

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Uplands Manor Primary School
Number of pupils in school	830 (excl. Nursery)
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years
Date this statement was first published	19 th November 2021
Date this statement was reviewed and updated	21 st July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Andrew Dickinson
Pupil premium lead	Andrew Dickinson
Governor / Trustee lead	Felicity Cave

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£425,500
Recovery premium funding allocation this academic year	£44,676
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	£470,176

Part A: Pupil premium strategy plan

Statement of intent

At Uplands Manor we are privileged to be able to make a difference to the lives of our children and the choices they make about their future. Our children have an entitlement to a high-quality education and any additional support required that will enable them to lead purposeful, successful lives and make a positive contribution to society.

We believe that all pupils deserve the very best start and opportunities in life, regardless of any social or economic disadvantages that they may face. As such, our ultimate objective is for all children, including disadvantaged children, to make strong progress throughout their time at our school in order to fulfil their potential.

We will work towards achieving this objective by:

- ✓ Ensuring all pupils receive quality-first teaching by ensuring teachers receive high quality CPD and support.
- ✓ Considered use of assessment data to identify gaps in learning for priority pupils so additional support can be given through targeted support in class and additional evidence-based intervention programmes.
- ✓ Ensuring SEMH and wellbeing support for disadvantaged pupils and families through the work of our safeguarding lead, attendance team, family support worker and pastoral team.
- ✓ Supporting families financially through subsidised trips, enrichment opportunities and experiences out of school such as residential trips

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to school in EYFS in all areas and existing attainment gaps with their peers across the curriculum
2	Addressing weak language and communication needs
3	Safeguarding and emotional barriers to learning
4	SEMH and additional behavioural needs
5	Attendance and punctuality issues
6	Social and economic factors that disadvantage children from accessing the same opportunities as their peers

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
Accelerated progress in Reading, Writing and Maths for disadvantaged pupils	Identified gaps at ARE and GDS show evidence of narrowing across the school Statutory assessments across school show improved outcomes for disadvantaged children
Improved phonic standards for disadvantaged pupils	Achieve national average expected standard in PSC Close the disadvantaged gap
Improved attendance and punctuality for disadvantaged pupils	Ensure attendance of disadvantaged pupils is above 95% School data shows punctuality of disadvantaged children has improved
Improved strategies for dealing with emotional challenges to build resilience and improve readiness for learning	Boxall profiles show targeted areas of need have improved Children can talk about and have strategies for overcoming challenges and resilience
Development of pupils' oracy and language skills on entry to the school	Wellcomm impact data shows improved communicated and language skills for children in EYFS and KS1



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: £48,405




Activity	Evidence that supports this approach	Challenge number(s) addressed												
<p>Ensuring quality first teaching in all year groups and across the curriculum.</p> <ul style="list-style-type: none"> - High quality CPD. Use of Walkthru CPD toolkit to up-skill teachers and TAs with appropriate approaches and pedagogy for quality first teaching and intervention support eg explicit instruction, effective feedback and scaffolding - Implementation of new whole school English curriculum and purchasing of necessary resources and books - Deployment of a teacher educator team to provide high quality support, feedback and instructional coaching to teachers to help improve their practice. - Implementation of a maths mastery in number approach in KS1 and LKS2, purchasing necessary resources and books - Weekly leadership release time for English lead (1 day) and Maths lead (1 day) to support T&L and quality provision in their subject areas and to attend high quality CPD 	<p>The EEF Guide to the Pupil Premium: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <div data-bbox="604 1025 1169 1317" style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p>Feedback Very high impact for very low cost based on extensive evidence</p> <table style="width: 100%; text-align: center;"> <tr> <td>Implementation cost</td> <td>Evidence strength</td> <td>Impact (months)</td> </tr> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+6 months</td> </tr> </table> </div> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <div data-bbox="604 1440 1169 1675" style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p>Mastery learning High impact for very low cost based on limited evidence</p> <table style="width: 100%; text-align: center;"> <tr> <td>Implementation cost</td> <td>Evidence strength</td> <td>Impact (months)</td> </tr> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+5 months</td> </tr> </table> </div> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF Guide to the Pupil Premium: Ensuring that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p>	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6 months	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months	<p>1, 2, 3, 4</p>
Implementation cost	Evidence strength	Impact (months)												
£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6 months												
Implementation cost	Evidence strength	Impact (months)												
£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months												

