Pupil Premium strategy statement

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	Windmill Hill Academy
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	J.Callow (Head Teacher)
Pupil premium lead	A. Bassett (Head of School)
Governor / Trustee lead	A. Body

Funding overview

Detail	Amount

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Pupil premium funding allocation this academic year	£71,285
Recovery premium funding allocation this academic year	£7, 830
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	£78,905

Pupil Premium strategy statement

Part A: Pupil premium strategy plan

Statement of intent

At Windmill Hill Academy, we believe that Primary Education is an important stage in any child's life. Their experience at our school will lay the foundation for all their future learning and we strive to give every child the best start possible in their school careers. Our Mission Statement 'Inspiring Passionate Life-Long Learners' is at the heart of everything we do.

We are committed to this by developing our 'Learning Sails' with Pupils:

- Reflection

We ask all learners to give thought or consideration on their actions and learning.

- Self-awareness

We encourage self-awareness and having a conscious knowledge of one's own character, feelings and learning. We encourage learners to know where they are with their learning and their next steps.

- Curiosity

We inspire all learners to have strong desire to know or learn something, questioning their learning experiences to find out more.

- Resilience and Tenacity

We promote the capacity to recover quickly from difficulties or challenge. We encourage all to be very determined and show determination despite the challenge.

- Connect

We promote learning where connections can be made, where children can relate new and old learning.

Our pupil premium strategy plan is based on the needs of the pupils in our school in receipt of pupil premium funding alongside research conducted by the EEF. We ensure that data analysis and pupil's individual circumstances inform our planning.

Our school will:

- Have a named Governor who leads on Disadvantaged children
- Strongly advocate excellent attendance and intervene early to address any barriers to attendance
- Raise aspirations
- Explicitly teach good learning behaviour and metacognition through Visible Learning
- Address financial and practical barriers to learning
- Ensure first quality teaching is adaptive and meets the needs of the learner
- Use evidence informed approaches to teaching to ensure all learners realise their full potential
- Ensure a wide Curriculum offer
- Prioritise every disadvantaged pupil for enriching academic and extra-curricular activities that will inspire them

Challenges

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

Challenge number	Detail of challenge
1	**Low attainment in Writing**
2	**Low attainment in Maths**
3	**Progress for pupils working at a greater depth** Greater Depth pupils who are eligible for Pupil Premium are not always making the same amount of progress as other greater depth pupils consistently in all year groups
4	**Poor mental wealth in pupils in a number of pupils in receipt of pupil premium**

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
Raise attainment of pp pupils in writing.	% of pupils attaining ARE is in line with non-pp pupils.
Raise attainment of pp pupils in maths.	% of pupils attaining ARE is in line with non-pp pupils.
Improve progress of higher attaining ARE in order for pp pupils to achieve GDS.	% of pp pupils achieving GDS is raised.
Restored mental wealth in our pupils by ensuring all pupils have a positive well-being and, as a result, the vast majority of pupils will meet/exceed national achievement benchmarks at the end of the academic year.	Positive feedback from TIS practitioner on emotional wellbeing. Positive pupil voice feedback.

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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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics sessions to begin straight away in Year F with a focus on pp pupils to ensure progress is made. Phonics/spellings sessions are carefully organised, delivered, tracked and monitored by English Lead. Babcock teaching sequences, supported by the Talk for Writing approach, fully established in all classes to support pp pupils to make accelerated progress in their writing. Use of high quality texts to model high quality writing for pp pupils. A focus on communication and language within all classes to support pp pupils. English Lead to work closely with Class Teachers to target improvement of writing. Release time for English Subject Lead to analyse, identify gaps, moderate and support staff with closing the gaps. Release time for English Subject Lead to complete monitoring.	In the majority of classes within KS1, the percentage of pupils eligible for pp achieving ARE in writing is less than pupils not eligible. In the majority of classes within KS2, the percentage of pupils eligible for pp achieving ARE in writing is less than pupils not eligible for pp. We want to ensure that pp pupils can achieve ARE and the vast majority make better than expected progress.	1

