

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	Dale Community Primary School
Number of pupils in school	546
Proportion (%) of pupil premium eligible pupils	46%
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	July 2023
Statement authorised by	Louise Foster, Headteacher
Pupil premium lead	Lindsey Collins, Assistant Headteacher
Governor / Trustee lead	Diane Williams, lead for disadvantaged pupils

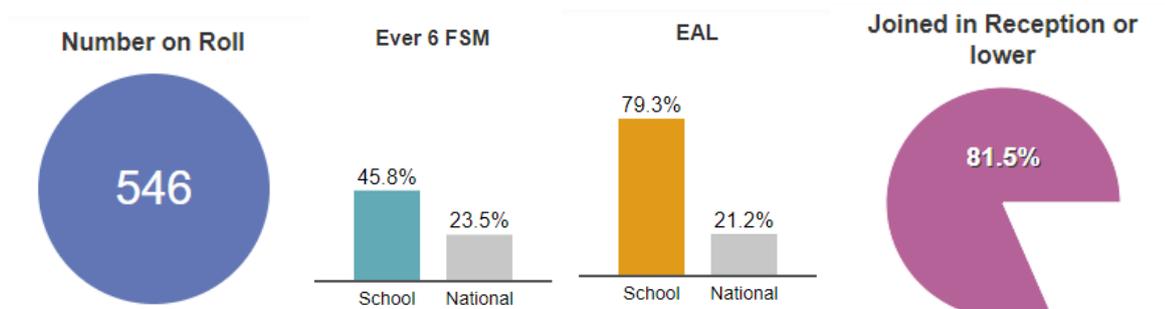
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£319,935
Recovery premium funding allocation this academic year	£33,350
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	£353,285

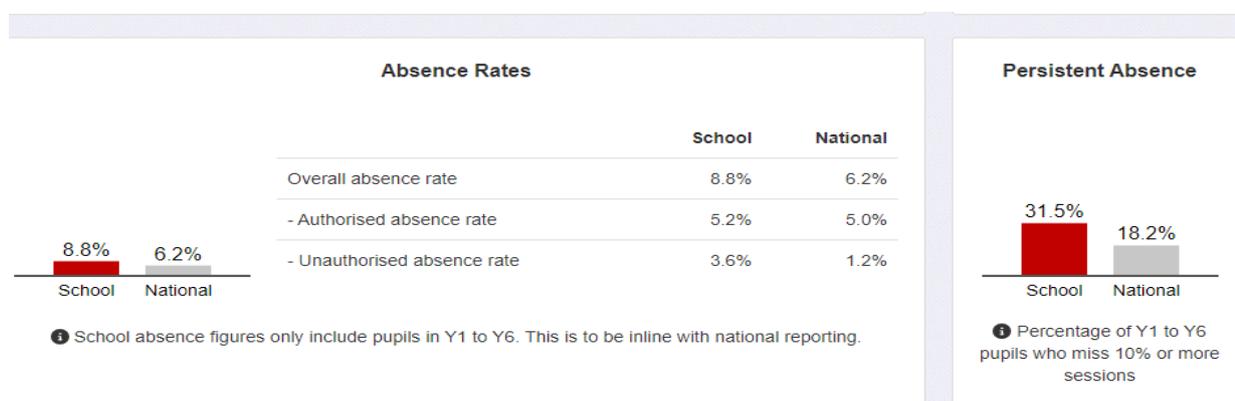
Part A: Pupil premium strategy plan

Statement of intent

Dale Community Primary School Context:



Our context is one that presents a wide range of barriers for our pupils. We are a larger than average primary school with significantly higher than average numbers of disadvantaged pupils and pupils where English is an Additional Language (EAL), when compared to the National average. Lack of continuity in education is also a barrier, as a large number of pupils (19%) join us after reception age. Often, at the point at which pupils enter school, they are not school-ready as their starting points are well below age related expectations (ARE). 80% of pupils in Foundation Stage at their baseline assessment (EYFS GLD) were below ARE and a significant number of pupils throughout Key Stage 1 and 2 are at the point of early acquisition in English.



