border="1"> <thead> <tr> <th>PP Attendance Figures</th> <th>EYFS</th> <th>Year 1</th> <th>Year 2</th> </tr> </thead> <tbody> <tr> <td>September - End of Spring 1</td> <td>87%</td> <td>91%</td> <td>88%</td> </tr> <tr> <td>September - End of Summer 2</td> <td>89%</td> <td>92%</td> <td>90%</td> </tr> <tr> <td>Comparative</td> <td>+2%</td> <td>+1%</td> <td>+2%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The FLAL has produced attendance certificates to celebrate pupils achieve 96%+ each half-term and for 100% specifically. This has raised an awareness and achievements of attendance by celebrating children with good attendance in assembly. Pupil Premium Pupils attendance is generally in line with their cohort, but still below the 96%+ expected. In Year 1 the attendance is the same % for PP and the cohort in general, whereas in Year the combined average attendance is 2% lower. This is mainly due to persistence absence and long term absence due to extended leave. <table border="1"> <thead> <tr> <th>PP vs Cohort Attendance Figures</th> <th>EYFS</th> <th>Year 1</th> <th>Year 2</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>89%</td> <td>92%</td> <td>90%</td> </tr> <tr> <td>Cohort</td> <td>89%</td> <td>92%</td> <td>92%</td> </tr> <tr> <td>Comparative</td> <td>0%</td> <td>0%</td> <td>-2%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Attendance for EYFS pupils continues to be lower than Y1 and Y2 due to the number of pupils not at school age for a significant percentage of the academic year. In Year 2 where attendance is lower, 3 pupils went on extended leave for approximately a term (79%, 82% and 76% attendance respectively) and 2 pupils come from vulnerable families who require lots of support (82% and 86% respectively). The attendance of all 5 of these pupils has improved since the FLAL has been in role. 	PP Attendance Figures	EYFS	Year 1	Year 2	September - End of Spring 1	87%	91%	88%	September - End of Summer 2	89%	92%	90%	Comparative	+2%	+1%	+2%	PP vs Cohort Attendance Figures	EYFS	Year 1	Year 2	PP	89%	92%	90%	Cohort	89%	92%	92%	Comparative	0%	0%	-2%
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<p>Priority 2 – Support the Mental Health & Wellbeing of Pupils by having robust and sustainable support in place</p>	<ul style="list-style-type: none"> 8/20 PP Pupils (40%) in Y1 have received ELSA and 6/16 PP pupils (38%) in Year 2 to support them with their emotional wellbeing. Just under half of PP KS1 pupils have received ELSA over the 2021-22 academic year. <table border="1" data-bbox="528 253 1331 416"> <thead> <tr> <th>ELSA Intervention Data</th> <th>Year 1</th> <th>Year 2</th> </tr> </thead> <tbody> <tr> <td>PP pupils who have received ELSA</td> <td>8/20 (40%)</td> <td>6/16 (38%)</td> </tr> <tr> <td>PP pupils who have not received ELSA</td> <td>12/40 (60%)</td> <td>10/16 (62%)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Established process for how pupils are selected in place, in which staff follow the procedures. The pupils are selected by CTs in dialogue with the ELSA lead SY and the HT. ELSA interventions are in place to support the specific needs of the pupils with additional time dedicated where there are needs. Interventions are monitored and tracked and continue for more than a term where necessary. If children require further additional support down the line this is in place to happen if necessary. The impact of ELSA has shown an improvement in confidence and motivation of pupils. PSHE lessons have been timetabled and taught weekly by CTs using the Jigsaw scheme of work. 	ELSA Intervention Data	Year 1	Year 2	PP pupils who have received ELSA	8/20 (40%)	6/16 (38%)	PP pupils who have not received ELSA	12/40 (60%)	10/16 (62%)																															
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<p>Priority 3 – Raise the attainment of PP pupils in Maths, Writing and Grammar and vulnerable pupils so that they are in line or better than the national level. (EYFS)</p>	<ul style="list-style-type: none"> Attainment of PP pupils has generally improved over the academic year, but there are some variables due to new children arriving through fair access or applying for FSM over the year. <p>EYFS</p> <ul style="list-style-type: none"> In EYFS Reading (+19%) and Writing (+6%) have increased since the Autumn baseline assessments, along with RWM combined (+13%). <table border="1" data-bbox="528 1178 1425 1417"> <thead> <tr> <th>EYFS PP At+ Autumn 2 vs Summer 2</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>RWM Combined</th> </tr> </thead> <tbody> <tr> <td>Autumn 2</td> <td>62%</td> <td>69%</td> <td>77%</td> <td>62%</td> </tr> <tr> <td>Summer 2</td> <td>56/69 (81%)</td> <td>49/69 (71%)</td> <td>52/69 (75%)</td> <td>45/69 (65%)</td> </tr> <tr> <td>Comparative</td> <td>+19%</td> <td>+6%</td> <td>-2%</td> <td>+13%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> PP pupils in EYFS are in line or better than the combined cohort. Writing (+4%) and RWM combined (+10%) whereas Maths and Reading are equal. <table border="1" data-bbox="528 1541 1382 1686"> <thead> <tr> <th>PP vs Cohort</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>13/16 (81%)</td> <td>12/16 (75%)</td> <td>12/16 (75%)</td> <td>12/16 (75%)</td> </tr> <tr> <td>Cohort</td> <td>56/69 (81%)</td> <td>49/69 (71%)</td> <td>52/69 (75%)</td> <td>45/69 (65%)</td> </tr> <tr> <td>Comparison</td> <td>0%</td> <td>4%</td> <td>0%</td> <td>10%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> To continue to raise attainment for future EYFS pupils by utilising an assessment tool for Speech and Language on entry and will be supported through Rosco or a new programme moving forward. To support the new Phonics scheme children will receive keep up not catch up Phonics interventions in the afternoon to develop their fluency. This will be in place of focused and targeted interventions utilised previously focusing on specific phases. 	