Use of tracking systems to monitor and identify pp pupils for additional support/interventions, e.g. Phonics Play, Itrack. Targeted deployment of in-class TA support in spelling and writing sessions with a focus on pp pupils.		
Teaching to focus on fluency, including rapid recall of multiplication facts. Target pp pupils in Y3 and 4. Implementation of the KS1 Mastering Number programme to support pp pupils to make accelerated progress. Teaching to focus on mastery skills. Maths Lead to work closely with Class Teachers to target improvement of maths. Maths Lead to provide staff with CPD. Use of tracking systems to monitor and identify pp pupils for additional support/interventions, e.g. ITrack, TTRS. Targeted deployment of in-class TA support in maths with a focus on pp pupils. Release time for Maths Subject Lead to analyse, identify gaps, moderate and support staff with closing the gaps. Release time for Maths Subject Lead to complete monitoring.	In the majority of classes within KS1, the percentage of pupils eligible for pp achieving ARE in maths is less than pupils not eligible. In the majority of classes within KS2, the percentage of pupils eligible for pp achieving ARE in maths is less than pupils not eligible for pp. We want to ensure that pp pupils can achieve ARE and the vast majority make better than expected progress.	2
Teaching to focus on higher order reading skills for higher attaining pp pupils. Further implementation of 'Accelerated Reader' across the school (Y2-Y6) to increase motivation for reading and improve rates of progress for higher attaining pp pupils.	At the end of KS1 and KS2, the percentage of pupils eligible for pp achieving GDS in Reading, Writing and Maths is less than pupils not eligible for pp. We want to ensure that higher attaining pp pupils can achieve GDS and make better than expected progress.	3

Phonics/spellings sessions are carefully organised, delivered, tracked and monitored by English Lead. Teaching to focus on fluency, including rapid recall of multiplication facts. Target higher attaining pp pupils in Y3 and 4. Teaching to focus on mastery skills with exploring variation. English and Maths Leads to work closely with Class Teacher to target improvement for higher attaining pp pupils. Release time for English and Maths Subject Leads to analyse, identify gaps, moderate and support staff with closing the gaps. All teachers and support staff to receive CPD. Targeted deployment of in-class TA support with a focus on higher attaining pp pupils.		
Address the possible damage of loss and trauma through the 5 levers for personal recovery (due to Covid-19). Using the Cornwall scheme to support the teaching of PSHE and Relationships Education. Regular staff check ins for key vulnerable pp pupils. TIS strategies used in class and in line with the behaviour policy. Development of Mental Health Leads to support pp pupils.	Due to Covid-19, all pupils have experienced some form of loss in relation to the 5 levers. - For some pupils, this is more severe than others and some have experienced trauma. - Priority pupils identified by staff.	4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning TA in all classes. Daily 1:1/small group support. Teacher support for targeted pp pupils. Release time for some Class Teachers (priority pp pupils) to deliver interventions. TA interventions for identified pp pupils. Tutoring for identified pp pupils. A focus on communication and language within all classes to support pp pupils with the use of the	Providing extra support in class will enable the class teacher or teaching assistant to work closely with pp pupils addressing gaps in learning through quality feedback. Use of tutoring for identified pp pupils. Some pp pupils need targeted support in order to achieve age related expectations by the end of the year. We want to ensure that pp pupils can achieve ARE and make better than expected progress. The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular learning needs or behavioural issues can be effective, especially for older pupils. Small group interventions have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie.	1

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NELI Programme to support pp pupils in Years F and 1. Resources to support effective writing interventions. Aspirational activities linked to the capabilities curriculum that will be in context and inspire curiosity.		
Morning TA in all classes. Daily 1:1/small group support. Teacher support for targeted pp pupils. Release time for some Class Teachers (priority pp pupils) to deliver interventions. Use of strategies from the KS1 Mastering Number programme to support pp pupils to make accelerated progress. TA interventions for identified pp pupils. Resources to support effective maths interventions. Aspirational activities linked to the capabilities curriculum that will be in context and inspire curiosity.	Providing extra support in class will enable the class teacher or teaching assistant to work closely with pp pupils addressing gaps in learning through quality feedback. Some pp pupils need targeted support to enable them to achieve age related expectations by the end of the year. We want to ensure that pp pupils can achieve ARE and make better than expected progress. The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular learning needs or behavioural issues can be effective, especially for older pupils.	2
Morning TA in all classes. Daily 1:1/small group support. Teacher support for targeted GDS pp pupils. Release time for some Class Teachers (priority GDS pp pupils) to deliver interventions. TA interventions for identified GDS pp pupils.	Providing extra support to address gaps in learning and challenge high attaining pupils further. Some pp pupils need targeted support to achieve GDS by the end of the academic year. We want to ensure that pp pupils can achieve GDS and make better than expected progress.	3

