



Pupil premium strategy statement for St Andrew's CE Primary School

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	St Andrew's CE Primary
Number of pupils in school	447
Proportion (%) of pupil premium eligible pupils	38% (168/447)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 Year
Date this statement was published	Sept 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lisa Thompson
Pupil premium lead	Janine Wright/Lisa Thompson
Governor / Trustee lead	Deborah Castle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£228, 650.00
Recovery premium funding allocation this academic year	£23, 925.00
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	£252, 575.00

Part A: Pupil premium strategy plan

Statement of intent

With Faith Hope and Love we can achieve greater things.

At St Andrew's it is our intention to develop all our pupils into life-long learners with a thirst for knowledge. We have high expectations of all pupils and high aspirations for them. This desire is regardless of background, gender ethnicity or faith. Many of our pupils, disadvantaged (38%) or not have many barriers to their learning and through focusing on and prioritising quality first teaching, alongside increasing their capacity to learn through supporting their SEMH needs, we set out to help and support them in overcoming these barriers and achieve in line with their peers and to reach their full potential. This enables all pupils to live out our school, vision of enabling each other to **experience life in all its fullness** (John 10:10) aspiring to **do all things through Christ who gives us strength.** (Philippians 4:13.).

Our PP Strategy is strongly informed by EEF Research and evidence based practice and has the three tiered approach of high quality teaching, targeted academic support and wider strategies (which for us focuses very specifically on helping pupils overcome SEMH barriers so that they are in a position to learn and supporting the wider family) at its heart.

Our strategy plan has a one-year approach, mainly due to the high mobility our school faces which therefore requires us to address very changing cohort specific needs in order to deliver our intention. It also is very specific in outlining intended outcomes so that teaching can be targeted towards specific children and their individual need.

Challenges

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

Challenge number	Detail of challenge
1	Writing skills of boys across the school influenced by limited life experiences/cultural capital/general knowledge, poor language skills and % of EAL pp pupils (Linked to SIP Priority 4)
2	Challenge for all, especially more able, so that more PP pupils are high achievers (Linked to SIP Priority 5)
3	For pupils to achieve the required standard in phonics in line with national and non PP. EAL impacts on phonics outcomes as does poor general vocabulary knowledge. Parents ability to support is also limited (Linked to SIP Priority 3)
4	Achievement gap between PP and Non PP pupils in school
5	Poor home learning environments/experiences, inc access to electronic devices & the internet and enrichment activities
6	Significant economic/social/emotional deprivation
7	Low attendance for some PP pupils
8	Pupils with children's services involvement
9	High Mobility

