

Pupil premium strategy statement

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	Sandal Castle VA Community Primary School
Number of pupils in school	624
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Ben Cowell CoG
Pupil premium lead	Nichola Russell
Governor lead	Julian Finn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,270
Recovery premium funding allocation this academic year	£20,000
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	£2,693,076

Part A: Pupil premium strategy plan

Statement of intent

Curriculum Intent Statement

Our curriculum offer for all children is rooted in promoting high expectations, a range of thinking skills and knowledge and a lifelong love of learning across all curriculum subjects.

Fundamental to this is our determined drive to develop:

Ambition

Our school provides a broad and balanced curriculum which challenges learners, encourages curiosity and inspires lifelong learning. Bloom's Taxonomy underpins our learning to ensure an appropriate depth and variety of skills promote aspirations across the curriculum so that our children can discover what they are good at and explore a range of possibilities open to them. We celebrate every aspect of our children and allow our curriculum to evolve to meet the needs and passions of our current and anticipated school community. We take inspiration from both Christian and British Values to provide our children with opportunities to safely challenge the local, wider and global issues faced in modern Britain and to develop informed and democratic opinions and improve their confidence as a valued member of the community. We aim to support them in widening their aspirations and broadening their horizons.

Creativity

Our school curriculum is creative, inclusive, reflective and collaborative allowing children to develop a range of learning styles. We promote independent learners who are inspired and engaged in their learning through exploration, challenge, and discovery. We value the development and increased awareness of key attributes and roles of society and encourage our children to apply them with depth and understanding across the curriculum. Our children learn to think deeply and reflect imaginatively. The opportunities our curriculum provides ensure that all children have the chances to develop their skills and passions equally. Children have ample opportunity to develop their own voice and an understanding of individual liberty whilst remaining respectful towards others.

Welfare and Safety

Promoting our children's personal development and welfare is a key driver behind our curriculum, ensuring that our children develop confident and positive attitudes to their learning. We encourage our children to be collaborative and communicative learners and support our children in exercising effective self-discipline strategies promoting positive and safe learning environments. High quality nurturing supports children and enables them to thrive in their learning and we encourage them to understand and live the Christian and British

Values we instil in school. Our curriculum offers our children opportunities to interact sensitively and with understanding of, and respect for, their own needs and those of others. Our curriculum is inspirational, therefore children understand the importance of attending school regularly. Our curriculum equips our children with a mature understanding of online safety, and ensures they establish a thorough understanding of the risks of life in modern Britain and online. Good relationships are built through the delivery of a robust curriculum and as a result, children and staff recognise that keeping children safe is everyone's responsibility and thus, endeavour to work collaboratively to ensure the safety of the school community.

Community and Diversity

Our school ensures that our curriculum, including our personal, social and health education and citizenship curriculum systematically teaches our children about all aspects of individual difference and diversity. This includes those related to protected characteristics; appearance, religion, race, gender, sexuality, disability and ability. We include a clear progression that takes account of the age and maturity of children, the current and anticipated intake and adapts as necessary to address particular issues in the wider community. We do this in collaboration with our partner church, St Helen's and other pillars of faith in our community. We tailor our curriculum's breadth and balance to celebrate the locality, the people within it but also how we can promote inclusion of both Christian and British Values for an appreciation of and preparation for life in modern Britain ensuring our children develop respectful and tolerant attitudes when interacting in society.

At Sandal Castle Primary School, the quality, breadth and depth of our curriculum ensures that children are open minded, respectful, resilient, tolerant and have empathy when in school and in the wider community. Our school's vision and its associated values develop aspiration in all children, giving them resilience to cope well when things are difficult and the perseverance to overcome barriers to their own learning and to make positive choices. As a school, we make sure all children have curriculum opportunities to look beyond themselves, ask 'big questions' and think globally about life and develop an understanding of disadvantage, deprivation and the exploitation of the natural and human world. This provides opportunities for all children to engage in social action and to understand how they can challenge injustice both now and in the future. Our children are advocates and leaders for positive change. Their behaviour and attitudes to courageous advocacy and social action are recognised both within school and within the community.