EYFS PP At+ Autumn 2 vs Summer 2	Reading	Writing	Maths	RWM Combined	Autumn 2	62%	69%	77%	62%	Summer 2	56/69 (81%)	49/69 (71%)	52/69 (75%)	45/69 (65%)	Comparative	+19%	+6%	-2%	+13%	PP vs Cohort	Reading	Writing	Maths	RWM	PP	13/16 (81%)	12/16 (75%)	12/16 (75%)	12/16 (75%)	Cohort	56/69 (81%)	49/69 (71%)	52/69 (75%)	45/69 (65%)	Comparison	0%	4%	0%	10%
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Priority 3 – Raise the attainment of PP pupils in Maths, Writing and Grammar and vulnerable pupils so that they are in line or better than the national level. (Year 1)	<p>Year 1:</p> <ul style="list-style-type: none"> In Year 1 the lower attained subjects, reading (+5%) and Writing (+15%) have increased in the number of children achieving EXS+, since the beginning of the academic. RWM combined has all increased (+5%) and Maths has stayed the same. 																																							
	<table border="1"> <thead> <tr> <th>Year 1 PP EXS+ Aut 1 (Entry) vs Sum 2</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>RWM Combined</th> </tr> </thead> <tbody> <tr> <td>Autumn 1 (Entry)</td> <td>60%</td> <td>55%</td> <td>65%</td> <td>55%</td> </tr> <tr> <td>Summer 2 (Exit)</td> <td>13/20 (65%)</td> <td>14/20 (70%)</td> <td>13/20 (65%)</td> <td>12/20 (60%)</td> </tr> <tr> <td>Comparative</td> <td>+5%</td> <td>+15%</td> <td>0%</td> <td>+5%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> PP pupils in Y1 are achieving just below the cohort in general in Writing (-1%) and significantly below in reading (-6%), maths (-7%) and RWM combined (-10%). This could be partially down to the impact of Covid and the lack of remote learning for PP pupil learners in the previous academic year. 2/20 (10%) pupils have significant EAL needs and have received an EALIP intervention, and are working below the expected level in all areas of the curriculum. <table border="1"> <thead> <tr> <th>PP vs Cohort EXS+</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>13/20 (65%)</td> <td>14/20 (70%)</td> <td>13/20 (65%)</td> <td>12/20 (60%)</td> </tr> <tr> <td>Cohort</td> <td>63/89 (71%)</td> <td>63/89 (71%)</td> <td>64/89 (72%)</td> <td>62/89 (70%)</td> </tr> <tr> <td>Comparison</td> <td>-6%</td> <td>-1%</td> <td>-7%</td> <td>-10%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> To support the new Phonics scheme children will receive keep up not catch up Phonics interventions in the afternoon to ensure they pass the PSC in Year 1. This will be in place of focused and targeted interventions utilised previously focusing on specific phases. Children will not continue with the ELS Writing intervention as it has been proven dated and no longer complements the Phonics taught, due to the new scheme. Therefore, a new grammar based 'Headstart' intervention with an extended write will take its place next year. Focus on supporting children with the grammar that they need to develop as EAL writers. 	Year 1 PP EXS+ Aut 1 (Entry) vs Sum 2	Reading	Writing	Maths	RWM Combined	Autumn 1 (Entry)	60%	55%	65%	55%	Summer 2 (Exit)	13/20 (65%)	14/20 (70%)	13/20 (65%)	12/20 (60%)	Comparative	+5%	+15%	0%	+5%	PP vs Cohort EXS+	Reading	Writing	Maths	RWM	PP	13/20 (65%)	14/20 (70%)	13/20 (65%)	12/20 (60%)	Cohort	63/89 (71%)	63/89 (71%)	64/89 (72%)	62/89 (70%)	Comparison	-6%	-1%	-7%
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Priority 3 – Raise the attainment of PP pupils in Maths, Writing and Grammar and vulnerable pupils so that they are in line or better than the national level. (Year 2)	<p>Year 2</p> <ul style="list-style-type: none"> In Year 2, Reading (+3%), Writing (+3%) and Maths (+3%) have all increased with the number of children achieving EXS+ since the beginning of the year. Yet Reading, Writing and Maths has decreased, due to children achieving RWM leaving, and some children only 1 or 2 of the 3 combined subjects. 2/16 (13%) pupils have significant EAL needs and have received an EALIP intervention, and are working below the expected level in all areas of the curriculum. 																																							
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- PP pupils in Y2 are achieving significantly below the cohort in Writing (-16%), Reading (-16%), Maths (-19%) and RWM combined (-20%). This could be the impact of Covid for these pupils due to them losing education due to lockdown in EYFS and through the lack of remote learning completed during the lockdown in Year 1. These figures are not helped by the number of children who have been on extended leave for a significant period of time and have persistent absence as referred to in priority 1.

