

Mount Charles 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	Mount Charles School
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	43.51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	September 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Claire Bunting
Pupil premium lead	Becky Thorp/Alana McGovern (MAT Leave)
Governor / Trustee lead	Julie Barr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,440 (Apr 21 - Mar 22. Apr 22 - Mar 23 will be available later in the year)
Recovery premium funding allocation this academic year	£21,924
School-led tutoring funding	£19,001.25
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	£273,365.25

Part A: Pupil premium strategy plan

Statement of intent

Mount Charles School is a community school located in Mount Charles, in the central south east of St Austell in Cornwall.

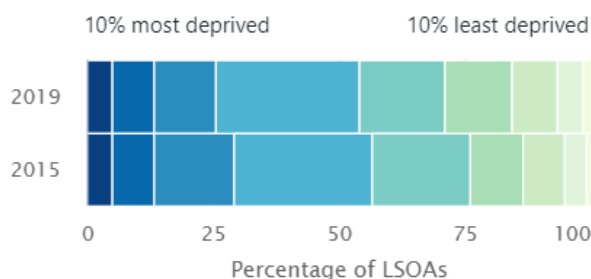
The information below shows the “Lower Super Output Areas” (LSOAs) comparison for Mount Charles against the rest of the country. This locality is amongst the 10% most deprived in the country.

Your selected location falls in [Cornwall 039B](#) LSOA (i.e. neighbourhood). This is within [Mount Charles](#) ward and [Cornwall](#) local authority district.

In 2019, this LSOA is ranked **2,675** out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is amongst the 10% most deprived neighbourhoods in the country. In 2015, this LSOA was ranked **2,755** out of 32,844- amongst the 10% most deprived neighbourhoods.

Cornwall 039B is one of 326 LSOAs in Cornwall local authority district. Using the IMD rank of average summary measure, this local authority ranked **67 in 2015** and **83 in 2019**, out of 317 local authorities.

This chart shows the percentage distribution in 2019 and 2015 of LSOAs within Cornwall, in each decile of the **Index of Multiple Deprivation (IMD)**.



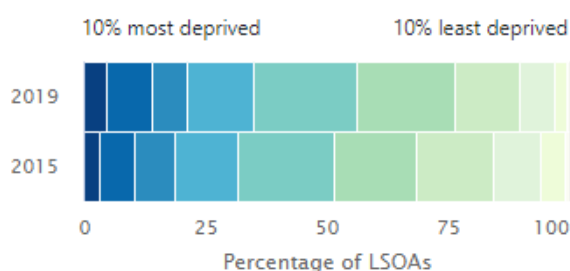
Income Deprivation Affecting Children Index

Your selected location falls in [Cornwall 039B](#) LSOA (i.e. neighbourhood). This is within [Mount Charles](#) ward and [Cornwall](#) local authority district.

In 2019, this LSOA is ranked **2,480** out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is amongst the 10% most deprived neighbourhoods in the country. In 2015, this LSOA was ranked **3,143** out of 32,844- amongst the 10% most deprived neighbourhoods.

Cornwall 039B is one of 326 LSOAs in Cornwall local authority district. Using the IMD rank of average summary measure, this local authority ranked **67 in 2015** and **83 in 2019**, out of 317 local authorities.

This chart shows the percentage distribution in 2019 and 2015 of LSOAs within Cornwall, in each decile of the **Income Deprivation Affecting Children Index (IDACI)**.



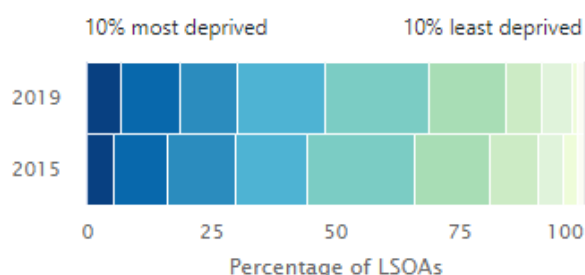
Employment Deprivation Domain

Your selected location falls in [Cornwall 039B](#) LSOA (i.e. neighbourhood). This is within [Mount Charles](#) ward and [Cornwall](#) local authority district.

In 2019, this LSOA is ranked **1,167** out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is amongst the 10% most deprived neighbourhoods in the country. In 2015, this LSOA was ranked **1,983** out of 32,844- amongst the 10% most deprived neighbourhoods.