We are determined that all children will learn to read, regardless of any barriers to and levels of learning. We place a strong focus on reading and believe that all children need to learn how to read by the end of KS1- marrying both strong phonic knowledge and fluency for comprehension. We believe that knowledge helps to build bridges between what isn't said and

is a key part of teaching our children to be reading comprehenders. Our teaching of phonics across school is fundamental to the progress of all children, regardless of their starting points. We believe that it is important that all children become fluent readers and as a result, reading is always our first, foremost and central ongoing priority. Because of this, children will have the skills and knowledge to access the wider curriculum. A crucial part of this is to inspire a love of reading. A range of texts and genres are shared and used daily as part of functional reading lessons but also as part of timetabled 'story time' across school- this is integral to our approach to whole school reading. We foster a love of reading across the curriculum as it is our upmost priority. Our teachers read to children every day, sometimes to challenge and often purely for pleasure. Reading aloud and storytelling are skills we develop and value highly amongst our body of staff. Learning to read so we can read to learn and gain pleasure is at the heart of all areas of the curriculum. Books are enjoyed and used across all curriculum areas as highly valued hooks, tools and a way of escaping in to other worlds, times, places and situations.

The school curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, working towards defined end points. From the beginning of their educational journey with us, we focus upon ensuring that all children have embedded basic skills in English and Maths so they are able to read, write and use mathematical knowledge, ideas and operations in a variety of contexts and situations. A clear emphasis is placed upon those children who struggle so that they can catch up quickly.

Year group teams are responsible for deciding the order in which units of work will take place. Teachers use Bloom's Taxonomy to plan sequences of learning which develop knowledge and skills effectively and with depth and meaning. Learning journeys include the teaching of key, powerful knowledge, the development of this knowledge through the application and use of a variety of key skills, the use of big questions and provocative statements which allow children to work with purpose, explore challenging themes and develop not only key skills as learners but also their role as active, global citizens who have an awareness of how key knowledge and skills can be applied across the curriculum and how they shape our world around us. Units of work are planned and opportunities to respond in a variety of ways including through data, writing and more creative approaches. Learning opportunities are practical and active where possible to deepen learning experiences. Retention strategies are built into learning journeys so that powerful knowledge is remembered. Our retention strategies interrupt forgetting- so that the knowledge and skills we teach are 'sticky'. We ensure that we give our children knowledge to think WITH. We believe that children can't think with something they don't have but with key knowledge, thinking skills can be deepened and explored. We provide meaningful cognitive activities for our children, ensuring that our curriculum doesn't overload with knowledge but at the same time ensuring it is challenging enough to commit to long term memory. Knowledge can't empower if it is forgotten. We plan carefully so that knowledge forms cohesive links horizontally, vertically and diagonally across the curriculum. Learning journeys for all subjects make cross curricular links where relevant and purposeful, either

through content or the use of overarching skill sets. Links to current affairs are made where appropriate so that children can see that their actions and responses to our modern world and challenging global can be purposeful and meaningful.

Golden Time Enrichment provides further opportunities to explore elements of the curriculum through play and practical activities. After school clubs offer further opportunities for children to engage in the curriculum. Texts chosen in Read and Respond often address challenging themes, offering discussion and debate. Art and French Theme Days offer opportunities to explore aspects of the curriculum in a creative way and meaningful way.

Opportunities to write purposefully in response to any challenging themes throughout the curriculum are showcased in our school newspaper. Teachers identify opportunities for trips either around school and local area or further afield.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – Our analysis and interrogation of attendance data evidences a higher % of absence for disadvantaged children than non-disadvantaged.
2	PA - Our analysis and interrogation of attendance data evidences a higher % of persistent absence for disadvantaged children than non - disadvantaged.
3	Maths – Although attainment for disadvantaged children is above National all, progress in Maths is average rather than ‘well above’ as in reading. Our aim is to accelerate children’s progress in Maths to be within the National acceptable progress measure
4	Early Language skills and vocabulary gaps – Baseline assessments, observations and discussions indicate under developed oral language skills and vocabulary gaps.
5	Early Phonics - Baseline assessments, observations and discussions indicate gaps in phonic knowledge and understanding potentially due to lost leaning during lockdown.
6	Assessments and observations indicate that the education and wellbeing of children have been impacted by partial school closure. This is despite the high quality remote curriculum in place, teaching of key worker children and creative ways in which teaching and learning took place during each lockdown.
7	Inward mobility – complex cases.
8	Emotional regulation and stability in readiness for academic learning – Ensuring effective support to sustain positive mental health and well-being is a priority.

	Observations indicate that a number of children continue to require bespoke programmes of support in the areas of SEMH.
9	Family and Community - Discussions with families/individual parents highlights the effect of the pandemic on personal wellbeing, financial well-being and stability.

