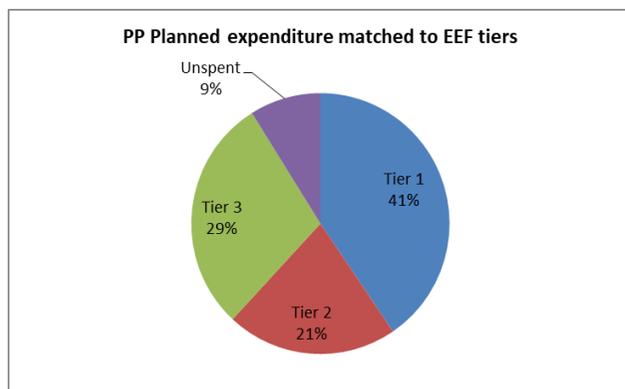


Pupil premium strategy statement (primary)



1. Summary information					
School	St Charles Catholic Primary School				
Academic Year	2021-22	Total PP budget	£29,837	Date of most recent PP Review	September 2021
Total number of pupils	135	Number of pupils eligible for PP	20	Date for next internal review of this strategy	February 2022

2. Current attainment based on KS2 estimated results, 2021 (tests did not take place due to global pandemic)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths	33.3% (1/3)	71%
% making expected progress in reading	100% (3/3)	100%
% making expected progress in writing	100% (3/3)	100%
% making expected progress in maths	66.7% (2/3)	95.2%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Vocabulary – access to wider vocabulary for understanding
B.	Reading, early reading / phonics – comprehension, inference and deduction, early reading skills
C.	Writing

D.	Maths – basic skills and transference to reasoning / understanding	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A.	Attendance and persistent absence– especially for some groups of PP pupils	
B.	Lack of support at home – reading at home, homework, spellings, engagement with school	
C.	Low aspirations to achieve	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved communication and use of vocabulary across the curriculum for all pupils	Children are able to access the wider curriculum Children are able to access reading activities Children articulate their knowledge well Standards in writing improve
B.	Progress and attainment in reading remains high Attainment and progress in phonics (PSC) remains high	Reading and attainment and progress in reading remains high at the end of KS2 Reading attainment in KS1 improves PSC % remains high
C.	Raise % of children achieving expected in writing across the school – relating to Key stage progress.	Attainment and progress in writing improves;
D.	Progress and attainment in mathematics improves across the school Progress of PP children in mathematics is accelerated in order to close the attainment gap	All children making expected progress across the school Children make accelerated progress in some year groups to catch up and maintain key stage progress by the end of year 6 Children have basic skills knowledge to be able to access problem solving and reasoning activities

5. Planned expenditure

Academic year

2021/22

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all TIER 1

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the quality of teaching and learning to ensure consistently high standards of instruction and delivery. Children are productive and engaged in lessons. £1500	INSET for all staff – behaviour for learning Ongoing staff training and regular revisiting for staff St Charles way – behaviour for learning code	Pupil Premium Ofsted report 2013: Understanding the importance that all teaching meets the needs of each learner rather relying on interventions to compensate for teaching that is less than good.	In school monitoring: Performance Management Lesson visits Learning walks Book looks Pupil voice Feedback to staff and re-checking through future monitoring.	RE FK	Ongoing weekly drops ins to observe impact of bfl. Ongoing timetabled monitoring: Learning walks Observations Pupil Voice

<p>High quality early reading provision – Read Write Inc Phonics. £2500</p>	<p>Ongoing training for all staff and additional training for any staff new to RWI</p> <p>Regular CPD for staff via online tutorials</p> <p>Regular 6 weekly assessments for all children via reading leader</p> <p>Parental workshop for phonics</p> <p>Daily high quality phonics sessions for children matched to phonics ability – personalised teaching</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Impact +5 months</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Impact + 4 months</p>	<p>Phonics Learning walk</p> <p>Regular assessment of children</p> <p>Data analysis – progress</p> <p>Phonics tracker</p>	<p>FK</p>	<p>Half termly RWI / phonics assessment for progress</p> <p>Half termly RWI learning walks</p>
<p>Reading is given a high priority in school</p> <p>High standards of attainment and progress are maintained</p> <p>£1650</p>	<p>Whole Class reading – comprehension and inference teaching</p> <p>Book based literacy</p> <p>Reading for pleasure</p> <p>SQIRT time</p> <p>Home reading – prioritised</p> <p>Access to high quality texts</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Impact: + 6 months</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>Impact +5 months</p>	<p>Monitoring of provision through:</p> <p>Lesson observations</p> <p>Lesson visits</p> <p>Book looks</p> <p>Pupil voice</p> <p>Hearing children read</p> <p>Data analysis</p> <p>Reading Age tests and data</p>	<p>FK</p>	<p>Annual Reading age assessments</p> <p>Termly NFER assessments</p> <p>Half termly: Observations Learning walks Book looks</p> <p>Pupil voice – x2 per year</p>