Cornwall 039B is one of 326 LSOAs in Cornwall local authority district. Using the IMD rank of average summary measure, this local authority ranked **67 in 2015** and **83 in 2019**, out of 317 local authorities.

This chart shows the percentage distribution in 2019 and 2015 of LSOAs within Cornwall, in each decile of the **Employment Deprivation Domain**.



This shows the challenges facing many of our children. Our locality has an IDACI that is ranked 2,480 out of 32,844 and employment deprivation ranked at 1,167 resulting in implications for a number of our pupils around support from parents at home, ambition and aspiration, role models as well as the wider impact of deprivation.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

All members of staff and the governing body accept responsibility for 'disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Mount Charles will:

- Manage funding so that it is always spent on the targeted group of pupils.
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Analyse which pupils were underachieving, particularly in English and Mathematics, and why.
- Draw on research evidence (such as the EEF) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Be very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. **Quality First Teaching is paramount.**
- Use achievement data frequently to check whether interventions or strategies are working and adjust accordingly, rather than using the data retrospectively to see if something has worked.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. (AFL)

- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.
- Provide well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings.
- Involve governors in the decision making and evaluation process.
- Demonstrate the impact of each aspect of their spending on the outcomes for pupils. through careful monitoring and evaluation on the Edukey Provision Mapper

Challenges

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

Challenge number	Detail of challenge
1	<p>Many of our disadvantaged pupils have disrupted and challenging lived experiences at home. Many face multiple challenges that will impact upon their learning and progress, including social care involvement, SEND and mobility. This impacts upon attainment and progress.</p> <p>Many of our disadvantaged pupils have other challenges to learning such as:</p> <p>64% of our PP children have had EHH/FSW/Social care involvement or have had a cause for concern identified to the school safeguarding team.</p> <p>26% of PP pupils are also SEND (SEN Support/EHCP) rising to 38% including children 'On Alert'</p> <p>22% of our PP children have experienced school mobility and have joined our school later than Reception</p> <p>With the COVID pandemic and resulting challenges for families, safeguarding continues to be an important drive in our school. The last academic year (20-21) has seen a 76% increase in CPOMS activity compared to 2018-2019, the last non-COVID year. There has also been a 38% increase in social care involvement in the same period of time. This evidences the increased demand on our safeguarding team to support our pupils</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and</p>

	<p>in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Communication and language skills are a challenge for our disadvantaged pupils. In 2020-2021, on entry to Reception:</p> <ul style="list-style-type: none"> - 81% of disadvantaged pupils were working below, or well below the expected standard in Listening, Attention and Understanding. - 90% of disadvantaged pupils were working below, or well below the expected standard in Speaking <p>Of the children that are eligible for SALT support in Reception – 40% of these are disadvantaged.</p>
3	<p>The school has experienced more frequent and extreme social, emotional, mental health and behaviour concerns. This impacts upon attainment and progress for the pupils experiencing this as well as their peers.</p> <p>In 2020/21, there were 27 fixed term exclusions, relating to 11 pupils. 9 of the pupils were disadvantaged. This shows that 8% of our disadvantaged population are experiencing needs that mean they are at risk of exclusion, despite extensive support and provision in place.</p>
4	<p>Our assessments and observations indicate that the education and 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 such as the EEF study that found:</p> <p><i>“‘significantly lower achievement’, with a ‘large and concerning gap’ for disadvantaged pupils following lockdown. Overall performance in both reading and mathematics in autumn 2020 was found to be significantly lower compared to the 2017 cohort, with pupils, on average, making two months less progress in both subject areas compared to the standardisation sample. Worryingly, the study finds that a very large number of pupils were unable to engage effectively with the tests.</i></p> <p><i>The study also finds a large and concerning gap between the attainment of disadvantaged pupils and non-disadvantaged pupils. For both reading and maths this gap is estimated to be the equivalent of seven months’ learning”</i></p> <p>This has resulted in significant knowledge gaps leading to disadvantaged pupils falling even further behind age-related expectations.</p>
5	<p>Persistent Absence of our Pupil Premium children is a greater concern than their non-PP peers</p> <p>Attendance data for 2020-21 shows that Persistent Absence for the school is 12.05% in comparison to PP PA which is 18.44%.</p> <p>Work conducted so far shows that overall, PP pupils have better attendance than their non-PP peers showing the benefit of this work so far. This needs to be maintained whilst PA absence is also targeted.</p>
6	<p>Assessments, observations, and discussions with pupils shows that pupils that repeatedly fail to pass the phonics screening are disadvantaged. In the year 2020, 90% of the pupils that failed the repeat screening in Yr 2 are disadvantaged. This negatively impacts their development as readers.</p>
7	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>

