

# Eyres Monsell Primary School Pupil Premium Strategy Statement

Academic Year 2021 - 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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   | Eyres Monsell Primary School          |
| Number of pupils in school  | 353 (Oct 20 Census)                   |
| Proportion (%) of pupil premium eligible pupils   | 37%                                   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 3 years                               |
| Date this statement was published   | December 2021                         |
| Date on which it will be reviewed   | December 2022                         |
| Statement authorised by   | Mr Francis Lee (Interim Head Teacher) |
| Pupil premium lead  | Mr Francis Lee                        |
| Governor / Trustee lead   | Stacy Thornton                        |

## Gtg Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £174,850 |
| Recovery premium funding allocation this academic year  | £18,850  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £193,700 |

# Part A: Pupil premium strategy plan

## Statement of intent

Eyres Monsell Primary School has high expectations of all of its learners and we are committed to ensuring we meet the pastoral, social and academic needs of disadvantaged learners. Our intention is that all pupils make good progress and that our school nurtures happy and confident learners. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We focus on quality support both inside and out of the classroom. We strive for high quality teaching and learning to meet the needs of all our pupils, especially those considered disadvantaged and in areas which disadvantaged pupils require the most support.

The use of our Pupil Premium funding will ensure disadvantaged children achieve in line with all pupils nationally. To ensure we are effective in our approach, Eyres Monsell Primary School will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- remove barriers to learning which impact on progress, behaviour and attendance;

## Challenges

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

|   | Detail of challenge   |
|---|---|
| 1 | Through teacher observation and feedback, it has been identified that the skill set of many pupils entering the school is below what is average for their age in key areas including Reading, Writing, Maths and Vocabulary/Oracy and requires consistent quality teaching to identify need and improve progress. |
| 2 | Aspirations and behaviour for learning: From observations and discussions with pupils, children from our disadvantaged families at Eyres Monsell can often have low expectations of themselves (both socially and academically) which impact on their aspirations and views on learning.                          |
| 3 | Whole school attendance level is below the national average. Persistent absenteeism impacts on progress for our most disadvantaged.   |

|   |   |
|---|---|
| 4 | Assessments, observations, and discussions with pupils and teachers suggest disadvantaged pupils have greater difficulties with phonics than their peers. Currently 58% pass Y2 with 52%PP. This negatively impacts their development as readers. |
| 5 | All children, including the most disadvantaged will develop and achieve when exposed to a range of provision, skill and experiences. Often the most disadvantaged lack the opportunity to explore beyond the home.                                |
| 6 | Pupils and their families often have welfare needs that are met and supported in school, including emotional, mental health, medical needs and basic physical needs including food and clothing.  |

## 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   |
|--|--|
| Quality first teaching is embedded in all year groups and consistently delivered in all subjects, with teachers able to identify and articulate the needs of Pupil Premium children in the class, to accelerate progress in all subject areas. | <p>Progress is at least good in all subjects across the primary curriculum for all children including Pupil Premium.</p> <p>Structured and effective curriculum in place to strengthen the school's quality of education with an expectation of 100% good+ teaching across the school.</p> <p>Ensure high quality resources are used to support the curriculum and to engage the most disadvantaged.</p> <p>Pupil voice shows 90+ level for enjoyment of learning.</p>   |
| To accelerate progress in writing and maths and to reduce the attainment difference between pupils that are not in receipt of pupil premium and pupils who are, in all year groups.  | <p>Increase in outcomes aiming for 65% in line with nation average in first year. 65+ in 2nd &amp; 3rd year (Y5&amp;6 to reach national over 12 months) with comparative disadvantaged pupils achieving the expected standard in reading, writing and maths.</p> <p>Aiming for national average to be met combined by year 2 of plan.</p> <p>National average combined being:<br/>           KS2 65%    KS1 65%    EYFS- GLD72%</p> <p>EMPS comparative:<br/>           Y1 – 40%      Y4 – 13%<br/>           Y2 – 38%      Y5 – 60%<br/>           Y3 – 27%      Y6 – 57%<br/>           EYFS – GLD – 72%</p> |
| To ensure our disadvantaged children are developing the necessary character skills and positive attitudes and behaviours for learning through support, enrichment and exposure to a  | Ensure identified pupils have appropriate access to behaviour/pastoral support.  |