<p>Writing outcomes are improved across the curriculum</p> <p>Children make accelerated progress to improve KS progress and outcomes</p> <p>£1150</p>	<p>Staff training – writing for purpose</p> <p>Cross curricular writing planned for and delivered with specific focus on gaps</p> <p>Additional sessions in timetable for grammar and spelling lessons to address gaps</p>	<p>Pupil Premium Ofsted report 2013: Thoroughly analysing which pupils are underachieving; particularly in English and maths, and why.</p> <p>'Gap busters' school case study (ofsted 2013)</p>	<p>Monitoring of provision through:</p> <p>Lesson observations Lesson visits Book looks</p> <p>Data analysis Spelling age tests</p>	<p>FK RE</p>	<p>Half termly writing assessments Data analysed</p> <p>Half termly: Observations Learning walks Book looks</p>
<p>Progress in maths to be above 1 or in line with non PP children for KS2 children</p> <p>Attainment to be in line with non PP children.</p> <p>£2300</p>	<p>Maths curriculum to fully sequential and build on previous learning.</p> <p>Where gaps in learning are identified – adapt planning to address these.</p> <p>Targeted support within the classroom from class teacher during maths lessons.</p>	<p>Pupil Premium Ofsted report 2013: Allocate best teachers to teach English / Maths in order to improve standards.</p>	<p>Monitoring of provision through:</p> <p>Lesson observations Lesson visits Book looks – comparison to LTP / MTP to ensure coverage Pupil Voice</p> <p>Data analysis – end of unit checks and half termly tests.</p>	<p>RE CM</p>	<p>Start and end of unit maths tasks</p> <p>Termly maths assessments - Data analysed</p> <p>Half termly: Observations Learning walks Book looks</p>
<p>Introduction of PSHE programme to improve self esteem and aspiration to achieve.</p> <p>£1500</p>	<p>Jigsaw PSHE scheme implemented</p> <p>RSHE – journey in love with additional materials from Sister Dorothy Black</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Impact: +4 months</p>	<p>Monitoring of provision through:</p> <p>Lesson visits Pupil Voice Governor visits</p>	<p>RE RJ</p>	<p>February 2022</p>

<p>The school curriculum is well sequenced, so knowledge is built upon. Children know more and remember more. This includes a focus on vocabulary for all subjects. £1500</p>	<p>Subject curriculums are sequential and build on previous knowledge</p> <p>Children know more and remember more</p> <p>Children have a wide range of basic skills which they can apply to their learning</p>		<p>End of unit knowledge organiser quizzes to measure knowledge and progress</p> <ul style="list-style-type: none"> • Ongoing monitoring: • Book looks • Learning walks 	<p>RE FK CC</p>	<p>December 2021</p>
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Total budgeted cost £12,100

ii. Targeted support TIER 2

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Attainment and progress of PP children to similar to national and that of other children within school. £3000</p>	<p>Small group intervention:</p> <p>Read Away</p> <p>Write Away</p> <p>Power of 2 maths intervention</p> <p>RWI 1:1 intervention</p> <p>Toe by toe – dyslexia intervention</p>	<p>EEF research: Reading comprehension strategies: +6 months Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>EEF: Small group tuition: +4 months Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics intervention: +4 months Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>Review of provision timetable alongside data / intervention logs – half termly</p> <p>Work samples / book trawls of SEN / PP children</p> <p>Pupil progress meetings</p> <p>Learning walks / observations</p>	<p>SLT</p> <p>Intervention staff</p> <p>Class teachers</p>	<p>Each half term – through:</p> <ul style="list-style-type: none"> • Pupil progress meetings • Lesson observations • Assessment – data analysis • Intervention logs • SEN / IEP reviews