	<p>On entry to Reception class in the last 3 years, between 64 - 91% of our disadvantaged pupils arrive below age-related expectations compared to 53 - 78% of other pupils. The gap between the pp and non-pp children in Number is between -11% and -17%. This gap remains steady to the end of KS2.</p> <p>For primary pupils from disadvantaged backgrounds, the DfE report https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1029841/Understanding_progress_in_the_2020-21_academic_year_Report_4_October2021.pdf finds on average 0.5 months more learning loss in reading and 0.7 months more in mathematics compared to their non-disadvantaged peers.</p>
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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
1. Children identified as having multiple barriers due to SEND/PP/mobility are supported through a multi-agency approach.	<p>Pupil progress for these pupils will be tracked to ensure progress will not be affected by these experiences.</p> <p>Percentage of PP pupils achieving the expected standard in reading, writing and maths is comparable with similar schools.</p> <p>Education Endowment Foundation (families of schools database)</p>
2. Improved language and communication skills for pupils eligible for Pupil Premium.	<p>Pupils in all year groups who are eligible for Pupil Premium make rapid progress by the end of KS2 so that all pupils who are eligible for Pupil Premium meet age related expectations at least.</p> <p>Children leaving EYFS will be working at the Expected Standard for Listening, Attention and Understanding, unless an SEND need is identified.</p> <p>During lesson observations and pupil conferencing, pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently.</p> <p>Education Endowment Foundation (families of schools database)</p>
3. Behavioural issues addressed.	<p>Fewer fixed term exclusions and 'serious incidents' recorded for pupils eligible for Pupil Premium than in 2020-2021 (<8% of Pupil Premium pupils).</p> <p>All disadvantaged pupils in EYFS will meet the expected standard for managing feelings and behaviours.</p> <p>Education Endowment Foundation (families of schools database)</p>
4. To close the gap between PP and Non-PP peers widened by the pandemic	<p>Additional funding to be deployed to offer tuition and resources to close the attainment gap.</p> <p>Percentage of PP pupils achieving the expected standard in reading, writing and maths is comparable with similar schools.</p> <p>Education Endowment Foundation (families of schools database)</p>
5. Increased attendance rates and punctuality for pupils eligible for Pupil Premium.	<p>Reduce the number of persistent absentees among pupils eligible for PP (to close the gap to non-PP PA of 12%).</p> <p>Overall PP attendance continues to be above 95%.</p> <p>Education Endowment Foundation (families of schools database)</p>

6. Pupils eligible for Pupil Premium, who do not also have an SEND, will pass the Phonics Screening preferably in Yr1, but if not in Yr2	<p>A higher percentage of PP children will pass the Yr1 screening (of the 12 children that did not pass, 6 were PP). More PP children will pass the Yr2 screening - 9 out of the 10 children re-sitting are PP. Of these 9 children, 8 also have a SEND and 1 has EAL.</p> <p>Education Endowment Foundation (families of schools database)</p>
7. Higher rates of progress in Maths across EYFS, especially in Number	<p>Pupils identified as Pupil Premium make as much progress as non-PP peers across EYFS and those who are identified as Low Prior Attaining make accelerated progress. Progress will be visible in learning walks, lesson observations and in learning journeys.</p> <p>The amount of pupils who have achieved GLD by the end of Reception will be in line with, or above, non-PP pupils nationally.</p> <p>Education Endowment Foundation (families of schools database)</p>

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

Budgeted cost: £92,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching. High quality, bespoke staff CPD programme. Targeted through staff meetings and in response to monitoring outcomes	<p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment, including the EEF publication 'Using your Pupil Premium 1, 3-6 7 Effectively'</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available.</p> <p>Focus to include: English, Maths, Metacognition & SEND</p>	1, 2, 4, 6, 7
Academic Tuition by school staff	<p>In the EEF, there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 4, 6, 7