|   |  |
|---|--|
| <p>wide variety of life experiences, vocabulary and cultural capital.</p>   | <p>Pupils showing positive attitudes to learning (90%+).</p> <p>Vulnerable children given opportunities to access after school clubs to support personal development.</p> <p>Children take pride in their appearance and have a positive attitude to school and attendance (90%+ from pupil voice).</p> <p>All pupils have the opportunity to attend a range of trips and visits.</p> <p>Reducing fixed term exclusions/suspensions to 0 termly. Currently 8 pupils for term 1 (All PP).</p>           |
| <p>Ensure we have attentive and confident children coming to school each day, while achieving improved and sustained attendance for all pupils, particularly our disadvantaged.</p> | <p>Overall aim to meet national average of 96.2% for all children and whole school.</p> <p>To support families using Family Support Worker and Attendance Officer.</p> <p>To sustain high attendance from 2022-24 demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 6% in first year, with an aim of 4% in second year and national in 3<sup>rd</sup> year. The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0.</p> |
| <p>Improved reading and phonics attainment among disadvantaged pupils.</p>  | <p>Off track Y1&amp;2 pupils meeting phonics test requirements by July 22.</p> <p>Wide variety of texts used as part of targeted interventions to support reading and promote a love of reading amongst disadvantaged pupils.</p> <p>Children and parents accessing and enjoying texts.</p> <p>Staff delivering phonics receive quality CPD using the already embedded KTC scheme.</p> <p>Children accessing phonetically matched books to support learning.</p>                                       |
| <p>To enhance Path 2 Success learning and wellbeing through developing both the indoor learning environment and outdoor education opportunities.</p>                                | <p>Delivery of CPD on Path to Success focus (Term 1=modelling)</p> <p>Classrooms to display evidence of Path to Success focus, visual support/working walls for children and promote a love of learning eg reading corners.</p> <p>Improve indoor learning environment to increase ways to remember more and learn more and be inspired (toilets, corridors, stairs)</p> <p>(Continuation to be allocated by new HT)</p>   |

|   |  |
|---|--|
| <p>To achieve and sustain improved welfare and wellbeing for all parents, families and pupils in our school, particularly our disadvantaged pupils.</p> | <p>All parents requesting support gain assistance from the school through Early Help, grant funding and emergency food support.</p> <p>No child goes hungry, without adequate clothing or feels that they have no one to talk to.</p> <p>Provide wellbeing support through pastoral/family support worker.</p> <p>Identify families in need early and intervene.</p> <p>Family/pupil voice shows they know who to talk to in school for support.</p> |
|---|--|

### 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: £114,397

| Activity  | Evidence that supports this approach   | Challenge number(s) |
|---|--|---------------------|
| PIXL subscription to support school leaders and teachers to deliver effective teaching outcomes based on quality assessment.        | PIXL subscription to support school leaders and teachers to deliver effective teaching outcomes based on reliable assessment through standardised tests<br><br><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> | 1,4                 |
| TT CPD School Improvement subscription to allow access to CPD opportunities linked to school improvement plan objectives            | Education Endowment Foundation Teaching and Learning Toolkit (2021)<br><br>Research into quality of teaching impact on pupil learning: Slater et al (2011)   | 1,4,5               |
| Buy in external consultancy support with clear experience with OFSTED for external challenge and rigour - Angela Kirk               | Observation reports from external consultancy to show effectiveness in observed year groups.   | 1,4,5               |
| TT consultancy support (5 days and twilight) to support curriculum development and subject knowledge for staff and subject leaders. | Research into quality of teaching impact on pupil learning: Slater et al (2011)<br><br>Education Endowment Foundation using your Pupil Premium Fund Effectively (2021)   | 1,4,5               |