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
To achieve and sustain improved attendance	<ul style="list-style-type: none"> Attendance will be at least in line with National figures
To achieve and sustain reduced PA	<ul style="list-style-type: none"> PA will be at least in line with National figures
To improve progress measures in Maths by the end of KS2	<ul style="list-style-type: none"> Progress in KS2 tests will demonstrate that progress in maths will be in line with the schools progress measures in reading (well above)
To improve oral language skills and vocabulary	<ul style="list-style-type: none"> Impact of the NELI programme will demonstrate improved oral language skills.
To improve phonic skills to ensure attainment and progress in reading is sustained (well above)	<ul style="list-style-type: none"> Impact of the NELI programme will demonstrate improved oral language skills. Impact of staff CPD to ensure effective delivery of the RWI phonics and spelling programmes will be visible in triangulation of school improvement evidence, phonic screening check outcomes and end of KS2 outcomes
To sustain our above National outcomes in R, W, GPS and M sustained at the end of KS2	<ul style="list-style-type: none"> Effective use of government catch up funding (COVID19) will be visible; PPM evidence, school improvement triangulation. This will be demonstrated during all aspects of teaching and learning, including intervention teachers/leaders who will use evidence based teaching interventions (EEF) to ensure our track record of children making rapid progress continues

<p>To ensure that all children with complex needs achieve their potential in the widest sense</p>	<ul style="list-style-type: none"> • Observations, external reports and assessments will indicate and evidence that children joining us at the various points during the year (including FA) with the most complex needs continue to make accelerated progress and achieve their potential.
<p>To sustain the externally recognised and validated high quality provision and practice for children with SEMH ensuring progress, attainment and achievement by all.</p>	<ul style="list-style-type: none"> • Our commitment to ensuring our 3 accredited SENDCo's work effectively to provision map bespoke programmes of specialist support for our most vulnerable children will be recognised and externally validated. • Assessment data will demonstrate progress • The impact of our continued priority to focus on sustaining the emotional health, mental health and well-being of all due to the impact of COVID19: Breakfast Club, Nurture groups, SEMH support, Forest School, ASC's, Residential visits – when allowed, visits, Music /performance opportunities will be visible; improved behaviour and attitudes to learning, social and emotional well-being, mental health and well-being, improved/sustained academic achievement • Improved life skills, confidence, self-esteem and aspiration – increase opportunities to experience 'aspiration via Primary Futures workshops, opportunities to learn to play instruments, learn languages, visit theatres, museums, gallery's, various localities
<p>To sustain the schools community provision and support for families in need</p>	<ul style="list-style-type: none"> • School will continue to provide outreach to families and community members – mental health and well-being, emotional support • The school food bank will continue to provide much needed supplies for families each week – increased number of families • The trusting relationship between school, families and community will

	continue to underpin the vision and values of the school – externally validated.
--	--

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
EEF NELI CPD	EEF NELI Research outcomes https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	4
RWI CPD	By ensuring high-quality phonics teaching the government wants to improve literacy levels to: give all children a solid base upon which to build as they progress through school AND help children to develop the habit of reading widely and often, for both pleasure and information RWI is a DfE validated systematic synthetic phonics programme https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes EEF Toolkit - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	4,5
EEF Stop and Think	The programme aims to improve maths (and science) attainment for Year 3 and Year 5 pupils and consists of a computer-assisted 12 minute 'game' that teachers use at the beginning of maths or science lessons https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/stop-and-think-learning-counterintuitive-concepts-regrant EEF Toolkit – https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3
Appointment of Maths Champion	Leadership of Maths – NCETM, Maths Hub	3

Enhancement of teaching and learning in Maths in line with EEF and DfE guidance	DfE Non Stat guidance produced in conjunction with NCETM drawing on evidence based approaches https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf	3
Mastery Maths	EEF Guidance https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
Access to Maths Hub resources		
Appointment of AHT for teaching and Learning (y1-3)	Strengthened SLT	3,4,5,6
Appointment of AHT for teaching and Learning (y4-6)	Strengthened SLT	3,4,5,6
Appointment of AHT for Inclusion	Strengthened SLT	6,7,8,9
Nurture accredited staff leading schools nurture provision (IQM, CoE)	https://www.nurtureuk.org/ https://www.nurtureuk.org/what-we-do/awards/the-marjorie-boxall-quality-mark-award/ EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-	7,8,

	learning	
--	--------------------------	--

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Phonics sessions	EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	5
Tutoring programme – in house	EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit 1-1 Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3,4,5,6,

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointmen	Strengthened SLT	6,7,8,9

t of AHT for Inclusion		
Embedding principles of good practice as set out in the DfE's 'Improving School Attendance' advice	DfE guidance https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1,2,6,9,
Relaunch of the school behaviour policy	EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,2,3,4,5,6,7,8,9 ,
MHFA	Additional MHFA trained staff	1,2,3,4,5,6,7,8,9
Wellbeing	EEF – Arts, PE, Swimming, nurture, Forest school, outdoor learning	1,2,3,4,5,6,7,8,9

Total budgeted cost: £ 340,000

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.