Targeted academic support

Budgeted cost: £19,001.25 (School Led Tutoring Funding) £21,924 (Recovery Premium Funding) £35,400 (Pupil Premium Funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI Speech and Language HLTA to screen all children on entry, agree and run bespoke programmes agreed with SALT	<p>The EEF Toolkit shows that communication and language approaches, especially in the early years, has high impact for low cost based on extensive research. https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-and-languageapproaches</p> <p>The NELI has a high impact and high security measure according to the EEF study.</p> <p>In the last academic year, children have engaged with the NELI programme which has been successful (data from this due at December 2012) NELI has been robustly evaluated through a randomised control trial between June 2018 and November 2019. The results provide strong evidence for the effectiveness of the NELI programme. The trial involved 1,156 pupils in 193 schools. NELI children made an average of 3 additional months' progress in language. This result has a very high security rating: 5 out of 5 on the EEF padlock scale. https://www.nuffieldfoundation.org/project/nuffield-earlylanguage-intervention</p>	1, 2, 4
Voice 21 EYFS Lead, SENDCo and EYFS teacher trained as Oracy Champions through Voice 21 project (£2900 p/a) to develop oracy practice. CPD opportunities for staff and resources available for school and home.	<p>The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has the largest potential for immediate impact on attainment. The EEF document 'Preparing for Literacy' recommends that high quality, adult-child interactions are important. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-early-years</p> <p>Adults have a vital role to play in modelling effective language and communication. Strength in language and communication provides the foundation of thinking and learning and so should be prioritised.</p> <p>The impact of the Voice 21 project can be seen here: https://voice21.org/wp-content/uploads/2021/07/Voice-21-Impact-Report-2016-2021.pdf</p>	2, 4
RWI 1:1 tuition	<p>The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has the largest potential for immediate impact on attainment. https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf</p> <p>There is extensive evidence showing the positive impact that RWI has on attainment in phonics, particularly the number of children passing the phonics screening.</p>	1, 4, 6

<p>Additional support staff to offer interventions and support pupils in class or 1:1</p> <ul style="list-style-type: none"> - Wellcomm programme - TalkBoost 	<p>The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has the largest potential for immediate impact on attainment.</p>	<p>1, 2, 4, 6, 7</p>
<p>School Led Tutors to implement:</p> <ul style="list-style-type: none"> - Third Space Learning programme - NCETM Mastery Number (KS1) <p>Numbers Stacks (KS2)</p>	<p>The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has the largest potential for immediate impact on attainment.</p> <p>Third Space Learning impact report: https://thirdspacelearning.com/impact-online-maths-tuition/</p>	<p>1, 2, 4, 6, 7</p>

Wider strategies

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Lead (TIS trained) will work with vulnerable pupils to ensure their SEMH needs are not a significant barrier to learning (HH's hourly rate x 15 per week)</p> <p>ACE's to be tracked alongside Boxall profile outcomes</p>	<p>The ACE's study is one of the biggest Public Health studies of all time (17,000 people). The study found that ACEs are a leading determiner of the most common forms of physical illness, mental illness and early death in the Western World. Research studies on social buffering, show that 'protective factors', namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health.</p> <p>See infographic below</p>	<p>1, 3</p>
<p>Safeguarding Lead and SENCo (5 x hourly rate of RN's Salary per week) will be prompt to complete necessary referrals to access the support needed</p>	<p>Multi Agency Support Team Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course.</p> <p>Specialist advice and services can be sought from external therapy services, family and behaviour support, EP or other agencies.</p>	<p>1, 3, 4</p>

FFT Tutoring programme: Lightening Squad to target reading in Years 1 to 5 (£2475 per 30 pupils) 60 = £4950 90 = £7425 120 = £9900	In the EEF, there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Research conducted by FFT has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment.	1, 4
Data analysis to diagnose barriers and gaps for our disadvantaged pupils Year group moderation opportunities.	The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has the largest potential for immediate impact on attainment. Accurately identifying the next steps and appropriate interventions for these pupils is key to closing the gap.	1, 2, 4, 6, 7
Education Welfare Service EWO support and the School Attendance Officer will work with families to improve attendance, particularly for PP PA children	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1, 4, 5
Extra-Curricular Activities and Curriculum Enrichment 50% subsidy of school trips for PP pupils. Facilitating access to before and after school clubs a priority for PP pupils.	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. "Intelligence plus character-that is the goal of true education." — Martin Luther King, Jr. To build cultural capital, pupils not only need knowledge, they also need attitudes, tastes, values and language. Pupils at Mount Charles School need access to experiences to enable them to accumulate these skills.	1, 3
Free cardigan or jumper every year for every PP pupil	The EEF suggests that wearing a uniform is not, on its own, likely to improve learning, but it supports a sense of identity, belonging and the development of a school ethos and the improvement of behaviour and discipline. Children will know what it means to be ready to learn and will take pride in their appearance.	