Prior to Covid-19, our attendance rates were steadily improving. However as the above data illustrates, following the impact of the pandemic, our rates of pupil absence are now significantly higher than absence rates nationally.

Our Ultimate Objectives for our disadvantaged pupils:

Despite these barriers, at Dale Community Primary School, our intention is that all pupils are challenged, engaged, motivated to learn and make good progress and achieve high attainment across all subject areas irrespective of their background or the

wide range of barriers that they face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers. Our Visions and Values are also central to how we will utilise the Pupil Premium funding; to inspire a love of learning, build a strong community, celebrate our diversity, provide life changing opportunities and achieve in all areas of school life. We believe that our planned use of the Pupil Premium funding will address the aforementioned barriers and will help all children to 'Flourish at Dale'.

Key principles of our strategy plan & how our strategy will work towards meeting our Ultimate Objectives :

In order to maximise the effectiveness of the pupil premium grant we will follow a long-term, 3 Year strategy which will be aligned to our School Improvement Plan, enabling us to implement short, medium and long term strategies and interventions which are both relevant and responsive to the varied and individual needs of our pupils. We will follow the three tiered approach to school improvement as outlined in The EEF Guide to the Pupil Premium: High Quality Teaching for All, Targeted Teaching and Wider Opportunities.

High Quality Teaching for All:

High-quality teaching for all is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed in this strategy, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Due to the impact of Covid-19 on pupils' attainment, the continuation of the development of the teaching and assessment of Reading, Writing and Mathematics remains a priority within this area of the spend. Additional priorities are as follows:

Priorities from School Improvement Plan (SIP) 2021-22 which will continue to be developed and monitored:

- *To continue to develop systems to monitor progress and ensure that immediate and effective action is taken to raise attainment*
- *To have a clear curriculum progression in place which incorporates the development of cultural capital and addresses social disadvantage*
- *Continue to raise standards in communication, language and literacy (SIP 2021-22)*

Priorities from SIP 2022-23:

- **To develop the leadership and management of the school for leaders who are new to post (SIP 2022-23)**

- **To improve the quality of education: Develop teaching and learning in science and non-core subjects (SIP 2022-23)**
- **To improve the quality of education - To have a curriculum designed and delivered in a way that allows pupils to transfer key knowledge to long term memory (SIP 2021-22 & 2022-23)**

Targeted Teaching:

In order to raise attainment, we will use targeted teaching in response to careful monitoring and assessment to identify those pupils who are not making good progress as well as for pupils who have been most affected by the pandemic. Our priorities in this area of the spend are as follows:

Priorities from School Improvement Plan (SIP) 2021-22 which will continue to be developed and monitored:

- *To develop use of Teaching Assistants*
- *To deliver 1:1 tutoring through the support of the National Tutoring Programme*

Priorities from SIP 2022-23:

- **To improve the quality of education: Develop the use of Teaching Assistants- Precision teaching and targeted interventions**
- **Develop provision for pupils who are learning English as an Additional language, particularly those pupils with no previous schooling (SIP 2021-22 & 2022-23)**
- **To develop the leadership and management of the school for leaders who are new to post**

Wider strategies:

Wider strategies will be used to address our most significant non-academic challenges. Given our context as outlined above, and the impact of the pandemic, these challenges have negatively impacted upon academic attainment. As a result, our priorities in this area of the spend are as follows:

Priorities from SIP 2021-22 which will continue to be developed and monitored:

- *To improve whole school attendance, particularly persistent absence*
- *To develop the curriculum to include increased experiences for children*
- *Engage parents and carers in their children's learning at home and at school*
- *To improve behaviour and attitudes (offering social and emotional support)*

Priorities from SIP 2022-23:

- To improve the quality of education: Develop the use of Teaching Assistants- Continue to develop provision for children at lunchtimes