<p>Purchase of standardised, diagnostic assessments (Head Start, PiRA and White Rose)</p>	<p>The EEF guide to supporting school planning - A tiered approach to 2020- 21: High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress</p>	<p>1, 2</p>
<p>Phonics leader to provide regular phonics CPD and instructional coaching for teachers and TAs delivering phonics teaching individual support for staff (as needed) to improve their phonics teaching for 0.5 days per week</p> <p>Termly phonics development days with the support of a RWInc consultant to continue to improve phonics provision across EYFS and KS1</p> <p>Phonics and reading books for KS1 and LKS2</p>	<p>Phonics and early reading are a key skill for children and are a foundation to all future learning across the curriculum. Many of our disadvantaged children have not had early reading support at home and require the regular and systematic teaching of phonics</p>  <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Development of EYFS environment to enhance physical and outdoor learning opportunities for all pupils (soft play room, outdoor learning areas, bike and trike areas, forest school and resources etc)</p>	<p>There is some evidence that programmes that combine physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning.</p>  <p>Education Endowment Foundation EEF</p>	<p>1, 2, 4, 5</p>

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

Budgeted cost: £331,455




Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted S&L support for children in EYFS and KS1 and release and training of staff to deliver strategies</p> <ul style="list-style-type: none"> - Talk Boost interventions for children in EYFS by TAs - Wellcomm 'Big Book of Ideas' intervention in EYFS carried out by an HLTA / TAs - Procurement of speech and language therapist enhanced support for 2 days per week - Speech and language interventions in KS1 carried out school S&L LSP 	<p>Our Wellcomm screening data indicates that a large proportion of our children enter school with poor communication and language skills. A screening of our Year 1 cohort has also shown this to be an issue for a large proportion of Year 1 children this year, following the pandemic.</p>  <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>  <p>Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Extra staff to deliver catch-up and keep-up interventions (1-1 and small groups) in phonics, reading, maths and English</p> <ul style="list-style-type: none"> - EYFS HLTA x 0.6 - KS1 LSAs x 7 - KS1 LSP x 1 - LKS2 LSP x 0.8 - LKS2 LSA x 0.5 - UKS2 LSP x 0.6 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> 	1, 2, 3, 6


<ul style="list-style-type: none"> - UKS2 LSP - 0.2 teacher in UKS2 - KS2 LSAs: 3 x 0.5 <p>Year and phase leaders given time to deliver interventions to their year groups in Maths and English:</p> <ul style="list-style-type: none"> - Y1 teacher x 0.1 - Y2 teacher x 0.1 - Y3 teacher x 0.1 - Y4 teacher x 0.1 - Y5 teacher x 0.1 - Y6 teacher x 0.1 - <p>Use of the national tutoring programme (NTP) to support catch-up and closing the gap in Maths and English across the school:</p> <p>0.8 Academic Mentor (Maths)</p> <p>0.4 teacher delivering English tutoring</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>  <p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>Implementation cost: 5 £ icons Evidence strength: 5 padlock icons Impact (months): +4 months</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>  <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence</p> <p>Implementation cost: 5 £ icons Evidence strength: 5 padlock icons Impact (months): +4 months</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Purchase of apps and devices to support the home learning of children, including:</p> <ul style="list-style-type: none"> - ReadingPlus - Doodle Maths - RWInc home access - TT Rockstars - Numbots - Espresso - Oxford Owl - Twinkl 	 <p>Homework High impact for very low cost based on very limited evidence</p> <p>Implementation cost: 5 £ icons Evidence strength: 5 padlock icons Impact (months): +5 months</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	1, 6