Resources to support effective maths interventions. Aspirational activities linked to the capabilities curriculum that will be in context and inspire curiosity.	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular learning needs or behavioural issues can be effective, especially for older pupils. Small group interventions have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie.	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Address the possible damage of loss and trauma through the 5 levers for personal recovery (due to Covid-19). Short or longer term TIS sessions to support recovery delivered by a TIS Practitioner. Use of support materials, e.g. Tina Rae's Bereavement Box. Parental support. Ensure all existing children receive external specialist support. Assess the needs of those vulnerable pupils who may need further formal support. Regular staff check ins for key vulnerable children.	Due to Covid-19, all pupils have experienced some form of loss in relation to the 5 levers. For some pupils, this is more severe than others and some have experienced trauma. Priority pupils identified by staff.	4

Development of Mental Health Leads to support pp pupils. Use of NHS Educational Mental Health Practitioner to support identified pp pupils – through the referral process. Access to wider curriculum enrichments to support wellbeing.		

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

1. Review of expenditure				
Previous Academic Year		**2020-21**		
i. Quality of teaching for all				
Desired outcome	**Chosen action/approach**	**Estimated 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)	**Cost**

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A. Raise attainment of pp pupils in reading and writing.	Teaching to focus on fluency and age-appropriate reading skills. English Lead to work closely with Teachers and TAs to make sure pp pupils have regular access to decodable phonics books (EYFS/KS1), to the library and are regularly changing their books in line with the new AR system. Phonics sessions to begin straight away in Year F with a focus on pp pupils to ensure progress is made. Phonics/spellings sessions are carefully organised, delivered, tracked and monitored by English Lead. Further develop the whole class guided reading approach that was implemented last year. English Lead to work closely with Class Teachers to target improvement of reading and writing. Release time for English Subject Lead to analyse, identify gaps, moderate and support staff with closing the gaps. Use of tracking systems to monitor and identify pp pupils for additional support/interventions, e.g. Accelerated Reading, Phonics Play, Itrack.	*No external data was required to be submitted in July 2021 due to Covid-19.* Data taken from ITrack in July 2021 demonstrates following % of children in receipt of PP: Reading (ARE) Year F: PPG - 33% Non-PPG – 67% Year 1: PPG - 54% Non-PPG - 60% Year 2: PPG - 71% Non-PPG – 73% Year 3: PPG - 88% Non-PPG – 86% Year 4: PPG - 70% Non-PPG – 80% Year 5: PPG - 88% Non-PPG – 64% Year 6: PPG – 66% Non-PPG – 87% Overall: PPG - 67% Non-PPG - 74% *PP pupils achieving age related expectations in reading is broadly in line with non-pp pupils with some cohorts performing better.* Reading (Progress) Year F: PPG - 83% Non-PPG – 100% Year 1: PPG - 78% Non-PPG - 69% Year 2: PPG - 100% Non-PPG – 100% Year 3: PPG - 100% Non-PPG – 94% Year 4: PPG - 100% Non-PPG – 100% Year 5: PPG - 100% Non-PPG – 100% Year 6: PPG – 100% Non-PPG – 96% Overall: PPG - 94% Non-PPG - 94% *The vast majority of pp pupils have made expected or better progress in reading and this is in line with non-pp pupils.* Writing (ARE) Year F: PPG - 33% Non-PPG – 66% Year 1: PPG - 38% Non-PPG - 53% Year 2: PPG - 57% Non-PPG – 54% Year 3: PPG - 26% Non-PPG – 76% Year 4: PPG - 20% Non-PPG – 75% Year 5: PPG - 55% Non-PPG – 50% Year 6: PPG – 66% Non-PPG – 70% Overall: PPG - 42% Non-PPG - 63% *PP pupils achieving age related expectations in writing is lower than non-pp pupils with some cohorts performing above/in line.* Writing (Progress) Year F: PPG - 83% Non-PPG – 100% Year 1: PPG - 56% Non-PPG - 67% Year 2: PPG - 100% Non-PPG – 95% Year 3: PPG - 100% Non-PPG – 100% Year 4: PPG - 100% Non-PPG – 94% Year 5: PPG - 87% Non-PPG – 94% Year 6: PPG – 100% Non-PPG – 96% Overall: PPG - 89% Non-PPG - 92% *The majority of pp pupils have made expected or better progress in writing and this is broadly in line with non-pp pupils.* A clear recovery schedule was in place for 2020/21 with the impact clearly measured. A clear remote (blended) learning policy in place due to the restrictions/interruptions of Covid-19 and this was monitored by SLT and Curriculum Leaders. Up to 24% of vulnerable pupils attended school during school closures. Report from AIO's report (6th October 2020) stated: *'Leaders have set out a clear plan of action to address gaps in pupils' knowledge and skills, as a result of school closure. They are making good use of a range of assessments to identify the precise support that pupils need going forward.'*	Although the vast majority of pupils have made expected progress or better, attainment in writing remains a priority for 2021-22. This area is the most impacted by Covid-19 and the resulting school closures. English Lead and Class Teachers to continue target classes with high pp pupils numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils. Additional interventions and tutoring to put in place to accelerate progress in writing for pp pupils not on track to achieve ARE. English Subject Leader will continue to monitor attainment and progress in phonics and writing. The % of pp pupils meeting ARE expectations will increase for writing in all year groups.	£3972