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>55% disadvantaged pupils in Year 2 below ARE in Autumn (2021/22) Statutory phonics screening check compared to 26% of Non-disadvantaged?</p> <p>59% of disadvantaged pupils who are below ARE are new to English.</p> <p>Bottom 20% of Readers throughout school show difficulties with phonics</p>
2	<p>Internal and external (where available) assessments indicate that Reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Data from academic year (2020-21) indicates that in all year groups, disadvantaged pupils attainment in Reading was below that of non-disadvantaged but significantly so in EYFS [gap -34%], Years 1 [gap -20%], 2 [gap -16%] 4 [gap -13%] and 5 [gap -26 %](Support in 2021-22 for years 1, 2, 3, 5 and 6 is a priority and for new cohort in EYFS)</p>
3	<p>Internal and external (where available) assessments indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Data from academic (2020-21) indicates that in all year groups, disadvantaged pupils attainment in Writing was below that of non-disadvantaged: EYFS [-13%], Years 1 [gap -22%], 2 [gap -17%] 3 [gap -20%], 4 [gap -14] and 5 [gap -16%] (Support in 2021-22 for ALL year groups is a priority)</p>
4	<p>Internal and external (where available) assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Data from academic year (2020-21) indicates that in all year groups, disadvantaged pupils attainment in Maths was below that of non-disadvantaged but significantly so in EYFS [-28%], Years 1 [gap -13%],</p>

	2 [gap -22%] and 4 [gap -17%]. (Support in 2021-22 for years 1, 2, 3 and 5 is a priority and for new cohort in EYFS)
5	<p>Our attendance data indicates that absence among pupils is 2.6% higher than for pupils Nationally.</p> <p>Our attendance data indicates that persistent absence (pupils who miss more 10% or more sessions) among pupils is 9.7% higher than pupils Nationally.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p>Observations and discussions indicate that negative attitudes to learning, poor retention, low concentration levels and lack of stamina for learning are inhibiting pupil progress. The wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>-Pupils lack knowledge and experience and struggle to confidently to access and recall learning.</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
Improved retention and application of phonics skills among disadvantaged pupils	<p>Year 1 phonics screening check outcomes in 2023/24 show that 40% of disadvantaged pupils met the expected standard</p> <p>KS1 reading outcomes in 2024/25 show that the % of disadvantaged pupils who met the expected standard is in line with or more than the % of pupils who met the expected standard in the 2023/24 phonics screening check</p> <p>Fewer pupils require phonics intervention in KS2 than in 2020/21</p>
Improved reading attainment among disadvantaged pupils.	<p>KS1 and 2 reading outcomes in 2024/25 show that the gap between disadvantaged pupils and Other pupils who met the expected standard nationally has diminished (see 2020/21 teacher assessment data)</p>
Improved writing attainment among disadvantaged pupils.	<p>KS1 and 2 writing outcomes in 2024/25 show that the gap between disadvantaged pupils and Other pupils who met the</p>

	expected standard nationally has diminished (see 2020/21 teacher assessment data)
Improved maths attainment among disadvantaged pupils.	KS1 and 2 maths outcomes in 2024/25 show that the gap between disadvantaged pupils and Other pupils who met the expected standard nationally has diminished (see 2020/21 teacher assessment data)
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: the overall absence rate for all pupils is reduced when compared to 2021/22 baseline and the attendance gap between disadvantaged pupils and their non-disadvantaged peers nationally, being has diminished · the percentage of all pupils who are persistently absent has reduced when compared to 2021/22 baseline data and the figure among disadvantaged pupils and their peers nationally.

