

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	Fiddlers Lane Community Primary School
Number of pupils in school	193 (including 13 nursery pupils)
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	Termly but full review September 2022
Statement authorised by	Mrs Margaret Woodhouse Chair of Governors
Pupil premium lead	Ms Sarah Cooper Headteacher
Governor / Trustee lead	Mrs H Robinson Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 120,354
Recovery premium funding allocation this academic year	£ 12,325
Pupil premium funding carried forward from previous years	£ 9,308
Total budget for this academic year	£141, 987.

Part A: Pupil premium strategy plan

Statement of intent

At Fiddlers Lane Community Primary School our ultimate objectives disadvantaged pupils are:

- *for all pupils including disadvantaged pupils to receive quality first teach enabling them to make good progress towards end of Key Stage expectations and ready them for the next stage in their education*
- *to enrich their lives through providing high quality, diverse resources to enable their learning*
- *To ensure that all pupils including disadvantaged have good attendance so they can access learning and put strategies in place for all pupils to meet our attendance target of 96%*
- *To meet the SEMH and SEND needs of our disadvantaged pupils, through providing appropriate timely support*
- *To further engage the families of disadvantaged pupils, so as partners they can support their children in meeting their learning goals*

Our current pupil premium strategy plan works towards achieving those objectives by:

- *Utilising our current staff fully to support all pupils from their current attainment levels*
- *Enabling staff to better support the needs all pupils though quality CPD, coaching and mentoring*
- *Further engage parents through in school and home/school activities*

The key principles of your strategy plan are:

- *Every child develops their speaking and listening skills on entry to school through targeted activities and quality interactions with staff*
- *Every child receives teaching which focuses on language acquisition, increasing and developing vocabulary through oracy and reading materials.*
- *Every child has good attendance. We strive to engage with parents of persistent absentees so they see the value in their children attending school every day and engaging in lessons*
- *We meet the needs of SEND pupils through targeted support and carefully chosen intervention programs*

Challenges

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

Challenge number	Detail of challenge
1	<p>English Language skills</p> <ul style="list-style-type: none"> • Assessments, observations, and discussions with pupils indicate poor oral language and communication skills in EYFS and children in KS1 and KS2 • Assessments, observations, and discussions with pupils indicate poorer development of reading skills (including phonics) • Assessments, observations, and discussions with pupils indicate poorer development of writing skills (including development of fine motor skills)
2	<p>Maths fluency and reasoning</p> <p>Assessments, observations, and discussions with pupils indicate poorer development of maths fluency and reasoning skills</p>
3	<p>Social Emotional Issues / SEND / self-regulation</p> <p>Assessments, observations, and discussions with pupils, families and professionals have identified social and emotional issues for many of our disadvantaged children</p> <p>Many of our disadvantaged pupils have SEND and many have a high level of complex needs</p> <p>Assessments, observations, and discussions with pupils indicate an inability of many disadvantaged pupils to self-regulate, manage personal hygiene on entry to school.</p>
4	<p>Parental engagement</p> <p>Lack of involvement / engagement in school by some disadvantaged families along with their perceived low importance of educational outcomes.</p> <p>Observations show lower engagement with homework tasks such as reading amongst disadvantaged families.</p>
5	<p>Impact of Covid-19</p> <p>Our assessments and observations have shown a greater impact of Covid -19 across the curriculum for disadvantaged pupils. Poor engagement with remote learning amongst disadvantaged families and a lack of enrichment opportunities during school closure.</p>

	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing</p>
6	<p>Attendance</p> <p>Our attendance data is lower for disadvantaged pupils than non-disadvantaged pupils.</p> <p>More disadvantaged pupils are persistently absent than non-disadvantage pupils.</p> <p>During</p>