	Targeted deployment of in-class TA support in reading, spelling and writing sessions with a focus on pp pupils.	Report from Deep Dive into Reading (5th May 2021): *'Leaders are taking appropriate action to ensure that the teaching of phonics and reading is prioritised and forms part of the Recovery Curriculum schedule and plan.'*		

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B. Raise attainment of pp pupils in maths.	Teaching to focus on fluency, including rapid recall of multiplication facts. Target pp pupils in Y3 and 4. Teaching to focus on mastery skills. Maths Lead to work closely with Class Teachers to target improvement of maths. Maths Lead to provide staff with CPD. Use of tracking systems to monitor and identify pp pupils for additional support/interventions, e.g. ITrack, TTRS. Targeted deployment of in-class TA support in maths with a focus on pp pupils. Release time for Maths Subject Lead to analyse, identify gaps, moderate and support staff with closing the gaps.	*No external data was required to be submitted in July 2021 due to Covid-19.* Data taken from ITrack in July 2021 demonstrates following % of children in receipt of PP: Maths (ARE) Year F: PPG - 33% Non-PPG – 66% Year 1: PPG - 54% Non-PPG - 67% Year 2: PPG - 71% Non-PPG – 68% Year 3: PPG - 50% Non-PPG – 67% Year 4: PPG - 80% Non-PPG – 79% Year 5: PPG - 67% Non-PPG – 64% Year 6: PPG – 67% Non-PPG – 83% Overall: PPG - 60% Non-PPG - 71% *PP pupils achieving age related expectations in writing is broadly in line with non-pp pupils with some cohorts performing better.* Maths (Progress) Year F: PPG - 100% Non-PPG – 100% Year 1: PPG - 78% Non-PPG - 83% Year 2: PPG - 100% Non-PPG – 90% Year 3: PPG - 100% Non-PPG – 100% Year 4: PPG - 100% Non-PPG – 100% Year 5: PPG - 87% Non-PPG – 83% Year 6: PPG – 100% Non-PPG – 86% Overall: PPG - 95% Non-PPG - 92% *The vast majority of pp pupils have made expected or better progress in maths and this is in line with non-pp pupils.* A clear recovery schedule was in place for 2020/21 with the impact clearly measured. A clear remote (blended) learning policy in place due to the restrictions/interruptions of Covid-19 and this was monitored by SLT and Curriculum Leaders. Up to 24% of vulnerable pupils attended school during school closures. Report from AIO's report (6th October 2020) stated: '*Leaders have set out a clear plan of action to address gaps in pupils' knowledge and skills, as a result of school closure. They are making good use of a range of assessments to identify the precise support that pupils need going forward.'*	Although the vast majority of pupils have made expected progress or better, attainment in maths remains a priority for pp pupils in 2021-22. This area is the most impacted by Covid-19 and the resulting school closures. Maths Lead and Class Teachers to continue target classes with high pp pupils numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils. Additional interventions and tutoring to put in place to accelerate progress in maths for pp pupils not on track to achieve ARE. Maths Subject Lead will continue to monitor attainment and progress in maths. The % of pp pupils meeting ARE expectations will increase for maths in all year groups.	£2817