PP vs Cohort	Reading	Writing	Maths	RWM
PP	8/14 (57%)	8/14 (57%)	8/14 (57%)	6/14 (43%)
Cohort	51/70 (73%)	51/70 (73%)	53/70 (76%)	44/70 (63%)
Comparison	-16%	-16%	-19%	-20%

Priority 4 – Ensure children become fluent readers by the end of KS1.

- Staff worked through the Early Reading Framework document in the Autumn term as dedicated twilights using inset hours.
- ELS decodable books were purchased in Autumn and embedded in the classroom from Spring. Although this is the case, it has been found that there were significant gaps in the books in Year 1 which has impacted the learning.
- ELS scheme was trialled in Spring 2 for EYFS and Year 1.
- Staff received dedicated training in the Spring and Summer term on how to teach ELS effectively.
- Impact of decodable reading books evident with Year 2 PSC scores with 97% of pupils overall passing. This was 100% for PP pupils and 98% for Non-PP pupils.

Y2 PP vs Non PP Phonics Screening Check	PSC Pass
Cohort	99%
PP	14/14 (100%)
Non PP	55/56 (98%)
Comparison	+2%

- Year 1 Phonics screening checks is lower than the National average in 2019 (-6%) and historic data pre-Covid (-9%), in the 2018-19 academic year (the last time the PSC was officially taken in Year 1). This will be expected to improve year upon year as the ELS Phonics scheme is embedded from Reception. The gaps in books have been filled with expenditure in the Summer term ensuring all resources are available for September.

Y1 vs National Phonics Screening Check	PSC Pass
Cohort	68/89 (76%)
National (2019)	82%
Comparison	-6%

- PP pupils (75%) are broadly in line with Non-PP pupils (77%) in the number of children who passed their Phonics Screening Check. They were 2% lower which is the equivalent to half a pupil in the PP numbers. The children who failed will be targeted with extra keep up sessions in Year 2 as part of the new ELS Phonics intervention.

Y1 PP vs Non PP Phonics Screening Check	PSC Pass
Cohort	68/89 (76%)
PP	15/20 (75%)
Non PP	53/69 (77%)
Comparison	-2%

- FFT lightning squad program was funded in part by recovery catch up funding. This targeted lower attaining PP pupils in Year 1 and Year.
- 7/20 (35%) pupils in Y1 and 5/16 (31%) pupils in Y2 have benefitted from the intervention and have made on average 5 months progress in the 6 weeks.