EYFS

	GLD	ATPS	COM	PHY	PSE	PRIME	LIT	MAT	UTW	EXP	SPECIFIC	ALL
LA	61.9	31.9	74.8	80.0	79.7	71.5	64.9	68.1	76.0	83.7	62.6	61.4
SCP	75.3	36.1	83.1	93.3	84.3	80.9	80.9	79.8	86.5	93.3	76.4	75.3
+/-	+13.4	+4.2	+8.3	+13.3	+4.6	+9.4	+16	+14.9	+10.5	+9.6	+13.8	+13.9

SCP – Above LA in all aspects

2021 ELGs

Reading – 80.9% (+ 19.2% above National 2021)

Writing – 80.9% (+ 19.2% above National 2021)

Maths – 79.8% (+10.1% above National 2021)

2021 GLD

2021 GLD – 75.3%

LA – 61.9% SCP = +13.4% above LA 2021

DfE Region – 56.6 SCP = +18.7% above DfE region 2021

National GLD – 57.6% SCP = + 17.7% above National 2021

YEAR 1 PHONICS

DfE region – Y and H	70.4%
LA	74.9%
SCP	77.6%

SCP +7.2 above DfE

SCP +2.7% above LA

YEAR 1 PHONICS DISADVANTAGED

DfE region – Y and H	59.5%
----------------------	-------

LA	53.8%
SCP	61.5%

SCP +2.0 above DfE

SCP +7.7% above LA

SCP 78%

LA – 74.9% (SCP +3.1% above LA 2021)

DfE area – 70.4% (SCP +7.6 % above DfE area 2021)

National – 68.6% (SCP +9.4 % above National 2021)

YEAR 2 PHONIC SCREENING CHECK – OCT 2020

The Year 2 Phonic Screening check in October 2020 evidenced minimal regression since lockdown of March 2020 and outcomes in line with targets set for these children when they were in Y1 during 2019/2020.

- o **Y1 target was 84%**
- o **All children including those disapplied = 81%**
- o **Of children who actually sat the PSC in October 2020 = 91%**

YEAR 2 PHONIC SCREENING RESITS – JUNE 2021

Good progress can be evidenced from the check of October 2020

Of the 15 children disapplied in October 2020 due to SEND (10 MSP or EHCP) or being NTC/NTE(4) or EAL (1), 7 children had made significant progress during the year and had the skills to be able to sit the PSC in June 2021.

Of the 7 children:

2 children met the standard (33, 34)

3 children missed meeting the standard by 4 marks (28)

1 child achieved 17 correct

1 child achieved 9 correct

YEAR 2 END OF YEAR OUTCOMES

	READING		WRITING		MATHS		RWM	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
DfE re- gion – Y and H	64.7	19.2	57.5	8.8	65.0	17.4	54.4	7.3

LA	72.1	28.8	60.5	10.7	68.4	21.9	58.6	8.8
SCP	71.9	29.2	66.3	22.5	73.0	28.1	65.2	18.0

SCP – above DfE in all aspects

SCP – in line with LA in reading EXS and above in all other aspects

COMPARISON WITH SCP

	READING		WRITING		MATHS		RWM	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
DfE re- gion – Y and H	+7.2	+10	+8.8	+13.7	+8	+10.7	+10.8	+10.7
LA	-0.2	+0.4	+5.8	+11.8	+4.6	+6.2	+6.6	+9.2

SCP – above DfE in all aspects

SCP – in line with LA in reading EXS and above in all other aspects

YEAR 2 DISADVANTAGED

	READING		WRITING		MATHS		RWM	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
DfE re- gion – Y and H	49.9	9.8	42.3	3.2	50.8	7.3	38.4	2.3
LA	55.6	15.6	42.2	6.7	55.6	13.3	40.0	6.7
SCP	54.2	20.8	45.8	12.5	54.2	16.7	45.8	12.5

SCP – above DfE in all aspects

SCP – in line with LA in reading EXS and above in all other aspects

YEAR 2 DISADVANTAGED COMPARISON WITH SCP

	READING		WRITING		MATHS		RWM	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
DfE re- gion – Y and H	+4.3	+11	+3.5	+9.3	+3.4	+9.4	+7.4	+10.2
LA	-1.4	+5.2	+3.6	+5.8	-1.4	+2.7	+5.8	+5.8