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C. Improve progress of higher attaining ARE in order for pp pupils to achieve GDS.	Teaching to focus on higher order reading skills for higher attaining pp pupils. Further implementation of 'Accelerated Reader' across the school (Y2-Y6) to increase motivation for reading and improve rates of progress for higher attaining pp pupils. Phonics/spellings sessions are carefully organised, delivered, tracked and monitored by English Lead. Teaching to focus on fluency, including rapid recall of multiplication facts. Target higher attaining pp pupils in Y3 and 4. Teaching to focus on mastery skills with exploring variation. English and Maths Leads to work closely with Class Teacher to target improvement for higher attaining pp pupils. Release time for English and Maths Subject Leads to	*No external data was required to be submitted in July 2021 due to Covid-19.* Data taken from ITrack in July 2021 demonstrates following % of children in receipt of PP: Reading (GDS) Year 1: PPG - 0% Non-PPG - 0% Year 2: PPG - 14% Non-PPG – 18% Year 3: PPG - 13% Non-PPG – 43% Year 4: PPG - 10% Non-PPG – 30% Year 5: PPG - 44% Non-PPG – 32% Year 6: PPG – 33% Non-PPG – 17% Overall: PPG - 16% Non-PPG - 22% *PP pupils achieving GDS in reading is broadly in line with non-pp pupils.* Writing (GDS) Year 1: PPG - 0% Non-PPG - 0% Year 2: PPG - 14% Non-PPG – 9% Year 3: PPG - 13% Non-PPG – 24% Year 4: PPG - 0% Non-PPG – 10% Year 5: PPG - 22% Non-PPG – 9% Year 6: PPG – 33% Non-PPG – 9% Overall: PPG - 12% Non-PPG - 10% *PP pupils achieving GDS in writing is broadly in line with non-pp pupils.* Maths (GDS) Year 1: PPG - 0% Non-PPG - 0% Year 2: PPG - 0% Non-PPG – 9% Year 3: PPG - 0% Non-PPG – 38% Year 4: PPG - 20% Non-PPG – 26% Year 5: PPG - 11% Non-PPG – 23% Year 6: PPG – 0% Non-PPG – 9% Overall: PPG - 4% Non-PPG - 16% *PP pupils achieving GDS in maths is lower than non-pp pupils.* A clear recovery schedule was in place for 2020/21 with the impact clearly measured. A clear remote (blended) learning policy in place due to the restrictions/interruptions of Covid-19 and this was monitored by SLT and Curriculum Leaders. Up to 24% of vulnerable pupils attended school during school closures. Report from AIO's report (6th October 2020) stated: '*Leaders have set out a clear plan of action to address gaps in pupils' knowledge and skills, as a result of school closure. They are making good use of a range of*	Although the vast majority of pupils have made expected progress or better, pp pupils achieving GDS remains a priority for 2021-22. This area is the most impacted by Covid-19 and the resulting school closures. Subject Leaders and Class Teachers to continue target classes with high pp pupils numbers or classes where pp GDS attainment or progress is not in line with national averages for non-pp pupils. Additional interventions and tutoring to put in place to accelerate progress for pp pupils not on track to achieve GDS. Leaders will continue to monitor attainment and progress. The % of pp pupils meeting GDS expectations will increase in all year groups.	Included above.

	analyse, identify gaps, moderate and support staff with closing the gaps. All teachers and support staff to receive CPD. Targeted deployment of in-class TA support with a focus on higher attaining pp pupils.	*assessments to identify the precise support that pupils need going forward.'*		