<p>Before and after school learning opportunities help children in targeted areas.</p> <p>Homework club to support children with additional learning.</p> <p>£1500</p>	<p>Lunchtime homework club where children can access IT.</p> <p>Additional adults to hear readers more frequently.</p> <p>Morning reading club</p>	<p>EEF research shows that pre-teaching is powerful intervention in improving confidence and attainment.</p> <p>Many of the children not completing homework, not learning spellings and timetables are children entitled to PP.</p> <p>Homework club can help develop good homework habits.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	<p>Data monitoring: analysed and groups of pupils targeted linking to attainment and progress (especially where children are not on track to make expected KS progress).</p> <p>Before / after school tuition in small groups (2-3 children). Intervention monitoring form to be completed to show focus area for session and progress made. Monitored by SLT to ensure high quality sessions.</p> <p>Before and after tuition data to measure progress over short blocks of learning.</p> <p>Children not completing homework identified by staff -</p>	<p>RE</p> <p>FK</p>	<p>December 2021</p>
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<p>Pupil Premium children allocated key person</p> <p>£1900</p>	<p>Key person allocated for individual support – x 2 afternoons per week</p> <p>Children are heard read regularly throughout the week</p> <p>Children build relationships with key staff in school and are able to discuss worries, concerns or issues in order to support children emotionally</p> <p>Children have additional time to cover key skills – e.g. vocabulary / maths basic skills</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk) Impact: +4 months</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Impact: +4 months</p>	<p>Monitoring of provision:</p> <p>Learning walks Pupil voice Parent interviews</p> <p>Data analysis: Knowledge organiser quizzes – before and after topic Reading data; reading age scores, termly reading data</p> <p>Power of 2 maths intervention – before and after scores and progress. Half termly tests – progress and attainment.</p>	<p>RE FK</p>	<p>December 2021</p>
Total budgeted cost					<p>£6400</p>
<p>iii. Other approaches TIER 3</p>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>ELSA support Children have emotional and social support</p> <p>Children are happy to be in school</p> <p>Absence is reduced</p>	<p>2 trained ELSA's in school to deliver 1:1 sessions</p> <p>Register for ELSA support is drawn up looking at children's needs – specific priority for PP children and focus identified / agreed.</p>	<p>Feedback from previous years for this from parents and pupils has been positive and view that this contributes to children's happiness and wellbeing in school.</p> <p>Social and emotional learning: EEF +4 months</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>Regular timetable for ELSA provision Pupil interviews Parental contact and questionnaires</p>	<p>RE NR SM AR</p>	<p>February 2022</p>

<p>Children have strategies to deal with specific behaviours – e.g. anger, sadness and learn to manage these.</p> <p>Reduced behaviour incidents</p> <p>£3100</p>		<p>k)</p>			
<p>Financial support for school uniform</p> <p>£2000</p>	<p>Uniform code followed and children have appropriate clothing for school</p>	<p>Parental survey and requests indicate parents value this support</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p> <p>No measurable impact but research suggests that wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p>	<p>Liase with families</p> <p>Parental questionnaire</p>	<p>RE RS SW</p>	<p>Annually</p>
<p>Encouragement and financial support of additional activities and experiences in school.</p> <p>To include subsidy of holiday clubs.</p> <p>£2500</p>	<p>Trips, residential trips, experiences, visits are paid for from PP funding so all children can participate.</p> <p>Children are identified and encouraged to join in with after school clubs including sport and music provision.</p>	<p>Sports participation EEF +1 months +1 month</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation: EEF +3 months</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Success in previous years. PP parent survey indicates they value this support.</p>	<p>Monitor spending</p> <p>Parental questionnaire</p> <p>Children survey</p>	<p>RE RS FK SW</p>	<p>Annually</p>

<p>Subsidy for activities such as Forest school and other outdoor learning experiences – e.g. orienteering, outdoor adventure.</p> <p>£1000</p>	<p>Forest school club and within school</p> <p>Orienteering experiences</p>	<p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>No measurable impact but report suggests that outdoor learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>			
Total budgeted cost					£8600

6. Review of expenditure				
Previous Academic Year				
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)	
<p>Quality first teaching for all –</p> <p>Teacher awareness of PP children within their classroom and school strategies for effective teaching</p>	<p>Quality CPD and ongoing professional development through monitoring and evaluation (LCTSA, NRCDES)</p> <p>Quality feedback for children – and response to feedback to ensure this moves children forwards</p>	<p>All teachers aware of PP children within their classroom – targeted support evident through monitoring and pupil voice.</p>	<p>Approach to continue – focus to move to teaching and learning with a specific focus on behaviour for learning skills as identified through ongoing monitoring.</p>	
<p>High quality phonics through RWI programme.</p>	<p>Ongoing staff development using online resources and development day.</p>	<p>84.6% children passed phonics check in summer term</p> <p>Regular monitoring demonstrates high quality provision for phonics across the school.</p>	<p>Impact of phonics on early reading is evident – approach to continue.</p>	

Continue to develop Whole class read approach across the school

Purchase of high quality reading resources for all children
Children give regular opportunities and encouraged to read for pleasure

% of children achieving Exp and GDS at the end of KS1 and KS2 remains high and above national.