SCP – above DfE in all aspects

SCP – in line with LA in Reading and Maths EXS and above in all other aspects

2021 Y2 Outcomes Summary

Reading – 72% ARE+ 29.2% GDS (+4.8% above National ARE 2021, + 9.7% above National GDS 2021)

Writing – 66.3% ARE+ 22.5% GDS (+7.7% above National ARE 2021, + 12.2% above National GDS 2021)

Maths – 73% ARE+ 28.1% GDS (+5.7% above National ARE 2021, + 12.3% above National GDS 2021)

RWM Maths Combined – 65.2% ARE+, 18% GDS (+11.2% above National ARE 2021, + 10.4% above National GDS 2021)

Our challenging yet realistic targets set at the start of the 20/21 academic were set prior to lockdown 2 and 3. Although we have not met our 80% target, we have surpassed National 2021 % in each subject with a significant + at both ARE and GDS. Children who did not meet their target for a number of reasons; isolation, absence, illness have been noted, programmes established

YEAR 6 END OF YEAR OUTCOMES

	READING		WRITING		MATHS		RWM	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
National	61.7	24.3	70.2	15.6	59.2	19	51.0	9.2
DfE region – Y and H	71.7	24.9	69.8	13.5	70.6	19.6	61.7	9.5
LA	78.3	35.7	76.0	24.0	74.7	30.8	72.4	19.9
SCP	86.7	46.7	86.7	41.1	86.7	41.1	84.4	33.3

SCP – above National, DfE and LA in all aspects

COMPARISON WITH SCP

	READING		WRITING		MATHS		RWM	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
National	+25	+32.4	+16.5	+25.5	+27.5	+22.1	+33.4	+24.1
DfE region – Y and H	+15.7	+21.8	+16.9	+27.6	+16.1	+21.5	+22.7	+23.8
LA	+8.4	+11	+10.7	+17.1	+12.0	+10.3	+12	+13.4

SCP – above National, DfE and LA in all aspects

YEAR 6 DISADVANTAGED

	READING		WRITING		MATHS		RWM	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
National	61.3	16.3	54.7	7.3	57.4	11.4	46.4	4.1
DfE region – Y and H	62.8	16.2	59.6	7	60.2	11	50.5	3.6
LA	65.0	18.3	58.3	11.7	60.0	16.7	56.7	10.0
SCP	80.6	25.8	80.6	19.4	80.6	22.6	77.4	16.1

SCP – above National, DfE and LA in all aspects

YEAR 6 DISADVANTAGED COMPARISON WITH SCP

	READING		WRITING		MATHS		RWM	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
National	+19.3	+9.5	+25.9	+12.1	+23.2	+11.2	+31.0	+12.00
DfE re- gion – Y and H	+17.8	+9.6	+21.0	+12.4	+20.4	+11.6	+26.9	+12.5
LA	+15.6	+7.5	+22.3	+7.7	+20.6	+5.9	+20.7	+6.1

SCP – above National, DfE and LA in all aspects

The school catch up funding is used effectively to impact on accelerating the progress of our most vulnerable - as expected by government.

31% (28 children eligible for PP in KS2)

2021 Y6 Disadvantaged Outcomes - Attainment

Reading – 80.6% ARE+ 25.8% GDS (+19.3% above National ARE 2021, + 9% above National GDS 2021)

Writing – 80.6% ARE+ 19.4% GDS (+26.6% above National ARE 2021, + 12.1% above National GDS 2021)

Maths – 80.6% ARE+ 22.6% GDS (+23.2% above National ARE 2021, + 11.2% above National GDS 2021)

RWM Maths Combined – 77.4% ARE+, 16.1% GDS (+31% above National ARE 2021, + 12% above National GDS 2021)

Of the 22 children, KS1 higher prior attainment group, 100% achieved GDS at KS2.

37 children achieved GDS in 2020/21 = 15 additional children to KS2 PAG.

In 18/19, SCP children achieving GDS in Maths was ranked at the 75th percentile. In 2020/21 SCP children achieving GDS in Maths is ranked at the 8th percentile. **This equates to an increase of 23 more children achieving GDS than in 18/19**

Year 6	FFT20	FFT5	SCP
Reading ARE+	85	90	87
Reading GDS	42	53	47
Writing ARE+	89	93	87
Writing GDS	38	52	41
Maths ARE+	91	95	87
Maths GDS	45	59	41
RWM Combined ARE+	80	87	84

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
NELI	
Stop and Think	