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria																										
<p>Challenge 1: To raise the attainment in writing of boys in the following classes: 1K, 3BC, 3S, 4CS, 4C, 5D, 5P from baseline of Autumn 21</p>	<table border="1"> <thead> <tr> <th data-bbox="1144 419 1435 491">Class</th> <th data-bbox="1435 419 1727 491">Baseline % PP boys at ARE</th> <th data-bbox="1727 419 2018 491">Aspirational Target</th> </tr> </thead> <tbody> <tr> <td data-bbox="1144 491 1435 539">1K</td> <td data-bbox="1435 491 1727 539">60% (3 pupils)</td> <td data-bbox="1727 491 2018 539">80% (4 pupils)</td> </tr> <tr> <td data-bbox="1144 539 1435 587">3BC</td> <td data-bbox="1435 539 1727 587">25% (2 pupils)</td> <td data-bbox="1727 539 2018 587">50% (4 pupils)</td> </tr> <tr> <td data-bbox="1144 587 1435 635">3S</td> <td data-bbox="1435 587 1727 635">50% (3 pupils)</td> <td data-bbox="1727 587 2018 635">67% (4 pupils)</td> </tr> <tr> <td data-bbox="1144 635 1435 683">4CS</td> <td data-bbox="1435 635 1727 683">14% (1 pupil)</td> <td data-bbox="1727 635 2018 683">57% (4 pupils)</td> </tr> <tr> <td data-bbox="1144 683 1435 730">4C</td> <td data-bbox="1435 683 1727 730">33% (2 pupils)</td> <td data-bbox="1727 683 2018 730">83% (5 pupils)</td> </tr> <tr> <td data-bbox="1144 730 1435 778">5D</td> <td data-bbox="1435 730 1727 778">22% (2 pupils)</td> <td data-bbox="1727 730 2018 778">56% (5 pupils)</td> </tr> <tr> <td data-bbox="1144 778 1435 826">5P</td> <td data-bbox="1435 778 1727 826">15% (2 pupils)</td> <td data-bbox="1727 778 2018 826">46% (6 pupils)</td> </tr> </tbody> </table>			Class	Baseline % PP boys at ARE	Aspirational Target	1K	60% (3 pupils)	80% (4 pupils)	3BC	25% (2 pupils)	50% (4 pupils)	3S	50% (3 pupils)	67% (4 pupils)	4CS	14% (1 pupil)	57% (4 pupils)	4C	33% (2 pupils)	83% (5 pupils)	5D	22% (2 pupils)	56% (5 pupils)	5P	15% (2 pupils)	46% (6 pupils)
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<p>Challenge 3: To raise the attainment in phonics so Pupil Premium pupils achieve in line with national and with Non PP in school</p>	<p>Year 1 phonics outcomes to be 72%+ (2019 72% (71% disadvantaged compared with 84% National ALL Other))</p> <table border="1" data-bbox="1149 240 2013 360"> <thead> <tr> <th>Year</th> <th>Baseline % PP pupils at ARE in Reading</th> <th>Aspirational Target</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>60% (12 pupils)</td> <td>84% (17 pupils)</td> </tr> </tbody> </table>	Year	Baseline % PP pupils at ARE in Reading	Aspirational Target	1	60% (12 pupils)	84% (17 pupils)						
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<p>Challenge 4: To narrow the gap between PP and Non PP in Y 1 (2) & 2 (3)</p>	<table border="1" data-bbox="1149 440 2013 655"> <thead> <tr> <th>Subject</th> <th>Y2 Baseline & (Target)%</th> <th>Y3 Baseline & (Target) %</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27% (< 17%)</td> <td>13% (<9%)</td> </tr> <tr> <td>Writing</td> <td>25% (< 15%)</td> <td>16% (<10%)</td> </tr> <tr> <td>Maths</td> <td>24% (<14%)</td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>	Subject	Y2 Baseline & (Target)%	Y3 Baseline & (Target) %	Reading	27% (< 17%)	13% (<9%)	Writing	25% (< 15%)	16% (<10%)	Maths	24% (<14%)	
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Maths	24% (<14%)												
<p>Challenge 5-9: Sustain/Improve provision to enhance attendance & wellbeing in school</p> <p>Pupils with SEMH difficulties are able to succeed making the best progress possible.</p>	<p>Pupils who are seen by learning mentor, Boxall, Scared etc monitoring shows numeric improvement and in turn impacts on progress and attainment</p> <p>PP attendance shows a stable – improving picture. Lateness monitored and followed up.</p> <p>Maintain/Improve attendance of PP pupils at extra-curricular provision</p> <p>Growing picture of parental engagement</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: £150,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching</p> <p>CPD/Monitoring Focus on live feedback and its impact</p> <p>CPD Monitoring Focus on CPA mastery in maths</p> <p>CPD/Monitoring Focus on challenge for all (Metals system)</p> <p>TLR/Leadership posts for EYs & Phonics (RWI) and core curriculum – offering cpd, coaching & mentoring, modelling.</p> <p>School approach to reading, writing & phonics reviewed and updated for consistency – cpd provided and compliance monitored.</p> <p>New Reading scheme purchased to support phonics approach taught in school (RWI)</p> <p>1:1 support provided for high needs pupils enabling class teachers and TAs to provide QFT to all learners and bespoke provision for those with highest need.</p>	<p>Internal</p> <p>There is a gap between PP and non PP attainment - enable accelerated progress in all year groups in order for PP pupils to achieve ARE.</p> <p>Exacerbated by COVID -19, an increased number of PP pupils with a developing base line but with the ability to achieve ARE.</p> <p>Number of PP pupils achieving GD is lower than non PP pupils.</p> <p>External</p> <p>EEF Toolkit:</p> <p>Feedback – Cost: Low, Progress: +6 months</p> <p>Mastery Learning – Cost: Moderate, Progress +5 months</p> <p>Oral Language Interventions - Cost: Low, Progress: +6 months</p> <p>Sutton Trust (2014) – Quality First Teaching</p>	<ol style="list-style-type: none"> 1. To raise the attainment in writing of boys in the following classes: 1K, 3BC, 3S, 4CS, 4C, 5D, 5P from baseline of Autumn 21 2. To raise the attainment from baseline of Autumn 21 so more PP pupils achieve GD in writing and close the gap with Non PP 3. To raise the attainment in phonics so Pupil Premium pupils achieve in line with national and with Non PP in school 4. To narrow the gap between PP and Non PP in Y 1 & 2 5-9. Sustain/Improve provision to enhance attendance & wellbeing in school . Pupils with SEMH difficulties are able to succeed making the best progress possible.

<p>Recovery Curriculum – subject leaders identify key priorities and missed learning within Reading, Writing & Maths and the wider curriculum</p>	<p>Focus on high quality teaching informed by diagnostic assessments. Efficient Curriculum – based on research by John Hattie https://www.tes.com/news/dont-presume-learning-lost-covid-says-john-hattie</p>	
<p>High Quality staff CPD offer CPD focus on maths mastery for leaders and staff. Staff Meetings focus on implementation of curriculum for consistency WVES CPD package Coaching and Mentoring internal provision Learning Mentor CPD on therapeutic approaches Mental Health Lead training</p>	<p>Internal CPD focus on School Improvement priorities/PP intended outcomes and curriculum offer</p> <p>External EEF Guidance – effective professional development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Education Policy Institute – high quality cpd leads to raised attainment https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/</p>	
<p>Early Years 1:1 support provided for high needs pupils enabling class teachers and TAs to provide QFT to all learners and bespoke provision for those with highest need.</p>	<p>Internal Significant number of SEND pupils with complex needs impacting the wider cohort</p> <p>External EEF Toolkit: 1:1 – Cost: Moderate, Progress: +5 months</p>	<p>3. To raise the attainment in phonics so Pupil Premium pupils achieve in line with national and with Non PP in school</p>
<p>Phonics Review of our phonics provision/systems Refresher CPD for staff delivering RWI Monitoring of provision Modelling of good practice</p>	<p>Internal PP pupils (and non PP) not in line with national</p> <p>External EEF Toolkit: Phonics – Cost: Low, Progress: +5 months</p>	

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

Budgeted cost: £42, 575.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific Interventions</p> <p>Targeted deployment of TAs/HLTAs to lead interventions based on</p> <ul style="list-style-type: none"> • A baseline of developing – need to make accelerated progress to be on track. • PP pupils with ability/potential to maintain or move to GD. • Phonic need in KS2 <p>Teacher led Shining Lights writing intervention (30mins weekly)</p> <p>Bug Club targeted intervention led by TA</p> <p>Recovery Curriculum – pupils identified a s part of pupil progress meetings to receive additional support.</p>	<p>Internal</p> <p>Diagnostic assessments and analysis shows a gap between PP and non PP at ARE in a selection of classes and also with the number of pupils achieving GD</p> <p>Internal monitoring & assessments show a need for a number of PP pupils in KS still requiring phonics especially new arrivals with low PIE codes</p> <p>Speech & Language remains a barrier to learning for some PP pupils</p> <p>External</p> <p>EEF Toolkit:</p> <p>Small group teaching/tuition – Cost: Low, Progress+4 months</p> <p>Oral Language intervention – Cost: Low, Progress: +6 months</p> <p>Phonics – Cost: Low, Progress: +5 months</p> <p>TA interventions – Cost: Moderate, Progress: +4 months</p> <p>Mastery Learning – Cost: Moderate, Progress: + 5 months</p>	<ol style="list-style-type: none"> 1. To raise the attainment in writing of boys in the following classes: 1K, 3BC, 3S, 4CS, 4C, 5D, 5P from baseline of Autumn 21 2. To raise the attainment from baseline of Autumn 21 so more PP pupils achieve GD in writing and close the gap with Non PP 3. To raise the attainment in phonics so Pupil Premium pupils achieve in line with national and with Non PP in school 4. To narrow the gap between PP and Non PP in Y 1 & 2
<p>Speech & Language</p> <p>TA delivering Sp & L support to targeted PP pupils</p>	<p>Research shows short regular (within a time frame) sessions have the best impact. Also, impact is at its best when linked with normal teaching.</p>	
<p>Reading Recovery</p> <p>Reading Recovery Teacher supporting targeted PP pupils</p>	<p>Evidence shows the best use of TAs, providing greater impact for pupils is in providing structures interventions compared with general class support.</p>	