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D. Restored mental wealth in our pupils by ensuring all pupils have a positive well-being and, as a result, the vast majority of pupils will meet/exceed national achievement benchmarks at the end of the academic year.	Follow the carefully planned WHA Recovery Curriculum plan and suggested resources. Address the possible damage of loss and trauma through the 5 levers for personal recovery. Using the additional PSHE units purchase to support the recovery of well-being. Using the Cornwall scheme to support the teaching of Relationships Education. Use of well-being priority pupil sheet to carefully monitor and track pp pupils. Regular staff check ins for key vulnerable pp pupils, especially those who had them prior to lockdown. TIS strategies used in class and in line with the behaviour policy.	A clear recovery schedule was in place for 2020/21 with the impact clearly measured. A clear remote (blended) learning policy in place due to the restrictions/interruptions of Covid-19 and this was monitored by SLT and Curriculum Leaders. Up to 24% of vulnerable pupils attended school during school closures. 2020/21 attendance for pp pupils was 94.2% which, although is lower non-pp at 97%, this is much improved from 2019/20 which was 93.9%. Report from AIO's report (29th September 2020) stated: *The school follows the Brook learning scheme for PHSE / SRE. Detailed plans are provided for each lesson. Additional PHSE units (Dimensions) have been purchased to aid with the recovery curriculum as well as the use of the 'Words and Your Heart' planning and resources. Implementation is underway.*	Following new and updated PSHE knowledge and skills organisers. Use of Education Mental Health Lead in school. Development of Mental Health Leads in school to support in this area. Referral system in place for pupils regarding additional TIS sessions. Regular communication with parents regarding Covid-19 and attendance guidelines. Continue rigorous systems for attendance and EWO involvement where attendance falls below 90%. Increase of wider curriculum enrichments, trips and experiences.	£400

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i. Targeted support				
Desired outcome	**Chosen action/approach**	**Estimated 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)	**Cost**
A. Raise attainment of pp pupils in reading and writing.	Morning TA in all classes. Daily 1:1/small group support. Teacher support for targeted pp pupils. Release time for some Class Teachers (priority pp pupils) to deliver interventions. Afternoon TA interventions for identified pp pupils. Resources to support effective writing interventions. Aspirational activities linked to the capabilities curriculum that will be in context and inspire curiosity.	*No external data was required to be submitted in July 2021 due to Covid-19.* Data taken from ITrack in July 2021 demonstrates following % of children in receipt of PP: Reading (ARE) Year F: PPG - 33% Non-PPG – 67% Year 1: PPG - 54% Non-PPG - 60% Year 2: PPG - 71% Non-PPG – 73% Year 3: PPG - 88% Non-PPG – 86% Year 4: PPG - 70% Non-PPG – 80% Year 5: PPG - 88% Non-PPG – 64% Year 6: PPG – 66% Non-PPG – 87% Overall: PPG - 67% Non-PPG - 74% *PP pupils achieving age related expectations in reading is broadly in line with non-pp pupils with some cohorts performing better.* Reading (Progress) Year F: PPG - 83% Non-PPG – 100% Year 1: PPG - 78% Non-PPG - 69% Year 2: PPG - 100% Non-PPG – 100% Year 3: PPG - 100% Non-PPG – 94% Year 4: PPG - 100% Non-PPG – 100% Year 5: PPG - 100% Non-PPG – 100% Year 6: PPG – 100% Non-PPG – 96% Overall: PPG - 94% Non-PPG - 94% *The vast majority of pp pupils have made expected or better progress in reading and this is in line with non-pp pupils.* Writing (ARE) Year F: PPG - 33% Non-PPG – 66% Year 1: PPG - 38% Non-PPG - 53% Year 2: PPG - 57% Non-PPG – 54% Year 3: PPG - 26% Non-PPG – 76% Year 4: PPG - 20% Non-PPG – 75% Year 5: PPG - 55% Non-PPG – 50% Year 6: PPG – 66% Non-PPG – 70% Overall: PPG - 42% Non-PPG - 63% *PP pupils achieving age related expectations in writing is lower than non-pp pupils with some cohorts performing above/in line.* Writing (Progress) Year F: PPG - 83% Non-PPG – 100% Year 1: PPG - 56% Non-PPG - 67% Year 2: PPG - 100% Non-PPG – 95% Year 3: PPG - 100% Non-PPG – 100% Year 4: PPG - 100% Non-PPG – 94% Year 5: PPG - 87% Non-PPG – 94% Year 6: PPG – 100% Non-PPG – 96% Overall: PPG - 89% Non-PPG - 92% *The majority of pp pupils have made expected or better progress in writing and this is broadly in line with non-pp pupils.* A clear recovery schedule was in place for 2020/21 with the impact clearly measured. A clear remote (blended) learning policy in place due to the restrictions/interruptions of Covid-19 and this was monitored by SLT and	Although the vast majority of pupils have made expected progress or better, attainment in writing remains a priority for 2021-22. This area is the most impacted by Covid-19 and the resulting school closures. English Lead and Class Teachers to continue target classes with high pp pupils numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils. Additional interventions and tutoring to put in place to accelerate progress in writing for pp pupils not on track to achieve ARE. English Subject Leader will continue to monitor attainment and progress in phonics and writing. The % of pp pupils meeting ARE expectations will increase for writing in all year groups.	£37791