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>Improved oral language skills in EYFS in KS1 and KS2</p>	<ul style="list-style-type: none"> Speaking and listening skills on entry to school are addressed through targeted activities and quality interactions with staff (measured by Welcomm and Neli data) Pupils to use and understand a wider range of vocabulary and be more confident in S&L activities and therefore engage more in lessons <p>KS2 reading outcomes in 2024/25 show greater % of disadvantaged pupils met the expected standard.</p>
<p>EYFS KS1 (and some KS2) pupils make relevant progress are at age related expectations for reading and writing as a result of effective phonics teaching.</p>	<ul style="list-style-type: none"> phonics teaching is systematic and rigorous and applied in reading and writing measured by RWI assessments half termly, phonics screen A greater number of pupils access the curriculum due to increased reading ability. Measured by formative termly reading assessments Use of subject specific vocabulary is evident in all areas of the curriculum

	24/25 phonics check outcomes shows gap closing between disadvantaged pupils and non-disadvantaged pupils
<p>Increased number of disadvantaged pupils at ARE for reading EYFS, KS1 and KS2 Pupils reading regularly at home Love of reading evident</p>	<ul style="list-style-type: none"> • CPD delivered increased staff skill in teaching of phonics / reading • Staff are utilised effectively- time tabling and resourcing facilitates every child across KS1 and 2 receiving a daily guided read session • Pupils have access to a wide range of quality reading resources at school and at home • home reading / love of reading parental engagement increased (questionnaire data) <p>Gap closed between % of pupils at disadvantaged non-disadvantaged pupils meeting the expected standard in reading</p>
<p>Increased number of pupils at ARE at EYFS, KS1 and KS2 in writing</p>	<ul style="list-style-type: none"> • Quality of teaching improves through impact of regular targeted CPD sessions • Quality first teach in English consistently delivered <p>Termly formative writing Assessment of writing shows the gap has decreased between % of disadvantaged and non-disadvantaged of pupils meeting the expected standard in writing increases.</p>
<p>Maths Increase in fluency and reasoning skills for all pupils</p>	<ul style="list-style-type: none"> • Regular additional fluency sessions delivered to all pupils, increase % of disadvantaged pupils at ARA for maths • Qualified teacher to deliver targeted support maths through interventions • Effective CPD in maths (Maths Hub training and resources) increases quality of teaching <p>Outcomes measured by formative assessments show an increase in progress of disadvantage pupils in maths</p>
<p>SEND Disadvantaged pupils with SEND receive quality teaching and learning and make</p>	<ul style="list-style-type: none"> • SEND Co. is able to fulfil her role due

<p>good progress. Their needs are met and they are supported across the curriculum</p>	<p>to sufficient time out of class</p> <ul style="list-style-type: none"> • Specific pupil progress meetings focus on disadvantaged pupils with SEND ensuring their needs are met • CPD to enable teachers to deliver quality first teach to pupils with SEND • Training for all staff in meeting needs of pupils with SEND 57% of SEND pupils are disadvantaged <p>Pupil progress meetings, reviews and data shows disadvantaged SEND pupils needs are met and they are making good progress (tracking data)</p>
<p>SEMH Pupils SEMH needs are met</p>	<p>Pupils children’s emotional, behavioural and mental health needs are assessed and met, enabling pupils are ready to learn, access the curriculum and are able to fully participate in all aspects of school life.</p> <p>Referral to CAHMS are fast tracked. Thrive programme referrals through Inclusion manger enables timely support. Regular meetings with CAHMS s/place2be/school coordinator/ Ed psych enable appropriate support</p> <p>Data from surveys (pupil and parent) and reports show an increase in pupil well-being. An increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<p>COVID-19 impact</p>	<p>Data shows increased participation from families who did not engage in home learning during lockdowns during isolation.</p> <p>Access to remote learning increases amongst disadvantaged families</p>
<p>Parental Engagement Increase in parents’ involvement in learning including reading, homework and participation in workshops and learning</p>	<p>Data shows increased participation in</p> <ul style="list-style-type: none"> - Home learning – including remote learning and engagement in home reading - Parent consultations - Workshops - Pride Time (parent book look) attendance - Mums’ and Dads’ Club

<p>Attendance</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Improved attendance across all year groups</p> <p>Decrease in persistent absences</p> <p>The gap between disadvantaged and non-disadvantaged pupil's attendance decreases.</p>
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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: £ 34,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by:</p> <p>Ensuring teaching in all subjects is of the highest quality all pupils including disadvantaged pupils make most progress as a result of quality first teaching.</p> <p>Staff development and Quality CPD - National College resources</p> <p>RWI training / coaching days</p> <p>Moderation training and resources</p>	<p>DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p>Effective Professional Development / EEF (educationendowmentfoundation.org.uk)</p> <p>EFF Effective use of TAs</p>	<p>1</p> <p>2</p> <p>3</p>
<p>Develop a consistent approach to assessment from Y1 – 6, ensuring this is progressive from EY to KS1.</p>	<p>NFER maths and NST reading tests are used to track progress three times a year. Moderation CPD ensures writing judgements are secure.</p>	<p>1</p> <p>2</p> <p>3</p>
<p>Continue to embed RWI phonics program</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	<p>1</p> <p>3</p>

<p>Phonics teaching in EYFS / Y1, 2,3 in smaller groups and streamed across the year 1 -3. DHT/ English lead non-contact to facilitate CPD RWI Training to secure stronger phonics teaching for all pupils.</p>	<p>comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	
<p>Enhancement maths teaching and curriculum planning in line with DfE and EEF guidance. Fund teacher release time to embed key elements of guidance in school and to enable staff to access Maths Hub resources and CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <ul style="list-style-type: none"> • Quality first teach • Specialist maths teaching, • In class support from TAs to scaffold learning • use of Same Day Intervention. • Small group tutoring in maths • Purchase of resources to support learning 	2,3
<p>DHT English lead out of class to monitor English, deliver attend courses, CPD assessment and to coach staff</p>	<p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Feed back +7 months – coaching sessions form HT and DHT ensure quality verbal feedback given</p>	1 3

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

Budgeted cost: £ 30, 703

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure high quality consistent phonics teaching /intervention / tutoring throughout the KS1.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1,3

<p>To ensure the application of phonics is well embedded in Reading.</p> <p>To track the attainment of pupils in Years 1 and 2 to ensure that the majority pass the phonics screening check.</p>	<p>RWI assessments half termly dictates the targeting of pupils in lowest 20% to receive tutoring sessions facilitating accelerated progress</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Intensive tuition in small groups are provided to support lower attaining learners across school. Half termly discussions target the most effective use of this resource</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Additional targeted maths groups delivered by a math specialist</p>	<p>Intensive tuition in small groups are provided to support lower attaining learners across school. Half termly discussions target the most effective use of this resource</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Increased staff to deliver guided reading sessions</p>	<p>TA / teachers used for small group guided reading</p> <p>EEF small group tuition +4 months</p>	1, 3
<p>1:1 Speech and language intervention EYFS KS1 & 2 Neli intervention Delivered by ELKLAN trained TAs and Enhanced speech and language service</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 3
<p><i>Reading Wise Intervention Targeted at struggling readers year 2+</i></p>	<p>Program has been successful in the past</p> <p>Approaches using digital technology 4 months</p> <p>A Department for Education (DfE) RCT study found Reading Wise increased reading ages by 9.5 months in 1 term and Reading Wise pupils improved twice as fast compared to the control group.</p> <p>ReadingWise - Literacy Intervention for Schools</p>	1, 3
<p><i>KS2 small group English tuition delivered by HLTAs targeted at pupils' specific needs</i></p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Pupils are able to access learning at their</p>	1, 3

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

Budgeted cost: £ 73,441

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion Manger work and facilitating outside agencies ensure children (and parents of children) with specific behavioural and learning needs are supported through specific interventions</p> <p>Children experiencing barriers to learning will be identified and the following support given:</p> <ul style="list-style-type: none"> • Pastoral support around behaviour and social/ emotional support • One to one work support -Social and • emotional • Behaviour treat / rewards • intervention groups using PIT team resources / • Place2be interventions • Lunchtime support to be provided for vulnerable pupils 	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk) +4 months</p> <p>Therapeutic interventions in place including: Art Engagement; Social Skills; Play Therapy including Lego Therapy; Anger Management and Emotional Regulation.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk) +4 months</p> <p>Individual behaviour plans have been effective in the past at engaging pupils who cannot access school systems.</p>	<p>3, 4, 5, 6</p>
<p>Inclusion Manager strives to improve Attendance and ensure whole school attendance remains above 96% Specifically focus in on PP attendance with the following strategies:</p> <ul style="list-style-type: none"> • Attendance on the agenda at Parents' Evenings • First day calls • Home visits • Penalty fines for extended holidays • Regular meetings with parents of persistent absentees • Discussions with parents. pupils at risk of becoming 'Persistent Absentees' • attendance treats / attendance rewards 	<p><i>DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 per cent of all sessions.</i></p> <p>Overall attendance at FLCP is for 20-21 was 95.3%, however there remains a gap between Pupil Premium and non-PP attendance.</p> <p>Individual case studies have shown impact of this provision on pupils' attendance</p> <p>Impact measured through attendance data target which is to be in line with national average.</p>	<p>3, 4, 5, 6</p>

<ul style="list-style-type: none"> Work with attendance leads in the cluster <p>Follow government guidance doc https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>Target to reduce persistent absence to be in line with national average</p> <p>Previous collaboration has been successful and ensured the same guidelines across the cluster of schools</p>	
<p>Release time for staff to develop and deliver parental workshops and dissemination of information on reading and phonics</p> <p>Parent booklets</p> <p>Computing drop-ins and workshops</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. +6 months progress</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4, 5
<p><i>MAPAS</i></p> <p>Music and Performing Arts Service weekly tuition for year 4 pupils.</p>	<p>Positive impact of arts engagement</p> <p>Arts engagement +3months</p>	1,2,3
<p>Parent Link Worker role ensures parents feel more well informed and empowered to support their children through:</p> <ul style="list-style-type: none"> Parental engagement programme in place Family Learning workshops Pride Time Class assemblies Coffee mornings Involvement in Mums' and Dads' Club Mums' and Dads' club On-line 	<p>Parental engagement +2 months (EEF Toolkit)</p> <p>Arts engagement +3 months</p>	1,2,3,4,5,6
<p>Arts clubs</p> <ul style="list-style-type: none"> Lunch time clubs such as art and dance increase pupil well being 	<p>Arts engagement +3months</p>	3

Total budgeted cost: £ 138, 679

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.

Autumn Term Evaluation September - December 2020									
A	<p>S&L Poor oral language skills in EYFS and some children in KS1 and KS2</p> <ul style="list-style-type: none"> Oracy 21 project did not run due to Covid-19 Welcomm resources in use in N and Rec baseline data collected. Reception baseline 92% of pupil blank level 1, 33% at blank level 2 and 4% at blank level 3 6 pupils were given individual action plans form SALT enhanced service Accepted on NELI program- staff training Jan 21 –Program to begin Spring 21 Some EYFS interventions did not happen due to staff absence (Reception teacher absent for 4 weeks due to Covid) S&L TA interventions reduced due to S&L TA covering absences due to COVID-19 needed in class due to staff isolation 								
B	<p>Development of reading comprehension skills</p> <ul style="list-style-type: none"> Reading wise program delivered to year 2 &3 pupils. Further staff training undertaken. <ul style="list-style-type: none"> Data showed increased reading ages from baseline Quality guided reading sessions delivered in KS2. Staff training delivered to KS1 and EYFS staff. <ul style="list-style-type: none"> Guided reading observations across all classes – identified further training needs. CPD planned Reading for pleasure resources purchased (100 quality books for recommended read 50 fiction, 40 non fiction and 10 poetry) per year group (launch delayed due to Jan lockdown) Some guided reading groups could not happen due to staff absence (Covid-19) 								
C	<p>Complex needs of some children, including SEN</p> <ul style="list-style-type: none"> Due to Covid and the key worker having a RA in place other year groups did not receive this specialist intervention in the Autumn term. Specialist maths TA worked with reduced number of groups due to Covid-19 groups in years 4 & 5 (identified as most in need) SEND review to be undertaken by LA Spring term 								
D	<p>Lack of maths fluency and reasoning skills for some pupils</p> <ul style="list-style-type: none"> Progress was good in the Autumn term. Maths lead isolated due to Covid and worked from home when vulnerable. RTCP used successfully to assess gaps and support catch up plan in years 1-6 Specialist teacher worked with targeted groups (in limited way due Covid risk assessments) 								
External barriers (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning.)									
E	<p>Attendance below national average. Persistent absenteeism</p> <ul style="list-style-type: none"> Inclusion manager had +4 weeks absent due to Covid Home learning lead isolated due to Covid – then on Mat leave. <table border="1"> <thead> <tr> <th colspan="2">Autumn term (excluding Nursery 2020/21)</th> </tr> </thead> <tbody> <tr> <td>Total attendance</td> <td>95%</td> </tr> <tr> <td>Unauthorised</td> <td>0.9%</td> </tr> <tr> <td>Target</td> <td>96%</td> </tr> </tbody> </table>	Autumn term (excluding Nursery 2020/21)		Total attendance	95%	Unauthorised	0.9%	Target	96%
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Target	96%								
F	<p>Lack of involvement in school by some families</p> <ul style="list-style-type: none"> Lessons / homework set to ensure all pupils in UKS2 were able to access Teams and were secure in uploading work. 								

	<ul style="list-style-type: none"> IT lessons for KS1 and LKS2 in logging on and accessing work through Purple Mash prioritised. Mums' and Dads' Club continued on line throughout the Autumn term. (Parent link worker absent due to Covid and maternity leave) Art Activity packs prepared for remainder of academic year. Activities such as pumpkin carving were done remotely
G	Impact of Covid -19 Staff absence meant that many interventions could not run as staff were used to cover within bubbles.
Spring Term March 2021 (Lockdown Jan 4th - 8th March)	
Internal barriers (issues which require action by the school: poor language skills, resources inexperienced staff)	
A	Poor oral language skills in EYFS and some children in KS1 and KS2 <ul style="list-style-type: none"> Language activities sent to pupils during lock down Pupils in school continued to receive S&L therapy Staff delivered paper packs to ensure families could access resources Staff made regular phone calls home to check pupils could access resources and explain if there were any difficulties inclusion manager / SEND Co undertook home visits Resources chosen to explain key concepts and vocabulary (White Rose maths video lessons & Hamilton Trust English resources)
B	Development of reading skills <ul style="list-style-type: none"> Speech and language offered support to families over lock down Phonics scheme researched and purchased RWI whole school training (8th June) Pupils in school received increased guided reading sessions Online / paper reading resources sent to all pupils READING WISE program in use (pupils in school) data analysed. Lack of engagement for home -addressed with phone calls and home visits) Oxford Owl resources / logins sent to families
C	Complex needs of some children, including SEN <ul style="list-style-type: none"> Differentiated resources sent to pupils and SEND pupils during lockdown. E.g. 3 separate weekly packs for year 3. Laptops offered to all SEND pupils not in school. 50 laptops loaned to families during lockdown. 42 loaned to pupils is receipt of PP. 1:1 support regarding use of and set up of IT offered to all families of pupils not in school. Calls made to families not accessing remote learning to offer laptops. Laptops provided and support offered communication with parents on how to 'get on line'. School support number and e-mails issued to parents. Some parents accessed support. Given data (16 SIM cards and 4 data hubs given to families) Pupils with pre EHCP issues offered places in school (of 8 EHCP pupils 6 came into school regularly) I-reach and place2be (Thrive) sessions continued during lock down. -Pupils not attending school able to access sessions. Pupils in receipt of Pupil Premium in school, received the same offer as those pupils at home <ul style="list-style-type: none"> They were also able to access guided reading sessions, interventions and an increased amount of 1:1 support.
D	Lack of maths fluency and reasoning skills for some pupils <ul style="list-style-type: none"> Specialist maths TA produced on line resources for SEND groups for home use.

- In school groups for year 5 and year 6 pupils continued during lock down
- White Rose Fluency lessons used – in school, fluency activities sent in packs and video links
- Purple mash and Oak academy lessons enabled pupils to receive instant feedback
- Teachers / TAs were able to phone any pupils needing further support with home learning
- Year 5/6 pupils received immediate feedback through TEAMS
- Where pupils returned paper packs feedback was given on line and consolidation activities added to new learning packs
- Generic feedback was given online for whole class / groups and
- specific feedback e-mailed to pupils and parents

External barriers (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning.)

E Attendance below national average. Persistent absenteeism

Spring term March 21 - Jan 4 th - March 5 ^h (excluding Nursery 2020/21)	
Total attendance	85.9%
Unauthorised	0.1%
Target	96%

- Pupils attendance monitored throughout lockdown by teachers and Inclusion manager.
- meetings /weekly phone calls/emails/ home visits/delivery of work and laptops through rout lockdown
- Engagement logs kept and SLT involved when pupils did not engage with home learning.
- Class teacher data for numbers of phone calls made to PP families
- Impact of Covid -detrimental impact on attendance, mainly as we were instructed to code non-attenders of vulnerable children and children with EHCP as a C. These pupils were offered places but did not accept them

Class	Percentage
Year 6 Child A	0%
Year 5 Child A	35%
Year 5 Child B	76%
Year 5 Child C	48%
Year 4 Child A	0%
Year 3 Child A	0%
Year 2 Child A	39%
Year 1 Child A	26%
Year 1 Child B	0%

F Lack of involvement in school by some families

- All parents / carers views on home learning sought – parental preferences for paper packs / online learning sought through questionnaires and at parents evening.
- Pupils all received initial paper pack including resources on paper and instructions to access on line resources.
- Instructions on how to access learning platforms sent to all families by e-mail and on paper
- Videos sent to families on how to access on line learning
- Packs with all resources printed out were sent to all families who requested paper packs
- Timetables sent weekly to pupils / parents. These included hyperlinks to all resources
- HT SEND Co / DHT, Inclusion Manger made +30 home visits to engage families, deliver laptops and paper packs to families
- Teachers released to make phone calls to all pupils and multiple to those not engaging with remote learning set Mums and Dads’ club ran on line though out lockdown. Parents could pick up art packs and resources from school

Despite all of the above there were still families who did not engage in remote learning

G	<p>Impact of Covid -19 Since September 2021 164 days where teachers or TAs have been off due to Covid, 40 days of LTO absence (which have been covered by teachers and TAs and SLT). Totalling 204 days In addition to this there have been 86 days' absence amongst staff since September - non Covid related.</p>
<p>Summer April – July 2021</p>	
<p>Internal barriers (issues which require action by the school: poor language skills, resources inexperienced staff)</p>	
A	<p>Poor oral language skills in EYFS and some children in KS1 and KS2</p> <ul style="list-style-type: none"> • Welcomm exit data for N and Rec compare entry / exit • NELI data (program to be completed in year 1 for target pupils) • Evidence of word aware in teacher's planning • Vocabulary on display in classrooms / communal areas
B	<p>Development of reading skills</p> <ul style="list-style-type: none"> • Speech and language support increased post lockdown (TA 5 afternoons) Data re progress from S&L TA • Management day RWI 10th May- Phonics scheme in use RWI whole school training delivered 8th June. • DATA Year 2 phonics check 70% of pupils passed check. • Pupils engaging with Recommended Reading scheme. DATA % engagement per class. Number of pupils engaging (reading without prompting / letters to chase) • Reading for pleasure training - saw increase in staff knowledge of literature and the knowledge of pupils reading preferences and habits. Records of pupil / staff requests for books. Records of home reading. • Pupil exit data from RW year 3 & 4 data from reading wise • READING WISE program in year 2 pupils targeted once reading age +5. DATA month progress for PP • Zip phonics supplemented quality first teach year 2 – entry exit data for PP • SEND / PP children are able to access quality first teach through support of TAs in science and humanities lessons. Evidence from book scrutiny of Science and humanities PP / SEND • TAs have had training in effectively supporting pupils through scaffolding - Evidence TA observations • Phonics screening data
C	<p>Complex needs of some children, including SEN</p> <ul style="list-style-type: none"> • Succession of SEND Co in place • Trainee SEND Co completed training and now qualified Insert qualification title • Mentoring from current SEND summer term x2 sessions per weeks • 2 EHCP pupils transition to Oakwood (one is PP) • SEND review indicates needs of SEND pupils met SEND review 21st May 2021 • Progress data for PP who are SEND compared to non PP
D	<p>Lack of maths fluency and reasoning skills for some pupils</p> <ul style="list-style-type: none"> • Specialist maths TA groups progress data for summer term. In school data from mental maths papers compared to Autumn 2 Compared to non PP (data from CR) • SEND / TA1 maths group data progress data compare to non PP • Maths lead was on Maternity leave from November to May 2021. • X table check data

External barriers (issues which also require action outside school, such as low attendance rates, low parental engagement, poor home learning.)

E	Attendance below national average. Persistent absenteeism	
	Summer Term (excluding Nursery 2020/21)	
	Total attendance	92.5%
	Unauthorised	
	Target	96%

- All vulnerable pupils and those with EHCP (or EHCP pending) were offered places in school
- Inclusion manager chases late pupils and persistent absentees daily – families attended meetings
- Class teacher records of how many meetings with families Summer 21
- Home visits made for pupils refusing to come to school / families not ensuring attendance of pupils

F	<p>Lack of involvement in school by some families</p> <ul style="list-style-type: none"> • Pupil questionnaires showed increased interest in reading after reading for pleasure scheme re-launched <ul style="list-style-type: none"> - Pupils requested books, increase in outdoor reading spaces and wish for soft furnishings / indoor reading spaces (not possible due to Covid restrictions) • Letters re home re recommended reading scheme X % uptake in all year groups • Mums and dads club packs received by X families received and completed • School enrolled Pupil Premium pupils in reception – year 6 in Salford ‘Summer of Fun’ Summer School.
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G	<p>Impact of Covid</p> <ul style="list-style-type: none"> • Speaking and listening and attention skills deteriorated over lockdown • Pupils did not have access to books at home. Pupils were provided with links to e-books and reading materials were provided • Remote learning impacted on the development of handwriting skills, as pupils did not receive teaching or practise of skills • Even though SEND pupils were offered places in school during lockdown, many families did not send pupils in • Even though links to online maths tutorial videos were sent to all families at home and also paper resources engagement was still limited, particularly in KS1 LKS2. • Engagement was higher in UKS2 where pupils independently accessed learning through TEAMS • Pupils returned from lockdown with high levels of anxiety • increase in safeguarding concerns and operation Encompass referrals
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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
READING WISE Decoding	Reading Wise
Number Stacks resource kits and subscription	
White Rose Maths	White Rose Maths
RWI phonics program and support package	Ruth Miskin
Hamilton Supporting teachers	Hamilton Trust

Further information (optional)

N/A.