|  |   |             |
|--|---|-------------|
| Continuous provision curriculum support Y1 and provision resources for Y1 and Y2   | Education Endowment Foundation Teaching and Learning Toolkit (2021)<br><br>Research into quality of teaching impact on pupil learning: Slater et al (2011)  | 1,4,5,6     |
| Additional specialist teacher 5 days a week to support 3rd year 2 class. Targeted support and adjustment to continuous provision.  | Education Endowment Foundation Teaching and Learning Toolkit (2021)<br><br>Education Endowment Foundation using your Pupil Premium Fund Effectively (2021)  | 1,2,3,4,5,6 |
| Implement reading and phonics strategies inc:<br>National Literacy Trust Y1 readers intervention: targeting disadvantaged readers.<br>Training for NNEB to deliver Nuffield Early Language intervention in FS2 | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1,2,4,5,    |
| Purchasing of phonetically matched reading books to support vulnerable readers Y3 and Y4 and purchasing of challenging texts for KS2 and GDS readers. Purchasing of Y3 & 5 RML resources for reading catch up  | Education Endowment Foundation Teaching and Learning Toolkit (2021)<br><br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  | 1,2,4,5,    |
| Introduce 'book fairies' to engage school community in reading and improve visibility of reading in the community  | <a href="#">Parental engagement - Supporting Academic Learning- Education Endowment Foundation- EEF</a>   | 1,2,4,5,6   |
| Release x2 afternoons per week to support Y6 teachers leading interventions  | <a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a><br><br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>   | 1,2,4,5,    |
| Develop use of oracy and vocabulary in learning through: Drama workshops   | <a href="#">Education Endowment Foundation Teaching and Learning Toolkit</a><br>Education Endowment Foundation using your Pupil Premium Fund Effectively (2021)<br><br>Research from Voice 21   | 1,2,4,5,    |
| Purchasing of appropriate resources to support QFT and "experience it" and "play with it" in line with schools learning pedagogy   | Research from the 'Path To Success' approach<br><br><a href="http://teducation.co.uk/the-path-to-success-teaching-children-how-to-learn/">teducation.co.uk/the-path-to-success-teaching-children-how-to-learn/</a>  | 1,2,4,5,    |

|  |   |           |
|--|---|-----------|
| Purchase resources to support quality first teaching of MATHS with a focus on concrete (CPA)   | DfE non-statutory guidance has been produced in conjunction with the NCETM, drawing on evidence based approaches.<br><br><a href="#">Maths guidance KS1 and KS2 - publishing.service.gov.uk</a><br><br>-<br><a href="#">EEF - Improving Mathematics in Key Stages 2 and 3 - educationendowmentfoundation.org.uk</a> | 1,2,5     |
| Wellbeing and attitudes (positive people and nurture) to learning interventions being run to target children needing support (included SEND disadvantaged) | Education Endowment Foundation Teaching and Learning Toolkit (2021)<br><br><a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>   | 1,2,4,5,6 |
| Purchasing of behaviour system rewards to promote positive behaviour   | <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>   | 2,3,5,6   |
| Subsidise purchase of a branded cardigan or jumper per pupil premium child   | <a href="#">Parental engagement - Supporting Academic Learning- Education Endowment Foundation- EEF</a>   | 2,6       |
| Additional small group tutoring through TA support for pupils including disadvantaged pupils to support catch-up.  | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:<br><br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  | 1,2,4,5   |

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

Budgeted cost: £21,303

| Activity   | Evidence that supports this approach  | Challenge number addressed |
|--|---|----------------------------|
| I Can TalkBoost training and resources to support vulnerable pupils develop speech and language to support phonetic awareness and reading skills | Education Endowment Foundation Teaching and Learning Toolkit (2021)<br><br>DFE Reading Framework, Teaching The Foundations of Literacy (2021) | 1,2,4                      |
| After school academic tutoring clubs.  | Research into quality of teaching impact on pupil learning: Slater et al (2011)   | 1,2,3,4,6                  |

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

Budgeted cost: £ 58,000

| Activity                               | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Learning Mentor and Attendance officer | Education Endowment Foundation Teaching and Learning Toolkit (2021)                                    | 2,3,4,5,6                     |
| Family Support Worker                  | <a href="#">Parental engagement - Supporting Academic Learning- Education Endowment Foundation-EEF</a> | 2,3,4,5,6                     |
| Funding for trips and visits           |  | 2,5,6                         |
|  | Current school improvement focus based on historical focus and identified needs of school              |                               |

**Total budgeted cost: £193,700**

# 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021.*

### **Previous Performance Measures Published For End of Key-Stage2 2019/20**

#### **Reading – Writing – Maths - Combined**

|             | Year 6 All Pupils |                   |                   | Year 6 Pupil Premium |                  |                   | Year 6 Non Pupil Premium |                   |                   |
|-------------|-------------------|-------------------|-------------------|----------------------|------------------|-------------------|--------------------------|-------------------|-------------------|
|             | Aut End           | Spr End           | Sum End           | Aut End              | Spr End          | Sum End           | Aut End                  | Spr End           | Sum End           |
|             | ARE               | ARE               | ARE               | ARE                  | ARE              | ARE               | ARE                      | ARE               | ARE               |
| Reading     | 75.00%<br>(24/32) | 75.00%<br>(24/32) | 78.95%<br>(30/38) | 72.73%<br>(8/11)     | 72.73%<br>(8/11) | 80.00%<br>(12/15) | 76.19%<br>(16/21)        | 76.19%<br>(16/21) | 78.26%<br>(18/23) |
| Writing     | 71.88%<br>(23/32) | 71.88%<br>(23/32) | 65.79%<br>(25/38) | 63.64%<br>(7/11)     | 63.64%<br>(7/11) | 60.00%<br>(9/15)  | 76.19%<br>(16/21)        | 76.19%<br>(16/21) | 69.57%<br>(16/23) |
| Mathematics | 75.00%<br>(24/32) | 75.00%<br>(24/32) | 76.32%<br>(29/38) | 54.55%<br>(6/11)     | 54.55%<br>(6/11) | 66.67%<br>(10/15) | 85.71%<br>(18/21)        | 85.71%<br>(18/21) | 82.61%<br>(19/23) |
| RWM         | 62.50%<br>(20/32) | 62.50%<br>(20/32) | 65.79%<br>(25/38) | 54.55%<br>(6/11)     | 54.55%<br>(6/11) | 60.00%<br>(9/15)  | 66.67%<br>(14/21)        | 66.67%<br>(14/21) | 69.57%<br>(16/23) |

While many of the outcomes planned for 2020/21 we difficult or unable to be completed, Eyres Monsell Primary School adjusted its approach to ensure that our children, including its most disadvantaged, were still given every opportunity to succeed through the year. With no standardised testing completed due to Covid19, teachers used a combination of teacher assessment, benchmarking and moderation of work both across the school and against comparable years/schools, to ensure pupil attainment and progress was tracked. Teachers then used this to identify need and inform subsequent teaching and learning.

The school faced a period of fluctuation due to the absence of members of the leadership team for prolonged periods, impacting upon leadership capacity and limiting the levels of monitoring and evaluation to lower than that of previous years. Changes to the leadership team, with subsequent changes in the teaching team, have meant that Eyres Monsell Primary School has had to be dynamic in its planning, often having to change plans to suit immediate need.

Covid-19 impacted heavily on the school's ability to deliver many of our plans, including focussed or consistent interventions and monitoring and evaluation. The uncertainty of the situation made long term planning a more difficult task and the school worked tirelessly to deliver a substantial level of remote education and remote support to both our pupils and their families.

With the turbulence to the year, the children of Eyres Monsell demonstrated resilience and an embedded behaviour for learning which contributed to achieving as much as possible through the online platforms. Eyres Monsell Primary School and its staff continued to support its most disadvantaged pupils and families through the distribution of devices to allow access online, distributing and delivering food parcels to the local area and by keeping communications open with teachers and the leadership team to provide consistent and continuous support.

With the intervention and support put in place, data collected from benchmarking and teacher assessment in the summer term for the end of Key Stage 2, presented that Pupil Premium children as a cohort, out performed the Non Pupil Premium cohort in the combined RWM - 63.64% against 55.56%.

Due to the pandemic and no requirements to report on GLD, a judgement for the 2021 F2 cohort was not provided. Academic progress was delivered through focused intervention based on ongoing and diligent teacher assessment.

**With no standardised end of KS2 testing taking place for the academic year 2020/21, data collected came from benchmarking and teacher assessment in the summer term.**

### **Reading – Writing – Maths - Combined**

|             | Year 6 All Pupils |                   |                   | Year 6 Pupil Premium |                   |                   | Year 6 Non Pupil Premium |                   |                   |
|-------------|-------------------|-------------------|-------------------|----------------------|-------------------|-------------------|--------------------------|-------------------|-------------------|
|             | Aut End           | Spr End           | Sum End           | Aut End              | Spr End           | Sum End           | Aut End                  | Spr End           | Sum End           |
|             | ARE               | ARE               | ARE               | ARE                  | ARE               | ARE               | ARE                      | ARE               | ARE               |
| Reading     | 83.72%<br>(36/43) | 81.48%<br>(22/27) | 69.39%<br>(34/49) | 77.78%<br>(14/18)    | 83.33%<br>(10/12) | 68.18%<br>(15/22) | 88.00%<br>(22/25)        | 80.00%<br>(12/15) | 70.37%<br>(19/27) |
| Writing     | 81.40%<br>(35/43) | 74.07%<br>(20/27) | 67.35%<br>(33/49) | 77.78%<br>(14/18)    | 75.00%<br>(9/12)  | 63.64%<br>(14/22) | 84.00%<br>(21/25)        | 73.33%<br>(11/15) | 70.37%<br>(19/27) |
| Mathematics | 83.72%<br>(36/43) | 77.78%<br>(21/27) | 71.43%<br>(35/49) | 77.78%<br>(14/18)    | 75.00%<br>(9/12)  | 68.18%<br>(15/22) | 88.00%<br>(22/25)        | 80.00%<br>(12/15) | 74.07%<br>(20/27) |
| RWM         | 81.40%<br>(35/43) | 74.07%<br>(20/27) | 59.18%<br>(29/49) | 77.78%<br>(14/18)    | 75.00%<br>(9/12)  | 63.64%<br>(14/22) | 84.00%<br>(21/25)        | 73.33%<br>(11/15) | 55.56%<br>(15/27) |

### **Year 2 Phonics Screening 2020/2021**

|                              |      |       |     |
|------------------------------|------|-------|-----|
| Total                        | 1600 | 1429  | 35  |
| Number of results            | 50   | 50    | 50  |
| Number of results with value | 50   | 50    | 50  |
| Mean                         | 32   | 28.58 | 0.7 |
| Median                       | 32   | 34.5  | 1   |
| Mean grade                   | 32   |       | Wa  |
| Median grade                 | 32   |       | Wa  |

## Year 2 Reading – Writing – Maths – Combined – 2020/21

Year 2 All Pupils

|             | Aut End           | Spr End           | Sum End           |
|-------------|-------------------|-------------------|-------------------|
|             | ARE               | ARE               | ARE               |
| Reading     | 48.98%<br>(24/49) | 37.25%<br>(19/51) | 35.19%<br>(19/54) |
| Writing     | 36.73%<br>(18/49) | 41.18%<br>(21/51) | 37.04%<br>(20/54) |
| Mathematics | 67.35%<br>(33/49) | 41.18%<br>(21/51) | 62.96%<br>(34/54) |
| RWM         | 34.69%<br>(17/49) | 27.45%<br>(14/51) | 31.48%<br>(17/54) |

Year 2 Pupil Premium

|             | Aut End           | Spr End          | Sum End           |
|-------------|-------------------|------------------|-------------------|
|             | ARE               | ARE              | ARE               |
| Reading     | 41.67%<br>(10/24) | 36.00%<br>(9/25) | 35.71%<br>(10/28) |
| Writing     | 29.17%<br>(7/24)  | 28.00%<br>(7/25) | 28.57%<br>(8/28)  |
| Mathematics | 54.17%<br>(13/24) | 32.00%<br>(8/25) | 53.57%<br>(15/28) |
| RWM         | 25.00%<br>(6/24)  | 20.00%<br>(5/25) | 28.57%<br>(8/28)  |

Year 2 Non Pupil Premium

|             | Aut End           | Spr End           | Sum End           |
|-------------|-------------------|-------------------|-------------------|
|             | ARE               | ARE               | ARE               |
| Reading     | 56.00%<br>(14/25) | 38.46%<br>(10/26) | 34.62%<br>(9/26)  |
| Writing     | 44.00%<br>(11/25) | 53.85%<br>(14/26) | 46.15%<br>(12/26) |
| Mathematics | 80.00%<br>(20/25) | 50.00%<br>(13/26) | 73.08%<br>(19/26) |
| RWM         | 44.00%<br>(11/25) | 34.62%<br>(9/26)  | 34.62%<br>(9/26)  |

## Year 3 Reading – Writing – Maths - Combined– 2020/21

Year 3 All Pupils

|             | Aut End           | Spr End           | Sum End           |
|-------------|-------------------|-------------------|-------------------|
|             | ARE               | ARE               | ARE               |
| Reading     | 43.18%<br>(19/44) | 45.65%<br>(21/46) | 47.92%<br>(23/48) |
| Writing     | 45.45%<br>(20/44) | 43.48%<br>(20/46) | 45.83%<br>(22/48) |
| Mathematics | 61.36%<br>(27/44) | 52.17%<br>(24/46) | 54.17%<br>(26/48) |
| RWM         | 43.18%<br>(19/44) | 36.96%<br>(17/46) | 41.67%<br>(20/48) |

Year 3 Pupil Premium

|             | Aut End           | Spr End           | Sum End           |
|-------------|-------------------|-------------------|-------------------|
|             | ARE               | ARE               | ARE               |
| Reading     | 47.06%<br>(8/17)  | 52.63%<br>(10/19) | 52.38%<br>(11/21) |
| Writing     | 47.06%<br>(8/17)  | 42.11%<br>(8/19)  | 42.86%<br>(9/21)  |
| Mathematics | 64.71%<br>(11/17) | 42.11%<br>(8/19)  | 47.62%<br>(10/21) |
| RWM         | 47.06%<br>(8/17)  | 36.84%<br>(7/19)  | 38.10%<br>(8/21)  |

Year 3 Non Pupil Premium

|             | Aut End           | Spr End           | Sum End           |
|-------------|-------------------|-------------------|-------------------|
|             | ARE               | ARE               | ARE               |
| Reading     | 40.74%<br>(11/27) | 40.74%<br>(11/27) | 44.44%<br>(12/27) |
| Writing     | 44.44%<br>(12/27) | 44.44%<br>(12/27) | 48.15%<br>(13/27) |
| Mathematics | 59.26%<br>(16/27) | 59.26%<br>(16/27) | 59.26%<br>(16/27) |
| RWM         | 40.74%<br>(11/27) | 37.04%<br>(10/27) | 44.44%<br>(12/27) |

## Year 4 Reading – Writing – Maths - Combined– 2020/21

Year 4 All Pupils

|             | Aut End           | Spr End           | Sum End           |
|-------------|-------------------|-------------------|-------------------|
|             | ARE               | ARE               | ARE               |
| Reading     | 54.35%<br>(25/46) | 54.35%<br>(25/46) | 59.57%<br>(28/47) |
| Writing     | 58.70%<br>(27/46) | 54.35%<br>(25/46) | 55.32%<br>(26/47) |
| Mathematics | 78.26%<br>(36/46) | 65.22%<br>(30/46) | 63.83%<br>(30/47) |
| RWM         | 54.35%<br>(25/46) | 50.00%<br>(23/46) | 51.06%<br>(24/47) |

Year 4 Pupil Premium

|             | Aut End           | Spr End           | Sum End           |
|-------------|-------------------|-------------------|-------------------|
|             | ARE               | ARE               | ARE               |
| Reading     | 62.50%<br>(10/16) | 58.82%<br>(10/17) | 61.11%<br>(11/18) |
| Writing     | 62.50%<br>(10/16) | 47.06%<br>(8/17)  | 50.00%<br>(9/18)  |
| Mathematics | 81.25%<br>(13/16) | 64.71%<br>(11/17) | 61.11%<br>(11/18) |
| RWM         | 62.50%<br>(10/16) | 47.06%<br>(8/17)  | 50.00%<br>(9/18)  |

Year 4 Non Pupil Premium

|             | Aut End           | Spr End           | Sum End           |
|-------------|-------------------|-------------------|-------------------|
|             | ARE               | ARE               | ARE               |
| Reading     | 50.00%<br>(15/30) | 51.72%<br>(15/29) | 58.62%<br>(17/29) |
| Writing     | 56.67%<br>(17/30) | 58.62%<br>(17/29) | 58.62%<br>(17/29) |
| Mathematics | 76.67%<br>(23/30) | 65.52%<br>(19/29) | 65.52%<br>(19/29) |
| RWM         | 50.00%<br>(15/30) | 51.72%<br>(15/29) | 51.72%<br>(15/29) |

## Year 5 Reading – Writing – Maths - Combined– 2020/21

### Year 5 All Pupils

|             | Aut End           | Spr End           | Sum End           |
|-------------|-------------------|-------------------|-------------------|
|             | ARE               | ARE               | ARE               |
| Reading     | 58.00%<br>(29/50) | 56.86%<br>(29/51) | 60.38%<br>(32/53) |
| Writing     | 60.78%<br>(31/51) | 54.90%<br>(28/51) | 56.60%<br>(30/53) |
| Mathematics | 62.75%<br>(32/51) | 60.78%<br>(31/51) | 69.81%<br>(37/53) |
| RWM         | 54.00%<br>(27/50) | 50.98%<br>(26/51) | 52.83%<br>(28/53) |

### Year 5 Pupil Premium

|             | Aut End           | Spr End           | Sum End           |
|-------------|-------------------|-------------------|-------------------|
|             | ARE               | ARE               | ARE               |
| Reading     | 47.62%<br>(10/21) | 50.00%<br>(11/22) | 50.00%<br>(12/24) |
| Writing     | 45.45%<br>(10/22) | 36.36%<br>(8/22)  | 41.67%<br>(10/24) |
| Mathematics | 45.45%<br>(10/22) | 45.45%<br>(10/22) | 58.33%<br>(14/24) |
| RWM         | 38.10%<br>(8/21)  | 36.36%<br>(8/22)  | 41.67%<br>(10/24) |

### Year 5 Non Pupil Premium

|             | Aut End           | Spr End           | Sum End           |
|-------------|-------------------|-------------------|-------------------|
|             | ARE               | ARE               | ARE               |
| Reading     | 65.52%<br>(19/29) | 62.07%<br>(18/29) | 68.97%<br>(20/29) |
| Writing     | 72.41%<br>(21/29) | 68.97%<br>(20/29) | 68.97%<br>(20/29) |
| Mathematics | 75.86%<br>(22/29) | 72.41%<br>(21/29) | 79.31%<br>(23/29) |
| RWM         | 65.52%<br>(19/29) | 62.07%<br>(18/29) | 62.07%<br>(18/29) |

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.

| Programme | Provider |
|-----------|----------|
|           |          |