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

Budgeted cost: £119,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Team: Provide effective pastoral support so that children’s emotional and mental health needs are addressed and children are settled in class and ready to learn.</p> <ul style="list-style-type: none"> - 2 x mentors - Counselling support through Singlepoint - Nurture provision for KS1 	<p>The EEF Guide to the Pupil Premium: There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.</p> <div data-bbox="533 898 1094 1173" style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p>Mentoring Low impact for moderate cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +2 months</p> </div> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <div data-bbox="533 1296 1094 1572" style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p>Behaviour interventions Moderate impact for low cost based on limited evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +4 months</p> </div> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <div data-bbox="533 1695 1094 1971" style="border: 1px solid #ccc; padding: 5px;"> <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +4 months</p> </div> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4, 5, 6</p>

<p>Family Support Worker: To work reactively and proactively with families and provide bespoke support. Also to improve engagement and help develop parental partnership opportunities.</p> <ul style="list-style-type: none"> - Release time for key staff to deliver parental workshops and courses throughout the year (maths, phonics, reading, parenting courses etc) 	 <p>Parental engagement Moderate impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 padlocks] Impact (months): +4 months</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>All</p>
<p>Attendance lead and attendance officer to rigorously monitor, challenge and support attendance, including of disadvantaged children to improve punctuality and attendance</p>	<p>The EEF Guide to the Pupil Premium: There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.</p>	<p>1, 3, 5, 6</p>
<p>Staffing and subsidised places for extra-curricular clubs: Provide enrichment opportunities for disadvantaged pupils through subsidised places in extra-curricular clubs so they have access to a wide range of experiences and opportunities which nurture different skills and talents</p>	<p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention</p>  <p>Physical activity Low impact for very low cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 padlocks] Impact (months): +1 months</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>  <p>Extending school time Moderate impact for moderate cost based on limited evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 padlocks] Impact (months): +3 months</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	<p>5, 6</p>

<p>Contribution to residential and extracurricular visits to ensure equality of access and opportunity</p>	<p>Council for Learning Outside the Classroom:</p> <p>Learning outside the classroom is about raising young people’s achievement through an organised, powerful approach to learning in which direct experience is of prime importance.</p> <p>This is not only about what we learn, but most importantly, how and where we learn. It is about improving young people’s understanding, skills, values, personal and social development and can act as a vehicle to develop young people’s capacity and motivation to learn.</p>  <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	<p>5, 6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set funding aside to respond quickly to needs that are yet to be identified.</p>	<p>All</p>

Total budgeted cost: £499,041

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.

Unvalidated statutory KS2 data from 2021 - 2022:

Key Stage 2 by Pupil Characteristics
Uplands Manor Primary School
% Reading Expected+

2022 version 1.1

	Cohort		School % ²		National % ²		% gap to Nat:		Pupil Diff to Nat:		
	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022	
All Pupils	133	125	47	64	73	75	-26	-11	-35	-13	
Gender National Comparator: Same Group											
Gender	Boys	64	61	42	52	69	70	-27	-18	-17	-11
	Girls	69	64	51	75	78	80	-27	-5	-19	-3
	Gap (Boys vs. Girls)	5	3	9	23	9	10				
Pupil Premium National Comparator: Non Disadvantaged											
Disadvant'd Pupil	Disadvantaged	56	54	38	69	78	79	-40	-10	-23	-5
	All Other pupils ³	77	71	53	61	78	79	-25	-18	-19	-13
Premium	Gap (Disadvantaged vs. All Other p	21	17	15	8	0	0				

Key Stage 2 by Pupil Characteristics
Uplands Manor Primary School
% Writing Expected+