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: £176,643

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics lead and KS1 English Lead to co-ordinate implementation of new scheme of work for phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1 & 2

<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils</p> <p>Whole school CPD for ALL staff on the Little Wandle Phonics Programme</p> <p>Ongoing monitoring of the teaching and assessment of phonics by the Phonics and English Lead</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Purchase of decodable books linked to Little Wandle phonics scheme</p> <p>Purchase and set up online reading scheme (decodable) linked to phonics scheme</p> <p>Phonics Lead and KS1 English lead to introduce reading scheme linked to new phonics scheme- CPD for staff on decodable</p>	<p>The importance of pupils learning to read using a phonetically decodable book is identified in the DfE Reading Framework, page 46</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p>	1 & 2
<p>KS1 and 2 English Leads to review assessment (Insight) linked to non-negotiables-developed to support teaching and learning</p> <p>Check coverage for 'joint' year groups (e.g.Yr 3/4)</p>	<p>Following points made in the Ofsted Framework update 2019 (pages 5 and 6) to improve our English curriculum.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/772056/School_inspection_update_-_January_2019_Special_Edition_180119.pdf</p>	1,2 & 3

<p>Develop clear progression document for Reading, Writing and Spoken Language for Teachers to access-use for planning, assessment and identify gaps caused by missed learning (pandemic)</p>		
<p>To develop the teaching and assessment of writing</p> <p>KS2 English lead to develop systems of writing moderation- to deliver CPD and ensure that effective systems to monitor the accuracy of assessment are in place.</p> <p>CPD for new staff to ensure understanding of writing standards</p>	<p>Ofsted outline the importance of teaching staff having good subject knowledge in the 'Implementation' section of the inspection framework. Effective and accurate moderation requires good subject knowledge.</p> <p>https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework</p>	<p>3</p>
<p>Embed number sense to develop maths fluency in KS1 and Year 3- Purchase of Numbersense and CPD for staff</p>	<p>Research highlights the importance of pupils developing mathematical fluency</p> <p>https://nrich.maths.org/10624</p>	<p>4</p>
<p>Delivery of Maths Mastery</p> <p>Purchase of resources for Maths No problem</p> <p>CPD for new staff – co-ordinated and delivered by Maths Lead (a trained Maths mastery specialist)</p>	<p>We follow the principles outlined in the recommendations expressed:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF_-_Maths_KS2_KS3_Guidance_A3_Recs_Poster.pdf</p>	<p>4</p>

	See 'recent evidence' section https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/	
<p>To have a curriculum designed and delivered in a way that allows pupils to transfer key knowledge to long term memory</p> <p>Teacher trained to disseminate best practice relating to cognition, to coordinate and deliver CPD (spaced practice, dual coding, retrieval) .</p> <p>Monitor systems and classroom practice to ensure teaching for memory within all lessons and within teaching sequences</p>	<p>Understanding of the Key Principles of cognitive science and the strategies that underpin this in the research by the EEF will support implementation of best practice. (see page 10)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf</p>	1, 2, 3, 4 & 6

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

Budgeted cost: £90,321

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NB: We will identify disadvantaged pupils in need of targeted support</p> <p>KS2 English Lead to co-ordinate and introduce targeted teaching of phonics in KS2</p>	<p>There is a strong evidence base to show that the effective deployment and training of Teaching Assistants to deliver interventions has a positive impact on pupils' progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2 & 3

<p>CPD for Teaching Assistants to deliver precision teaching in phonics</p> <p>Develop a phonics 'catch-up' plan for identified disadvantaged KS2 pupils - use phonics assessment</p> <p>Implement a system of regular assessment and monitoring of disadvantaged pupils</p>	<p>We will follow advice based on the research of the EEF to use diagnostic tools to assess pupils' needs to best support their progress in Reading.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p>	
<p>To develop effective use of Teaching assistants to effectively support the learning of disadvantaged pupils</p> <p>Support and deployment of TAs to be more effective – Deputy Head to attend leadership training</p> <p>Deputy Head to co-ordinate CPD timetable for Teaching Assistants to include: phonics, Numbersense, precision teaching, behaviour management, SEND</p>	<p>Evidence shows that Teaching Assistants have a greater impact when they have been 'trained on a clearly specified approach'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2,3 & 4
<p>Class teachers and TAs to deliver maths interventions at point of need during assembly time- target disadvantaged pupils to ensure they do not fall behind</p>	<p>Our interventions follow the principles outlined in page 28 and 29 of the EEF recommendations:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/KS2_KS3_Maths_Guidance_2017.pdf</p>	4
<p>A large proportion of pupils who are EAL are also disadvantaged- Develop provision for pupils who are learning</p>	<p>Research highlights the negative academic impact EAL pupils face which is why EAL and disadvantaged pupils are a priority in our school.</p>	1, 2, 3 & 4