Age Related Expectation Summary Report
Y7 - Disadvantaged (3 pupils)

3 pupils Period: Yr6 Sum2	Below	Risk	At	Above	Significantly Above
Reading	1 (33.3%)	0 (0%)	0 (0%)	2 (66.7%)	0 (0%)

Age Related Expectation Summary Report
Y7 - All Pupils (24 pupils)

24 pupils Period: Yr6 Sum2	Below	Risk	At	Above	Significantly Above
Reading	4 (16.7%)	0 (0%)	8 (33.3%)	12 (50.0%)	0 (0%)

Data shows that 2/3 disadvantaged children achieved GDS in reading.

Progress data in KS2 shows disadvantaged children made more than expected progress within the year and over time.

	No.	Y1	Y2	Y3	Y4	Y5	Y6	Yr1 Aut1 - KS1	KS1 - Now
Year 4	19	4.7	5	6.6	0.0	-	-	9.7	6.6
Year 5	26	-	5.6	4.7	7.3	0.0	-	-	12.1
Year 6	17	-	-	5.8	3.4	9.8	0.0	-	18.9
Year 7	24	-	-	5.5	5.7	4.4	9.9	-	25.6

Points Progress

Y4, Y5, Y6, Y7 - Disadvantaged (8 pupils)

Reading

	No.	Y1	Y2	Y3	Y4	Y5	Y6	Yr1 Aut1 - KS1	KS1 - Now	KS1 - KS2
Year 5	3	-	2.7	4	7.7	0.0	-	-	11.7	24
Year 6	2	-	-	6	4.5	7.5	0.0	-	18	24
Year 7	3	-	-	5.7	6.3	3.3	13	-	28.3	24

Impact of whole school reading approach demonstrates high reading attainment for all pupils at the end of KS2.

Continue to develop writing strategy and opportunities for writing across the school.

Writing skills are sequence and planned carefully – linking to success criteria.
Ongoing CPD opportunities for staff

Progress in writing is at least expected for all year groups.

Points Progress
Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (122 pupils)

Writing

	No.	Progress						Target		
		Y1	Y2	Y3	Y4	Y5	Y6	Yr1 Aut1 - KS1	KS1 - Now	KS1 - KS2
Year 2	14	5.3	0.0	-	-	-	-	5.3	-	-
Year 3	22	4.2	6.5	0.0	-	-	-	11	0.0	24
Year 4	19	4.5	5.7	6.1	0.0	-	-	10.2	6.1	24
Year 5	26	-	5.8	4.9	7.4	0.0	-	-	12.1	24
Year 6	17	-	-	5.5	3.4	7.8	0.0	-	16.7	24
Year 7	24	-	-	4.9	6.6	2	9.7	-	23.2	24

To continue with focus for writing as this remains a priority area for all children and disadvantaged.

Look at and adapt strategies to ensure maximum progress as this has been identified as an area which has had the most impact during Covid pandemic.

Points Progress
Y2, Y3, Y4, Y5, Y6, Y7 - Disadvantaged (8 pupils)

Writing

	No.	Progress						Target		
		Y1	Y2	Y3	Y4	Y5	Y6	Yr1 Aut1 - KS1	KS1 - Now	KS1 - KS2
Year 5	3	-	4.7	5.3	6	0.0	-	-	11.3	24
Year 6	2	-	-	6.5	3	7.5	0.0	-	17	24
Year 7	3	-	-	4.7	6.7	1	9.7	-	22	24

Use of White Rose materials for maths and mastery approach to ensure planning is sequential and builds on previous learning.

Children develop essential key maths skills and learning is pitched appropriately to accelerate progress. Continuous CPD and moderation throughout the year. Focus on reasoning and problem solving is incorporated into lessons for all children. Additional basic skills lessons to ensure children are on track for their year group expectations.