2022 version 1.1

	Cohort		School % ²		National % ²		% gap to Nat:		Pupil Diff to Nat:		
	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022	
All Pupils	133	125	73	60	78	70	-5	-10	-7	-13	
Gender National Comparator: Same Group											
Gender	Boys	64	61	64	56	72	63	-8	-7	-5	-4
	Girls	69	64	81	64	85	77	-4	-13	-3	-8
	Gap (Boys vs. Girls)	5	3	17	8	13	14				
Pupil Premium National Comparator: Non Disadvantaged											
Disadvant'd Pupil	Disadvantaged	56	54	70	54	83	74	-13	-20	-7	-11
	All Other pupils ³	77	71	75	65	83	74	-8	-9	-6	-7
Premium	Gap (Disadvantaged vs. All Other p	21	17	5	11	0	0				

Key Stage 2 by Pupil Characteristics
Uplands Manor Primary School
% Maths Expected+

2022 version 1.1

	Cohort		School % ²		National % ²		% gap to Nat:		Pupil Diff to Nat:		
	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022	
All Pupils	133	125	59	60	79	71	-20	-11	-27	-14	
Gender National Comparator: Same Group											
Gender	Boys	64	61	58	66	78	72	-20	-6	-13	-4
	Girls	69	64	59	55	79	71	-20	-16	-14	-10
	Gap (Boys vs. Girls)	5	3	1	11	1	1				
Pupil Premium National Comparator: Non Disadvantaged											
Disadvant'd Pupil	Disadvantaged	56	54	52	48	84	76	-32	-28	-18	-15
	All Other pupils ³	77	71	64	69	84	76	-20	-7	-16	-5
Premium	Gap (Disadvantaged vs. All Other p	21	17	12	21	0	0				

The data shows that:

- Pupil premium children outperformed non-pupil premium children in **Reading**. There was an increase of 31% of pupil premium children achieving the expected standard from 2019 to 2022. The gap with other children nationally closed from -40% in 2019 to -10% in 2022.
- Non-pupil premium children outperformed pupil premium children in Writing. A lower percentage of pupil premium children achieved the expected standard in 2022 compared with 2019 and the gap with the national average increased by 7%.
- Non-pupil premium children outperformed pupil premium children in Maths. There was no significant change to the data for pupil premium children when comparing 2019 and 2022.

- 8 pupil premium children joined our school during Year 5 or Year 6 and, whilst they made good progress, we had limited time to support them in achieving the expected standard in Reading, Writing and Maths.

EYFS Profile data from 2021 – 2022:

URN/ Estab. Setting Name		Eligible	GLD 1,2	Avg. Total Pts.Score ²	COM	PSE	PHY	Prime Goals	LIT	MAT	UTW	EXP	Specific Goals	All Goals
2180	Uplands Manor Primary School	90	51.1%	28.6	65.6%	76.7%	70.0%	58.9%	52.2%	65.6%	60.0%	56.7%	43.3%	43.3%
	Disadvantaged	16	62.5%	30.4	87.5%	75.0%	75.0%	75.0%	62.5%	68.8%	81.3%	75.0%	62.5%	62.5%
	Non Disadvantaged	74	48.6%	28.2	60.8%	77.0%	68.9%	55.4%	50.0%	64.9%	55.4%	52.7%	39.2%	39.2%

The data shows that:

- Pupil premium children outperformed non-pupil premium children by the end of EYFS. 62.5% achieved GLD compared to 49%. The average points score was also higher at 30.4 compared to 28.2.

Phonics data from 2021- 2022:

Estab. No.	Estab. Name	Cohort	No Score	Mark					APS	Outcome				
				0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
2180	Uplands Manor Primary School	120	0.0%	16.7%	1.7%	9.2%	15.0%	57.5%	31.0	0.0%	0.0%	0.0%	27.5%	72.5%
	Disadvantaged	41	0.0%	19.5%	2.4%	4.9%	22.0%	51.2%	29.8	0.0%	0.0%	0.0%	26.8%	73.2%
	Non Disadvantaged	79	0.0%	15.2%	1.3%	11.4%	11.4%	60.8%	31.6	0.0%	0.0%	0.0%	27.8%	72.2%

The data shows that:

- There was no significant difference between non-pupil premium children and pupil premium children in phonics at the end of Y1. 73% of pupil premium children achieved the expected standard compared to 72% of non-pupil premium children.