<p>English as an Additional language, particularly those pupils with no previous schooling</p> <p>Head Teacher to co-ordinate and implement Bell Foundation language proficiency assessment</p> <p>Finalise effective induction procedures Train staff on new induction procedures</p> <p>Staff CPD on teaching strategies to support pupils who are learning English as an Additional language</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal</p> <p>Research to support and validate the work of The Bell Foundation. https://www.bell-foundation.org.uk/eal-programme/research/</p>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind- we will teach pupils in small groups to maximise impact as outlined: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3 & 4</p>

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

Budgeted cost: £86,321

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve whole school attendance, particularly persistent absence</p> <p>Targeted groups of pupils identified as persistent absentees to be monitored by Head Teacher and Inclusion team</p> <p>Inclusion Officer employed with responsibility for monitoring attendance</p> <p>Increase number of pupils attending Breakfast club – target identified disadvantaged pupils</p> <p>The cost of Breakfast club to be covered by the Pupil Premium funding for disadvantaged pupils</p>	<p>Embed principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>5 & 6</p> <p>Improved attendance and wellbeing will impact: 1, 2, 3 & 4</p>
<p>Inclusion team to deliver wellbeing interventions for identified pupils – Social and Emotional Learning SEL</p>	<p>Evidenced based approach to support pupils’ social and emotional needs to impact positively on their academic progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>6</p> <p>1, 2, 3 & 4</p>

<p>To widen pupil experiences so opportunities are equal to their peers</p> <p>Vouchers to be issued for identified disadvantaged pupils- families to redeem vouchers towards the cost of trips and uniform</p>	<p>Ofsted illustrate the importance of developing pupils' cultural capital- page 10</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/772056/School_inspection_update_-_January_2019_Special_Edition_180119.pdf</p>	<p>6</p>
<p>Music tuition to be subsidised for identified disadvantaged pupils</p>	<p>As above</p>	<p>6</p>

Total budgeted cost: £353,285

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The following details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year and 2021 to 2022 academic year.

Our internal assessments and analysis during 2020/21 suggested that the performance of disadvantaged pupils in many areas of the curriculum was considerably lower than that of Non-disadvantaged pupils; during 2021 to 2022, this trend continues. The gaps, however, in Foundation Stage, Year 1, and Year 4 and Year 5 in Reading were not as significant. See the charts below:

Data comparison (Pupils at or above the Expected standard) 2020- 2021 Summer 2 to 2021-2022 Summer 2:

	Reading FS- Word Reading/Comprehension		Writing		Maths		
	2020-2021	2021-2022		2020-2021	2021-2022	2020-2021	2021-2022
FS	Reading- assessed as main assessment PP: 36% OP: 61% Gap:-25%	Word Reading PP: 55% OP: 61% Gap:-6%	Comprehension PP: 66% OP: 67% Gap:-1%	PP: 27% OP: 43% Gap:-16%	PP: 52% OP: 57% Gap:-5%	PP: 36% OP: 61% Gap:-25%	PP: 66% OP: 72% Gap:-6%
Year 1	PP: 33% OP: 53% Gap: -20%	PP: 43% OP: 56% Gap: -13%	PP: 29% OP: 51% Gap: -22%	PP: 46% OP: 50% Gap: -4%	PP: 47% OP: 60% Gap: -13%	PP: 50% OP: 54% Gap: -4%	
Year 2	PP: 31% OP: 47% Gap: -16%	PP: 22% OP: 65% Gap: -43%	PP: 21% OP: 38% Gap: -17%	PP: 17% OP: 58% Gap: -41%	PP: 38% OP: 60% Gap: -22%	PP: 33% OP: 81% Gap: -48%	
Year 3	PP: 59% OP: 66% Gap: -7%	PP: 31% OP: 61% Gap: -30%	PP: 47% OP: 67% Gap: -20%	PP: 23% OP: 65% Gap: -42%	PP: 65% OP: 71% Gap: -6%	PP: 33% OP: 75% Gap: -42%	
Year 4	PP: 33% OP: 46% Gap: -13%	PP: 50% OP: 59% Gap: -9%	PP: 24% OP: 38% Gap: -14%	PP: 34% OP: 61% Gap: -27%	PP: 38% OP: 55% Gap: -17%	PP: 47% OP: 61% Gap: -14%	
Year 5	PP: 26 % OP: 52% Gap: -26%	PP: 24 % OP: 41% Gap: -17%	PP: 24% OP: 40% Gap: -16%	PP: 37% OP: 62% Gap: -25%	PP: 32% OP: 39% Gap: -7%	PP: 37% OP: 76% Gap: -39%	
Year 6	PP: 39% OP: 53% Gap: -14%	PP: 45% OP: 66% Gap: -21%	PP: 53% OP: 58% Gap: -5%	PP: 48% OP: 67% Gap: -19%	PP: 45% OP: 53% Gap: -8%	PP: 55% OP: 74% Gap: -19%	

The effects of Covid-19 have continued to impact on our pupils and the disruption to all subject areas to varying degrees has been significant and this is still apparent in our assessment and analysis of the data outlined above. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. During school closure and partial closure we also made every effort to adapt the activities outlined in our pupil premium strategy to support our most disadvantaged pupils. Disadvantaged pupils were prioritised when issuing devices to ensure pupils could access online learning. In addition, when school moved from full to partial closure,

disadvantaged pupils were offered school places so these identified pupils could access quality first teaching at the earliest possible opportunity allowed, according to the restrictions imposed as a result of the pandemic.

As demonstrated within the data above, our strategy is beginning to have an impact in some year groups. It is now essential that in the 2022-2023 academic year, Years 3 and 4 are prioritised for academic support as well as further support in Key Stage 2 for Writing and Year 5 for Maths.

A comparison of Disadvantaged pupils and Other Pupils attendance in 2021-22 and 2020-21

	2021- 2022 Summer 2		2020- 2021 Summer 2	
	%PP (N/N)	Attendance: PP (disadvantaged Pupil Premium) OP (Other Pupils)	%PP (N/N)	Attendance: PP (disadvantaged Pupil Premium) OP (Other Pupils)
FS	39% (29/75)	PP: 85% OP: 88%	31% (23/74)	PP: 90% OP: 93%
Year 1	38% (28/74)	PP: 90% OP: 89%	38% (28/73)	PP: 90% OP: 90%
Year 2	49% (36/73)	PP: 88% OP: 92%	38% (29/76)	PP: 88% OP: 92%
Year 3	50% (39/78)	PP: 89% OP: 93%	43% (34/79)	PP: 92% OP: 89%
Year 4	48% (38/79)	PP: 91% OP: 93%	51% (42/82)	PP: 90% OP: 93%
Year 5	55% (46/83)	PP: 90% OP: 95%	47% (38/81)	PP: 87% OP: 92%
Year 6	49% (40/82)	PP: 93% OP: 95%	52% (43/83)	PP: 93% OP: 93%

Overall attendance for 2021/22 and 2020/21 was lower than in the preceding 2 years (94-95%) which were in line with the national average. As shown in the above table, absence among disadvantaged pupils continues to be significantly higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations have indicated that pupil behaviour, wellbeing and mental health continue to be significantly impacted, primarily due to COVID-19-related issues. The impact is particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on that approach with the activities detailed in this plan.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include: ·

- embedding more effective practice around feedback. Continuing to offer feedback to pupils so we are responsive at the point of need. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. ·
- offering a wide range of high-quality extracurricular activities and holiday clubs to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on 'fun and fitness' and building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.