Pupil premium strategy: review statement 2019/20

Disadvantaged pupil performance overview for last academic year

	Pupils eligible for PP (your school)			Pupils not eligible for PP (national average)		
	18-19	19-20	20-21	18-19	19-20	20-21
Proportion achieving expected standard or above in reading, writing & maths	83%	No Data Due to CV-19		71%	No Data Due to CV-19	
Average progress score in reading	0.8			0.3		
Average progress score in writing (TA)	0.8			0.3		
Average progress score in maths	1.2			0.4		

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1: QFT	For all pupils to receive quality-first teaching, ensuring personalisation for all learners, based on the BPP T&L priorities.
Priority 2: Targeted Support	Key stages to provide a personalised approach to interventions, which ensure that our disadvantaged students make maximum progress, using Pupil Premium funding in order support this
Priority 3: Other	To provide enrichment, support and opportunities for disadvantaged students in order to improve engagement in learning, thus ensuring students make excellent progress.
Barriers to learning these priorities address	CV-19 – bubble closures - children in isolation, remote learning while digitally disadvantaged,

Projected spending	£ 173,382

Monitoring and Implementation

Area	Challenge	Mitigating action
Priority 1: QFT	Continued focus on reading with children who are new to school and the country.	Additional focussed training and CPD for staff for quality first teaching in reading and phonics.
Priority 2: Targeted Support	Ensuring classrooms have sufficient staffing to support group work and intervention.	Enhanced provision mapping in each year group with teachers working alongside the SENCO and Phase Leader. Key training programmes for Teaching Assistants working with professional partners (external professionals) to enable quality intervention.
Priority 3: Other	Working with families that face the most challenges	Targeted early identification of families by the team for work with the OWR Family Support Worker and referrals made for Community Family Support work. Work alongside other external agencies and charities to support.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	As the children did not take the formal examinations due to a national lockdown all assessments have been Teacher Assessment led. The children in this cohort who were disadvantaged were on track to make significant progress.
Progress in Mathematics	
Phonics	78% of disadvantaged children would have achieved the expected standard in the phonics screening which is a vast increase on the previous year.This is based on Teacher Assessment, moderation and ongoing tracking of children.
Other	- Significant family engagements of disadvantaged groups and impact against EHA targets, CIN and CP targets. - Rapid progress and outcomes of children in Y2 and Y6 which has been moderated. - Learning behaviours and regulation much improved.

	● More families entering the disadvantaged group and into poverty during the lockdown period.