All year groups made more than expected progress within the academic year:

Points Progress
Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (122 pupils)

		Mathematics							Progress			Target
	No.	Y1	Y2	Y3	Y4	Y5	Y6	Yr1 Aut1 - KS1	KS1 - Now	KS1 - KS2		
Year 2	14	4.9	0.0	-	-	-	-	4.9	-	-	-	
Year 3	22	3.7	6.7	0.0	-	-	-	10.6	0.0	24	24	
Year 4	19	4.2	4.4	7.5	0.0	-	-	8.6	7.5	24	24	
Year 5	26	-	6.3	3.6	8	0.0	-	-	11.4	24	24	
Year 6	17	-	-	5.6	3.6	8.4	0.0	-	17.6	24	24	
Year 7	24	-	-	5.4	5.8	5	8.9	-	25.2	24	24	

Points Progress
Y2, Y3, Y4, Y5, Y6, Y7 - Disadvantaged (8 pupils)

		Mathematics							Progress			Target
	No.	Y1	Y2	Y3	Y4	Y5	Y6	Yr1 Aut1 - KS1	KS1 - Now	KS1 - KS2		
Year 5	3	-	7	4	5.7	0.0	-	-	9.7	24	24	
Year 6	2	-	-	6	4	7	0.0	-	17	24	24	
Year 7	3	-	-	6.3	7.7	5.7	10.7	-	30.3	24	24	

Disadvantaged children in Years 5 and 6 made more than expected progress. Children in Year 4 made less than expected progress.

The whole school approach has been positive and children have made good progress.

We will continue with this approach but look to develop this further to increase and accelerate progress for all children – especially disadvantaged.