Total budgeted cost: £92,040 + £19,001.25 + £21,924 + £35,400 + £105,000 = £273,365.25

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.

The previous strategy plan was the first in a three-year cycle so **outcomes are not yet measurable**. However, targets for the academic year 2020-2021 included:

Progress in Reading - Successful implementation of the Whole Class Reading approach. July 2021

Whole Class Reading embedded across the school. Whole class reading texts linked to half termly Imaginative Learning Projects are read daily as a class. Knowledge and skills are explicitly taught through VIPERS forming a structured, daily whole class reading lesson. Broadening vocabulary is a key focus for our pupils and so this VIPER is a key component of the whole class reading approach. WCR reading texts sent home have been used to support daily WCR lessons taught remotely via pre-recorded videos during lockdown. This has helped maintain the progression of the Y2 – Y6 reading curriculum during school closure; ensuring that loss of learning and slowing of progress is minimised.

Progress in Writing - Successful implementation of the curriculum progression map, including purposeful cross-curricular writing. July 2021

KS2 2020, outcomes showed improvement: 75% of pupils were on track to meet EXS in writing, an improvement of 2 percentage points on 2019; 55% of PP pupils achieved EXS in 2019 in writing; this increased to 64% PP in 2020 (+ 9 percentage points).

However, this has dipped in 2021 with 69% of pupils achieving EXS (-6% from 2020) and PP writing dropping to 58% (-6% drop from 2020). Diagnostic work has been completed into reasons and responses. From this, Talk for Writing - which supports children to learn and use new vocabulary and specific story language – is being implemented in Yr 1 as well as Reception from September 2021. Yr2 to Yr6 will be implementing The Write Stuff in September 2021.

Progress in Mathematics Successful implementation of the Power Maths scheme. July 2021

In 2019, 10 out of 22 disadvantaged pupils achieved the age-related expectation in maths at the end of KS2. 1 out of 22 achieved greater depth.

In 2020, 15 out of 22 disadvantaged pupils were predicted to achieve the age-related expectation in maths at the end of KS2. 2 out of 22 were predicted to achieve greater depth. All disadvantaged pupils made at least expected progress and three made accelerated progress from KS1 – 2.

In 2021, 16 out of 26 disadvantaged pupils achieved the age-related expectation in maths. 1 out of 26 achieved greater depth.

Disadvantaged pupils working at the expected standard in maths:

2017 – 35%

2018 – 57%

2019 – 45%

2020 – 68%

2021 – 62% (Spring 2021)

Phonics % of PP pupils passing the screening check is at least in line with national. July 2021

In 2020, all pupils achieved 82% pass mark and our disadvantaged pupils achieved 61% - a gap of 21%. By July 2021 all pupils achieved 77% which was equalled by their PP peers.

Fresh Start (EEF +3mths project) is used to support phonics in KS2.

Blended/Home Learning The school blended and home learning offer ensures that pupils' progress is not negatively impacted upon long-term (beyond academic year). July 2021

A recovery curriculum for the 2020-21 Y1 cohort was written by the EYFS/Year 1 phase leader together with the year 1 teachers to ensure that transition into KS1 reflects the needs of all pupils, taking particular account of the early learning missed during school closure.

Remote learning was embedded quickly and effectively with 83% of parents reported that their child spends 3-4 hours or more remote learning each day.

During lockdown 3, 77% of pupils not in school were engaged with remote learning throughout school closure.

Throughout the pandemic, we have ensured that we have provided a range of curricular themed weeks and challenges aimed at motivating and engaging pupils' talents and interests. This has also supported families feel a part of the school community during school closures.

Data analysis comparing the progress of children *in* school in comparison to children learning from home showed that **stronger progress** was made by the children *in school* in all three areas (RWM) than those at home.