		Curriculum Leaders. Up to 24% of vulnerable pupils attended school during school closures. Report from AIO's report (6th October 2020) stated: '*Leaders have set out a clear plan of action to address gaps in pupils' knowledge and skills, as a result of school closure. They are making good use of a range of assessments to identify the precise support that pupils need going forward.'* Report from Deep Dive into Reading (5th May 2021): *'Leaders are taking appropriate action to ensure that the teaching of phonics and reading is prioritised and forms part of the Recovery Curriculum schedule and plan.'*		
B. Raise attainment of pp pupils in maths.	Morning TA in all classes. Daily 1:1/small group support. Teacher support for targeted pp pupils. Release time for some Class Teachers (priority pp pupils) to deliver interventions. Afternoon TA interventions for identified pp pupils. Resources to support effective maths interventions. Aspirational activities linked to the capabilities curriculum that will be in context and inspire curiosity. Additional IPads to support the teaching of maths.	*No external data was required to be submitted in July 2021 due to Covid-19.* Data taken from ITrack in July 2021 demonstrates following % of children in receipt of PP: Maths (ARE) Year F: PPG - 33% Non-PPG – 66% Year 1: PPG - 54% Non-PPG - 67% Year 2: PPG - 71% Non-PPG – 68% Year 3: PPG - 50% Non-PPG – 67% Year 4: PPG - 80% Non-PPG – 79% Year 5: PPG - 67% Non-PPG – 64% Year 6: PPG – 67% Non-PPG – 83% Overall: PPG - 60% Non-PPG - 71% *PP pupils achieving age related expectations in writing is broadly in line with non-pp pupils with some cohorts performing better.* Maths (Progress) Year F: PPG - 100% Non-PPG – 100% Year 1: PPG - 78% Non-PPG - 83% Year 2: PPG - 100% Non-PPG – 90% Year 3: PPG - 100% Non-PPG – 100% Year 4: PPG - 100% Non-PPG – 100% Year 5: PPG - 87% Non-PPG – 83% Year 6: PPG – 100% Non-PPG – 86% Overall: PPG - 95% Non-PPG - 92% *The vast majority of pp pupils have made expected or better progress in maths and this is in line with non-pp pupils.* A clear recovery schedule was in place for 2020/21 with the impact clearly measured. A clear remote (blended) learning policy in place due to the restrictions/interruptions of Covid-19 and this was monitored by SLT and Curriculum Leaders. Up to 24% of vulnerable pupils attended school during school closures.	Although the vast majority of pupils have made expected progress or better, attainment in maths remains a priority for pp pupils in 2021-22. This area is the most impacted by Covid-19 and the resulting school closures. Maths Lead and Class Teachers to continue target classes with high pp pupils numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils. Additional interventions and tutoring to put in place to accelerate progress in maths for pp pupils not on track to achieve ARE. Maths Subject Lead will continue to monitor attainment and progress in maths. The % of pp pupils meeting ARE expectations will increase for maths in all year groups.	£2750