KS1 SATs data from 2021 – 2022:

KS1 Summary		2022												
Subject	Cohort	A	EM	PK1	PK2	PK3	PK4	WTS / HNM	EXS	GDS	GDS			
											<EXS	≥EXS	GDS	
Reading	105	0.0%	0.0%	1.9%	3.8%	4.8%	2.9%	32.4%	53.3%	1.0%	45.7%	54.3%	1.0%	
Disadvantaged	35	0.0%	0.0%	2.9%	2.9%	14.3%	5.7%	34.3%	37.1%	2.9%	60.0%	40.0%	2.9%	
Non Disadvantaged	70	0.0%	0.0%	1.4%	4.3%	0.0%	1.4%	31.4%	61.4%	0.0%	38.6%	61.4%	0.0%	
Writing	105	0.0%	0.0%	1.9%	2.9%	6.7%	5.7%	27.6%	55.2%	0.0%	44.8%	55.2%	0.0%	
Disadvantaged	35	0.0%	0.0%	2.9%	2.9%	14.3%	11.4%	31.4%	37.1%	0.0%	62.9%	37.1%	0.0%	
Non Disadvantaged	70	0.0%	0.0%	1.4%	2.9%	2.9%	2.9%	25.7%	64.3%	0.0%	35.7%	64.3%	0.0%	
Maths	105	0.0%	0.0%	1.0%	2.9%	5.7%	2.9%	27.6%	56.2%	3.8%	40.0%	60.0%	3.8%	
Disadvantaged	35	0.0%	0.0%	0.0%	5.7%	14.3%	0.0%	37.1%	40.0%	2.9%	57.1%	42.9%	2.9%	
Non Disadvantaged	70	0.0%	0.0%	1.4%	1.4%	1.4%	4.3%	22.9%	64.3%	4.3%	31.4%	68.6%	4.3%	
Science	105	0.0%	-	-	-	-	-	28.6%	71.4%	-	28.6%	71.4%	-	
Disadvantaged	35	0.0%	-	-	-	-	-	48.6%	51.4%	-	48.6%	51.4%	-	
Non Disadvantaged	70	0.0%	-	-	-	-	-	18.6%	81.4%	-	18.6%	81.4%	-	

The data shows that:

- Pupil premium children were outperformed in all subject areas by non-pupil premium children. Standards across all children in Year 2 were below those normally achieved at our school.
- *Mobility has been an issue for Year 2. Since the start of KS1, 21 children have joined since the start and 14 children have left. This has brought many challenges (EAL for international new arrivals, children who have not been in school before, children leaving school who were working at ARE and children joining us who are working below ARE.)*
- There are 12 children on SEND register for cognition and learning in Year 2, of whom 9 were pupil premium

We are committed to providing extra support to these children in Year 3 to ensure that they make good progress and catch-up with their peers.

In-school Academic Data

When children returned to school in September 2021, we carried out standardised baseline assessments in Reading (PiRA) and Maths (PUMA) as well as moderated writing assessments.

Throughout the year, we were able to implement a number of key interventions across school in reading, writing and maths to help children keep up and catch up. Catch up interventions (including tutoring through the NTP and support from our Academic Mentor) focus on key objectives for any gaps identified (through our diagnostic standardised assessments) in prerequisite learning.