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

Budgeted cost: £60,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support around the Family /Attendance/SEMH</p> <p>Employment of Pastoral Manager & Learning Mentor to improve and/or offer</p> <ul style="list-style-type: none"> • Parental Engagement • Attendance – including rewards • Family Support which in turn supports children with their learning • Programmes/interventions to support SEMH needs • Well being • Offer behaviour or self- regulation support in turn improving learning outcomes <p>Base 25 counselling (as and when required)</p>	<p><u>Internal</u></p> <p>Many outside barriers need to be brought into school, in order to address them at least in part, to improve outcomes.</p> <p>Significant number of PP pupils with additional needs around SEMH and complex behaviour.</p> <p>Attendance an issue for some PP pupils – some having persistent absence issues.</p> <p>Various barriers our parents have that results in them having difficulties in supporting their children through their school experience</p> <p>Poor cultural capital and life experiences.</p> <p><u>External</u></p> <p>EEF Toolkit:</p> <p>Parental Engagement – Cost: Low, Progress +4 months</p>	<p>5-9. Sustain/Improve provision to enhance attendance & wellbeing in school. Pupils with SEMH difficulties are able to succeed making the best progress possible.</p>
<p>Cultural Deprivation</p> <p>Contributions towards school trips, visitors and memorable experiences in order to enhance cultural capital and increase knowledge</p>	<p>Research shows short regular (within a time frame) sessions have the best impact. Also, impact is at its best when linked with normal teaching.</p> <p>Social & Emotional Learning – Cost: Low, Progress +4 months</p> <p>Evidence shows that SEL interventions have visible and valuable impact on attitudes to learning and social relationships within school .</p> <p>EEF advice on successful behaviour management & specific behaviour interventions</p> <p>https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools and</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	

Total budgeted cost: £252, 575.00

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.

A. Summer 2021 (pupils GD at previous KS to still be GD as a result of COVID Recovery Curriculum) for more PP pupils achieving GD compared with Spring 2020 data. GD attainment for PP pupils to be in line with non PP internally and in line with national at end of KS2

Summer 2021 (pupils who were GD at previous key stage to still be GD as a result of COVID Recovery Curriculum)

4/6 year groups pupils still GD who were at previous Key Stage

1/6 year groups only 1 pupil not making expected progress to remain GD

or more PP pupils achieving GD compared with Spring 2020 data.

Cohort Outcomes Spring 2020 – Summer 21

Rec into Y1 increase in number of pupils achieving GD in all areas

Y1 into Y2 increase in number of pupils achieving GD in R & M

Y2 into Y3 increase in number of pupils achieving GD in M & = in W

Y4 into Y5 increase in number of pupils achieving GD in R & M

Y5 into Y6 increase in number of pupils achieving GD in R & W

Target

	1	2	3	4	5	6
R	2/2	5/5	5/5	10/10	7/7	11/11
W	2/2	5/5	5/5	9/9	7/7	11/11
M	2/2	4/4	5/5	9/9	7/7	11/11

Actual

	1	2	3	4	5	6
R	3	2/1	2/1	2/10	6/4	2/3
W	3	1/1	2/1	2/7	4/1	2/3
M	4	2/1	3/1	1/8	7/2	2/2

A. Summer 2021 for the percentage of boys achieving ARE in reading and writing in each year group to have increased from Spring 2020 and for gender gap to have narrowed. (see SIP priority 4 targets)

Incorporate outcomes of case study (Academic year 18-19 delayed due to COVID) investigating perceptions of children as to what makes a good writer, incorporated into classroom practice to improve outcome for boys

Summer 2021 for the percentage of boys achieving ARE in reading and writing in each year group to have increased from Spring 2020

Cohort Outcomes Spring 2020 – Summer 21

Reading increase in boys attainment in 3/6 year groups

Writing increase in boys attainment in 1/6 year groups & = in 2/6

and for gender gap to have narrowed. (see SIP priority 4 targets)