		Report from AIO's report (6th October 2020) stated: '*Leaders have set out a clear plan of action to address gaps in pupils' knowledge and skills, as a result of school closure. They are making good use of a range of assessments to identify the precise support that pupils need going forward.'*		
C. Improve progress of higher attaining ARE in order for pp pupils to achieve GDS.	Morning TA in all classes. Daily 1:1/small group support. Teacher support for targeted GDS pp pupils. Release time for some Class Teachers (priority GDS pp pupils) to deliver interventions. Afternoon TA interventions for identified GDS pp pupils. Resources to support effective maths interventions. Aspirational activities linked to the capabilities curriculum that will be in context and inspire curiosity.	*No external data was required to be submitted in July 2021 due to Covid-19.* Data taken from ITrack in July 2021 demonstrates following % of children in receipt of PP: Reading (GDS) Year 1: PPG - 0% Non-PPG - 0% Year 2: PPG - 14% Non-PPG – 18% Year 3: PPG - 13% Non-PPG – 43% Year 4: PPG - 10% Non-PPG – 30% Year 5: PPG - 44% Non-PPG – 32% Year 6: PPG – 33% Non-PPG – 17% Overall: PPG - 16% Non-PPG - 22% *PP pupils achieving GDS in reading is broadly in line with non-pp pupils.* Writing (GDS) Year 1: PPG - 0% Non-PPG - 0% Year 2: PPG - 14% Non-PPG – 9% Year 3: PPG - 13% Non-PPG – 24% Year 4: PPG - 0% Non-PPG – 10% Year 5: PPG - 22% Non-PPG – 9% Year 6: PPG – 33% Non-PPG – 9% Overall: PPG - 12% Non-PPG - 10% *PP pupils achieving GDS in writing is broadly in line with non-pp pupils.* Maths (GDS) Year 1: PPG - 0% Non-PPG - 0% Year 2: PPG - 0% Non-PPG – 9% Year 3: PPG - 0% Non-PPG – 38% Year 4: PPG - 20% Non-PPG – 26% Year 5: PPG - 11% Non-PPG – 23% Year 6: PPG – 0% Non-PPG – 9% Overall: PPG - 4% Non-PPG - 16% *PP pupils achieving GDS in maths is lower than non-pp pupils.* A clear recovery schedule was in place for 2020/21 with the impact clearly measured. A clear remote (blended) learning policy in place due to the	Although the vast majority of pupils have made expected progress or better, pp pupils achieving GDS remains a priority for 2021-22. This area is the most impacted by Covid-19 and the resulting school closures. Subject Leaders and Class Teachers to continue target classes with high pp pupils numbers or classes where pp GDS attainment or progress is not in line with national averages for non-pp pupils. Additional interventions and tutoring to put in place to accelerate progress for pp pupils not on track to achieve GDS. Leaders will continue to monitor attainment and progress. The % of pp pupils meeting GDS expectations will increase in all year groups.	Costings above.

		restrictions/interruptions of Covid-19 and this was monitored by SLT and Curriculum Leaders. Up to 24% of vulnerable pupils attended school during school closures. Report from AIO's report (6th October 2020) stated: '*Leaders have set out a clear plan of action to address gaps in pupils' knowledge and skills, as a result of school closure. They are making good use of a range of assessments to identify the precise support that pupils need going forward.'*		
ii. Other approaches				
Desired outcome	**Chosen action/approach**	**Estimated 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)	**Cost**

Pupil Premium strategy statement

D. Restored mental wealth in our pupils by ensuring all pupils have a positive well-being and, as a result, the vast majority of pupils will meet/exceed national achievement benchmarks at the end of the academic year.	Address the possible damage of loss and trauma through the 5 levers for personal recovery. Short or longer term TIS sessions to support recovery delivered by a TIS Practitioner. Use of support materials, e.g. Tina Rae's Bereavement Box. Parental support. Ensure all existing children receive external specialist support. Assess the needs of those vulnerable pupils at risk through lockdown and who may need further formal support. Regular staff check ins for key vulnerable children, especially those who had them prior to lockdown.	A clear recovery schedule was in place for 2020/21 with the impact clearly measured. A clear remote (blended) learning policy in place due to the restrictions/interruptions of Covid-19 and this was monitored by SLT and Curriculum Leaders. Up to 24% of vulnerable pupils attended school during school closures. 2020/21 attendance for pp pupils was 94.2% which, although is lower non-pp at 97%, this is much improved from 2019/20 which was 93.9%. Report from AIO's report (29th September 2020) stated: *The school follows the Brook learning scheme for PHSE / SRE. Detailed plans are provided for each lesson. Additional PHSE units (Dimensions) have been purchased to aid with the recovery curriculum as well as the use of the 'Words and Your Heart' planning and resources. Implementation is underway.*	Following new and updated PSHE knowledge and skills organisers. Use of Education Mental Health Lead in school. Development of Mental Health Leads in school to support in this area. Referral system in place for pupils regarding additional TIS sessions. Regular communication with parents regarding Covid-19 and attendance guidelines. Continue rigorous systems for attendance and EWO involvement where attendance falls below 90%.	£3750

See Documents:

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
Accelerated Reader	Renaissance Learning

Service pupil premium funding (optional) N/A

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?	