	Prog	Pupil Premium			Non Pupil Premium			Difference				
		Below	Expected	Above	Below	Expected	Above	Below	Expected	Above		
Reading												
Year 1	Sum Conversion 2020/21											
	Sum 2021/22	6/17	35.3%	11/17	64.7%	34/103	33%	69/103	67%	2.3%	-2.3%	
Year 2	Sum Conversion 2020/21											
	Sum 2021/22	-0.53	19/30	63.3%	11/30	36.7%	-0.2	28/75	37.3%	47/75	62.7%	28.6%
Year 3	Sum Conversion 2020/21											
	Sum 2021/22	0.06	16/34	47.1%	18/34	52.9%	0.23	40/75	53.3%	35/75	46.7%	-6.2%
Year 4	Sum Conversion 2020/21											
	Sum 2021/22	0.26	13/34	38.2%	21/34	61.8%	0.11	32/84	38.1%	52/84	61.9%	0.1%
Year 5	Sum Conversion 2020/21											
	Sum 2021/22	-0.1	15/40	37.5%	25/40	62.5%	0.26	33/74	44.6%	41/74	55.4%	-7.1%
Year 6	Sum Conversion 2020/21											
	Sum 2021/22	0	14/40	35%	26/40	65%	-0.05	27/82	32.9%	55/82	67.1%	2.1%
Writing												
Year 1	Sum Conversion 2020/21											
	Sum 2021/22		8/17	47.1%	9/17	52.9%		37/103	35.9%	66/103	64.1%	11.2%
Year 2	Sum Conversion 2020/21											
	Sum 2021/22	-0.43	23/30	76.7%	7/30	23.3%	0.12	47/70	67.1%	23/70	32.9%	9.6%
Year 3	Sum Conversion 2020/21											
	Sum 2021/22	0.03	20/30	66.7%	10/30	33.3%	0.04	45/75	37.3%	47/75	62.7%	29.4%
Year 4	Sum Conversion 2020/21											
	Sum 2021/22	-0.1	20/34	58.8%	14/34	41.2%	0.15	45/75	60%	30/75	40%	-1.2%
Year 5	Sum Conversion 2020/21											
	Sum 2021/22	0.36	19/34	55.9%	15/34	44.1%	0.35	44/83	53%	39/83	47%	2.9%
Year 6	Sum Conversion 2020/21											
	Sum 2021/22	-0.04	22/40	55%	18/40	45%	0.11	42/74	56.8%	32/74	43.2%	-1.8%
Mathematics												
Year 1	Sum Conversion 2020/21											
	Sum 2021/22		18/30	60%	12/30	40%		38/82	46.3%	44/82	53.7%	8.7%
Year 2	Sum Conversion 2020/21											
	Sum 2021/22	-0.47	17/30	56.7%	13/30	43.3%	0.05	55/77	71.4%	22/77	28.6%	5.5%
Year 3	Sum Conversion 2020/21											
	Sum 2021/22	0.21	11/34	32.4%	23/34	67.6%	0.4	31/85	36.5%	54/85	63.5%	4.5%
Year 4	Sum Conversion 2020/21											
	Sum 2021/22	-0.1	16/39	41%	23/39	59%	0.4	36/73	49.3%	37/73	50.7%	7.8%
Year 5	Sum Conversion 2020/21											
	Sum 2021/22	0.39	16/39	41%	23/39	59%	-0.09	8/25	32%	17/25	68%	-1.3%
Year 6	Sum Conversion 2020/21											
	Sum 2021/22	-0.09	3/11	27.3%	8/11	72.7%	-0.05	8/20	40%	12/20	60%	-12.7%

The data shows that:

In Reading:

- In year 1 there was no significant difference between pupil premium and non-pupil premium children
- In year 3 there was no significant difference between pupil premium and non-pupil premium children

- In year 4 there was no significant difference between pupil premium and non-pupil premium children
- In year 5 there was a gap of 15% between pupil premium and non-pupil premium children – an increase from the previous year

In Writing:

- In year 1 there was a small gap of 11% between pupil premium and non-pupil premium children
- In year 3 there was no significant difference between pupil premium and non-pupil premium children
- In year 4 there was a small gap of 8% between pupil premium and non-pupil premium children
- In year 5 there was no significant difference between pupil premium and non-pupil premium children

In Maths:

- In year 1 there was no significant difference between pupil premium and non-pupil premium children
- In year 3 pupil premium children performed better than non-pupil premium children by 12%
- In year 4 there was no significant difference between pupil premium and non-pupil premium children
- In year 5 there was a small gap of 10% between pupil premium and non-pupil premium children

A large proportion of children also made significant progress, but continued to work below age-related expectations. They will receive further support this year so that continue to address any gaps in learning that they have and ensure they catch-up and start working at age-related expectations.

Intervention data shows that the vast majority of children made expected or better than expected progress last year in interventions such as phonics, On Track Maths and Reading Plus (See *intervention outcomes report in school*). Children also received academic mentoring in Maths and tutoring in Maths and English.

Pastoral Impact

A number of other pastoral measures have been used to show the impact that our pupil premium spending had last year:

Fixed term exclusions 2018/19 = 66. 2019/20 = 21 2020/21 = 10 2021/22 = 19

- ✓ Significant reduction of FT exclusions over past 4 years
- ✓ In 2021/22 the exclusions were for a total of 7 children. Only 2 of these children were entitled to pupil premium and they only accounted for 3/19 of the exclusions last year.

Attendance

Whole school	92.6%
Pupil premium pupils	91.1%
Non-pupil premium pupils	93.8%

In 2021/22, we have number of contextual issues resulting in pupil premium attendance being lower than that of non-pupil premium children. Examples include:

- Family holidays being taken (for example, one family of 3 pupil premium children took a holiday for 23 school days.) Holidays were all unauthorised and families were referred for penalty notices where possible.
- There were a number of pupil premium school refusers who had extremely low attendance (for example 2 children in Year 6 who did not attend school for most of the summer term.)

Instances such as this were actioned as safeguarding concerns and there are detailed logs of safe and well checks, support offered and actions taken.

- There were a number of pupil premium families who did not attend due to persistent illnesses. Medical evidence was always requested and they were always prioritised for phone calls home and support to get them into school.

We followed clear procedures and strategies to promote and support good attendance:

- ✓ Proactive actions were taken – positive calls home, checking in and celebrating when the children attended school / improved their attendance
- ✓ Carried out home visits, sent home letters to families and invited parents into school for meetings to discuss attendance concerns and to offer support
- ✓ Provide family support through our family support worker, and pastoral support in school for the children through our mentors
- ✓ Incentivised attendance through bespoke rewards and celebration
- ✓ Provided bus passes to families to enable them to travel into school when there were financial issues
- ✓ We referred families to Sandwell's welfare support service to support us in our working with families to get children into school

Support for families

- ✓ Individual pupils and families continued to be supported throughout the year in a number of ways (food vouchers, subsidies for visits etc, free uniform, devices sent home, parent support work etc).
- ✓ Our family support worker worked closely with a number of our pupil premium families on a range of issues, including supporting those living in temporary accommodation, those in financial difficulty and families requiring pre-early help support.
- ✓ Feedback from families was extremely positive.

(See records of family support work undertaken in school)

Counselling

- ✓ Counselling sessions ran throughout the year, ensuring pupils and parents (where identified) continued to get the emotional support they needed. This was offered at school or at SinglePoint's premises in Oldbury, depending on parental preference.

Pastoral Support and Interventions

- ✓ Extra support and interventions were provided by our mentors in school.
- ✓ 94% of children receiving pastoral interventions made good progress against targeted areas (measured by pre and post Boxall profiles)

Extra-Curricular Opportunities

- ✓ A range of free after school clubs ran for all year groups across the school and were well attended by pupil premium children (see records in school)
- ✓ Two residential visits took place (Y3/4 and Y5/6) – places were heavily subsidised and in some cases fully funded for pupil premium children. As a result, these were well attended by pupil premium children.