Cohort Outcomes Spring 2020 – Summer 21

Reading gender gap increased with boys ahead in 1/6 year groups

Reading gender gap narrowed between girls and boys with girls ahead in 2/6 year groups

Gender gap flipped in favour of boys in 1/6 year groups

Writing gender gap remained = with boys ahead in 1/6 year groups Writing gender gap narrowed between girls and boys with girls ahead in 2/6 year groups

Writing gender gap flipped in favour of boys in 1/6 year groups

Incorporate outcomes of case study (Academic year 18-19 delayed due to COVID) investigating perceptions of children as to what makes a good writer, incorporated into classroom practice to improve outcome for boys

Spring 2020 outcomes compared with Summer 21 outcomes. Cohort specific

	R	1	2	3	4	5	6
R	0%	21%	18%	20%	29%	0%	45%
	50%	38%	38%	32%	44%	46%	
W	0%	24%	14%	13%	26%	6%	3%
	25%	30%	23%	23%	38%	54%	

B. Summer 2021 more PP pupils passing the Phonics Test compared with Summer 2019 (and Autumn 2020 (Covid)) so that the difference between PP and Non PP pupils remains equal but in line with National. (see SIP Priority 6 targets)

Summer 2021 more PP pupils passing the Phonics Test compared with Summer 2019 (and Autumn 2020 (Covid)) so that the difference between PP and Non PP pupils remains equal but in line with National. (see SIP Priority 6 targets)

Despite Covid from Summer 2019 -21 percentage of PP pupils has increased and the gap between St Andrew's and national (82%) has been diminished.

Non PP data remains consistently just behind national.

Outcomes

Summer 2019 (Current Y4)

PP 74% Non PP 73%

Summer 2020 (Tested in Autumn 2020) (Current Y3)

PP 65% Non PP 77%

Predicted 2021

PP 80% Non PP 76%

C. Improved opportunities for parental engagement and support so that they can have a better impact on their child's learning.

Improve provision to enhance wellbeing in school.

Attendance support for key groups/families led by Pastoral Manager and EWO

Pupils with SEMH difficulties are able to succeed making the best progress possible.

No Parental Workshops due to COVID Lock down or restrictions

Further Reduction in persistent absence of PP pupils

During lockdown...

All pupils received at least a weekly phone call to check on their wellbeing from either their teacher/TA or pastoral team

WhatsApp contacts provided for vulnerable families to gain access to advice and support from Learning Mentor and Pastoral Manager

Learning mentor groups provided over teams for pupils with SEMH needs followed up by delivering creative activity packs.

Pastoral manager groups provided over teams for vulnerable parents

Online story time sessions delivered by the pastoral manager with activity packs to follow up being delivered to homes following the sessions.

Recovery Funding

Catch Up and Keep Up through recovery curriculum (which will identify key priorities within RWM) in order to recoup lost learning and therefore numbers of pupils working at ARE/GD

Summer 21 all pupils who were ARE/GD at Spring 20 to be at least ARE/GD and for targeted pupils for sufficient progress to have been made to become ARE/GD where they previously were below						
Year Group	Reading Numbers of pupils working at ARE Spring 2020	Reading Numbers of pupils working at ARE Summer 2021	Writing Numbers of pupils working at ARE Spring 2020	Writing Numbers of pupils working at ARE Summer 2021	Maths Numbers of pupils working at ARE Spring 2020	Maths Numbers of pupils working at ARE Summer 2021
Reception – Y1	6	4	6	4	7	3
Y1 – Y2	8	7	8	6	9	9 + 1 conversion from below ARE to ARE
Y2 – Y3	15	10 + 1 conversion from below ARE to ARE	12	8 + 1 conversion from below ARE to ARE	18	11
Y3 – Y4	27	13	25	9	26	10
Y4 – Y5	11	8 + 2 conversion from below ARE to ARE	12	9 + 1 conversion from below ARE to ARE	12	11 + 1 conversion from below ARE to ARE
Y5 – Y6	18	15 + 1 conversion from below ARE to ARE	12	9 + 4 conversion from below ARE to ARE	12	11

Pupils who did not continue to work at ARE in July 2021 (impacted by second lock down) to be targeted in Pupil Progress meetings in September 21 where further approaches to reverse lost learning will be planned for using PPG and Recovery Fundin

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
N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

N/A