ii. 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

<p>Small group intervention:</p>	<p>Read Away</p> <p>Write Away</p> <p>Power of 2 maths intervention</p> <p>Additional reading sessions with keyworker (1:1)</p> <p>RWI 1:1 intervention</p>	<p>Attainment and progress of PP children to similar to national and that of other children within school.</p> <p style="text-align: center;">Points Progress Y2, Y3, Y4, Y5, Y6, Y7 - Disadvantaged (8 pupils)</p> <p style="text-align: center;">Reading</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">No.</th> <th colspan="6">Progress</th> <th colspan="2">Target</th> <th rowspan="2">Actual</th> <th rowspan="2">Difference</th> </tr> <tr> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> <th>Yr1 Aut1 - KS1</th> <th>KS1 - Now</th> <th>KS1 TA - KS2 TA</th> <th>KS1 - KS2</th> </tr> </thead> <tbody> <tr> <td>Year 5</td> <td>3</td> <td>-</td> <td>2.7</td> <td>4</td> <td>7.7</td> <td>0.0</td> <td>-</td> <td>-</td> <td>11.7</td> <td>24</td> <td>-</td> </tr> <tr> <td>Year 6</td> <td>2</td> <td>-</td> <td>-</td> <td>6</td> <td>4.5</td> <td>7.5</td> <td>0.0</td> <td>-</td> <td>18</td> <td>24</td> <td>-</td> </tr> <tr> <td>Year 7</td> <td>3</td> <td>-</td> <td>-</td> <td>5.7</td> <td>6.3</td> <td>3.3</td> <td>13</td> <td>-</td> <td>28.3</td> <td>24</td> <td>28.3 - 4.3</td> </tr> </tbody> </table> <p style="text-align: center;">Points Progress Y2, Y3, Y4, Y5, Y6, Y7 - Disadvantaged (8 pupils)</p> <p style="text-align: center;">Mathematics</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">No.</th> <th colspan="6">Progress</th> <th colspan="2">Target</th> </tr> <tr> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> <th>Yr1 Aut1 - KS1</th> <th>KS1 - Now</th> <th>KS1 - KS2</th> </tr> </thead> <tbody> <tr> <td>Year 5</td> <td>3</td> <td>-</td> <td>7</td> <td>4</td> <td>5.7</td> <td>0.0</td> <td>-</td> <td>-</td> <td>9.7</td> <td>24</td> </tr> <tr> <td>Year 6</td> <td>2</td> <td>-</td> <td>-</td> <td>6</td> <td>4</td> <td>7</td> <td>0.0</td> <td>-</td> <td>17</td> <td>24</td> </tr> <tr> <td>Year 7</td> <td>3</td> <td>-</td> <td>-</td> <td>6.3</td> <td>7.7</td> <td>5.7</td> <td>10.7</td> <td>-</td> <td>30.3</td> <td>24</td> </tr> </tbody> </table> <p style="text-align: center;">Points Progress Y2, Y3, Y4, Y5, Y6, Y7 - Disadvantaged (8 pupils)</p> <p style="text-align: center;">Writing</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">No.</th> <th colspan="6">Progress</th> <th colspan="2">Target</th> </tr> <tr> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> <th>Yr1 Aut1 - KS1</th> <th>KS1 - Now</th> <th>KS1 - KS2</th> </tr> </thead> <tbody> <tr> <td>Year 5</td> <td>3</td> <td>-</td> <td>4.7</td> <td>5.3</td> <td>6</td> <td>0.0</td> <td>-</td> <td>-</td> <td>11.3</td> <td>24</td> </tr> <tr> <td>Year 6</td> <td>2</td> <td>-</td> <td>-</td> <td>6.5</td> <td>3</td> <td>7.5</td> <td>0.0</td> <td>-</td> <td>17</td> <td>24</td> </tr> <tr> <td>Year 7</td> <td>3</td> <td>-</td> <td>-</td> <td>4.7</td> <td>6.7</td> <td>1</td> <td>9.7</td> <td>-</td> <td>22</td> <td>24</td> </tr> </tbody> </table>		No.	Progress						Target		Actual	Difference	Y1	Y2	Y3	Y4	Y5	Y6	Yr1 Aut1 - KS1	KS1 - Now	KS1 TA - KS2 TA	KS1 - KS2	Year 5	3	-	2.7	4	7.7	0.0	-	-	11.7	24	-	Year 6	2	-	-	6	4.5	7.5	0.0	-	18	24	-	Year 7	3	-	-	5.7	6.3	3.3	13	-	28.3	24	28.3 - 4.3		No.	Progress						Target		Y1	Y2	Y3	Y4	Y5	Y6	Yr1 Aut1 - KS1	KS1 - Now	KS1 - KS2	Year 5	3	-	7	4	5.7	0.0	-	-	9.7	24	Year 6	2	-	-	6	4	7	0.0	-	17	24	Year 7	3	-	-	6.3	7.7	5.7	10.7	-	30.3	24		No.	Progress						Target		Y1	Y2	Y3	Y4	Y5	Y6	Yr1 Aut1 - KS1	KS1 - Now	KS1 - KS2	Year 5	3	-	4.7	5.3	6	0.0	-	-	11.3	24	Year 6	2	-	-	6.5	3	7.5	0.0	-	17	24	Year 7	3	-	-	4.7	6.7	1	9.7	-	22	24	<p>Overall disadvantaged children made good or better progress across the school in reading, writing and maths.</p> <p>Continue with intervention strategies.</p>	
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<p>Attendance monitoring</p>		<p>To improve attendance so it is at least in line with national</p> <p>Persistent absence is reduced esp for PP children</p>	<p>Attendance monitoring strategy to be updated and used to improve attendance.</p>	
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<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

		pupils not eligible for PP, if appropriate.		
ELSA support	<p>Children have emotional and social support</p> <p>Children are happy to be in school</p> <p>Absence is reduced</p> <p>Children have strategies to deal with specific behaviours – e.g. anger, sadness and learn to manage these.</p> <p>Reduced behaviour incidents</p>	<p>From pupil voice surveys children indicated they benefit from emotional support in school.</p> <p>Monitoring demonstrates improvement in learning behaviours in the classroom.</p>	<p>Continue – this is essential to maintaining good behaviour and supporting families in our school, including pupil mental well-being.</p>	
Key person allocated for individual support	<p>Children are heard and read regularly throughout the week</p> <p>Children build relationships with key staff in school and are able to discuss worries, concerns or issues in order to support children emotionally</p> <p>Children have additional time to cover key skills – e.g. vocabulary / maths basic skills</p>	<p>This did not happen in the same way due to bubble restrictions during the pandemic.</p>	<p>To restart this approach – with adaptations.</p>	

Financial support for school uniform	Uniform code followed and children have appropriate clothing for school	More children have the correct uniform, look smart and feeling included. Parental feedback is positive.	Continue with this approach.	
Encouragement and financial support of additional activities and experiences in school. To include subsidy of holiday clubs.	Enjoyment and engagement with the whole curriculum.	This didn't happen as much last academic year due to the pandemic and lack of trips / provision in this area.	This will continue this year.	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk