

**Pupil premium 2020/21 summary impact report (NB data for 2020/ 21 reflected 2 period of school closure (March to July 2020 and Jan to March 2021 alongside on-going disruption due to bubble closures and additional isolations)**

The information below highlights key areas impact on pupil outcomes as a result of actual pupil funding expenditure. It also identifies future priority areas to inform school improvement work. Further details on the impact of specific actions are laid out in a separate document / attachment (report of impact against specific actions)

**EYFS**

The % of children in receipt of pupil premium funding who achieved a ‘good level of development’ is generally improving over time from 36% in 2014 to 64% in 2019. Any fluctuations within this are cohort specific and progress from starting points is good. The in school difference and differences with others (non-disadvantaged) nationally is typically narrowing over time but remains an on-going priority. Outcomes in 2020 are not comparable due to school closure at March 2020 due to Covid 19 pandemic. At the point of closure 55% of disadvantaged children were on track. Should school not have closed outcomes for pp would likely be broadly in line with 2019. In 2021 42% on disadvantaged children achieved a good level of development. Whilst this is significantly lower than in previous years 92% of disadvantaged children made expected progress and 75% above expected progress.

**Phonics**

In 2019 85% of children in receipt of pupil premium funding reached the required standard in the Y1 phonic test. This represents a typical improving trend over time within school disadvantage outcomes at least broadly in line with ‘others’ children nationally (2019 npp outcomes). Outcomes are significantly higher than pupil premium outcomes nationally and differences diminish over time. Until the pandemic school outcomes for disadvantage group continued to show an improving trend over time as a result of targeted intervention. In 2019 outcomes for pp exceed npp outcomes in school. In Autumn 2020 Year 1 children took the phonic test whilst in Year 2 due to the pandemic. Only 60% of pp reached the expected standard reflecting the national picture of the impact of the pandemic on the disadvantaged group. (NOTE: Y2 resit and 2021 check to take place Autumn 21.)

**End of Key Stage 1 - Attainment KS1 for disadvantaged group.**

Subject	2016 school % at expected standard	2017% at expected standard	2018 % at expected standard	2019 % at expected standard	% increase over time	2020 % at expected standard March	2021 at expected standard
Reading	62	67	77	77	+15	73	31
Writing	54	58	64	73	+19	59	31
Maths	58	65	74	73	+17	73	31

In 2019 school outcomes for disadvantaged children continued to typically increase over time in writing (focus 2018/19) and remain broadly in line with 2018 outcomes in reading and maths. Outcomes for disadvantaged show an improving trend over time and differences with others nationally are diminishing over time. Outcomes typically exceed the same group nationally and have increased at a faster rate. *Outcomes in 2020 / 21 have been added but are not directly comparable due to school closure for COVID 19 in March.*

The table below shows how the differences are diminishing in reading writing and maths in terms of expected standard from 2015 -19. Whilst in school differences remain this is linked to all groups making progress. School improvement work and targeted intervention has had a significant impact on diminishing differences in reading, writing and maths. School improvement work in 2018 / 19 on writing has had significant impact on improving outcomes for the pp group. *Note due to school closure for COVID 19 in March 2020 differences for 2020 are not recorded. It is also not included for 2021 due to no national data.*

Subject	Gap between pp and npp at expected standard 2015 (old 2b)	Gap between pp and npp at expected standard 2016	Gap between pp and npp at expected standard 2017	Gap between pp and npp at expected standard 2018	Gap between pp and npp at expected standard 2019	Differences diminishing from 2015 to 2019 by (in school)	National pp / npp gap 2016	School pp 2016 compared to other nationally. 2016	School pp 2017 compared to others nationally 2017	School pp 2018 compared to others nationally 2018	School pp 2019 compared to others nationally 2019
Reading	-28	-18	-19	-2	-5	23	-16	-16	-13	-2	-1
Writing	-35	-23	-18	-17	-10	15	-17	-16	-14	-10	0
Maths	-14	-19	-16	-6	-12	2	-17	-19	-14	-5	-6

### Key Stage 2 outcomes Pupil Premium-

At the end of Key Stage 2 outcomes for the pupil premium group (2019) continued to improve over time. Overtime differences are typically diminishing in all subject areas as a result of quality first teaching for all and targeted intervention. By the end of KS2 outcomes in 2019 for the disadvantaged group compared well to others nationally and in maths they exceeded. Outcomes in 2020 are added but are not comparable due to school closure March 2020 as a result of COVID 19. Again for 2021 data has been added but there are no national comparators to compare to.

### PP attainment 2019 (2020 & 2021 added but not comparable)

Subject	At expected standard 2016	2016 difference to others nationally	At expected standard 2017	2017 school outcomes compared to national 2017 others	At expected standard 2018	2018 school outcomes compared to others nationally 2018	At expected standard 2019	2019 school outcomes compared to others nationally	At expected standard March 2020	At expected standard 2021
Reading	52	-20	69	-8	73	-7	78	-2	72	72
Writing	71	-8	65	-16	81	-2	83	0	72	69
Maths	62	-14	69	-11	85	+4	87	+6	69	69

Subject	Y6 2019 disadvantaged outcomes at end of KS1	Y6 2019 outcomes for disadvantaged group. % at expected standard	Increase in % at expected standard
Reading	60	78	+18
Writing	50	83	+33
Maths	65	87	+22

*In 2020 and 2021 the percentage of this group who reach expected standard compared to the same group I KS1 continues to increase though the rate is not as high due to school closure and they year not being completed.*

**Outcomes for KS2 pp compared to npp nationally (2020 & 2021 data has not been added due to no national comparatives and closure of school in March 2020 due to COVID 19)**

Subject	2015 % of pp in school who attained L4 compared npp nationally	2016 % of pp pupils who attained the expected standard compared to npp nationally.	2017 school outcomes compared to national 2017 others	2018 school outcomes compared to national 2018 others	2019 school outcomes compared to national 2018 others
Reading	-18	-19	-8	-7	-2
Writing	-16	-8	-16	-2	0
Maths	-31	-13	-11	+4	+6

**Year 6 pp v npp in school gap**

	Gap July 18 (Y5)	Gap July 19 (Y6)	Narrowing of gap.
R	-16	0	16
W	-26	-5	7
M	-15	+5	15

Continuing to diminish differences between pp children and npp nationally whilst raising attainment for pp children in school remains a key priority for 2021/22.

**Progress of the disadvantage groups KS2**

	School 2016	School 2017	School 2018	School 2019	School 2020 (March)	pp progress 2018	Pp progress 2019	National other progress 2019	National progress for same group 2019
Reading	52	69	73	78	72	1.81	0.59	0.32	-0.62
Writing	71	65	81	83	72	3.15	2.17	0.27	0.5
Maths	62	69	85	87	69	2.13	2.66	0.37	-0.71
Combined	43	62	65	74	69				

In 2018 and 2019 PP children make better progress than non pp nationally in every subject area. In writing and maths progress is in the top 10% nationally (see ASP data). There is no national progress measures for 2020 or 2021 to compare.

**Pupil premium higher attainers at the end of Y6**

The % of disadvantaged children who exceed at the end of Y6 has improved in reading, maths and SPAG in 2018/19) as a result of targeted quality first teaching. It is not significantly different in writing to previous years in writing. *Outcomes in 2020 & 2021 are not comparable due to school closure in March 20.*

Subject	<b><u>% of pp children achieving the higher standard</u></b>						Difference between school pp 2016 and others nationally 2016	Difference between school pp 2017 and others nationally 2017	Difference between school pp 2018 and others nationally 2018	Difference between school pp 2019 and others nationally 2019
	2016	2017	2018	2019	2020	2021				
Reading	5	15	15	17	22	17	-18	-13	-18	-15

Writing	5	15	19	17	16	14	-13	-6	-5	-7
Maths	0	12	12	22	13	10	-20	-15	-16	-6
SPAG	10	39	18	30	25	17	-17	+12	-9	+3

**Impact of the catch up agenda during 2020 /21 for pp group across school (progress is measured from baseline on school full reopening in September 2020)**

**Nursery**

**Prime areas**

Area	Expected progress	Above expected progress
CL	67	67
PD	67	67
PSED	67	67

**Reception**

Progress in writing as a predictor for achieving a good level of development

Writing	%
Expected progress	92
Above expected progress	75

**Year 1 to Year 6**

%	% expected / good progress	% above expected progress
Y 1		
R	93	88
W	93	86
M	90	83
Y2		
R	81	69
W	81	56
M	75	69
Y3		
R	98	93
W	84	80
M	96	84
Y4		
R	97	97
W	97	94
M	85	85
Y5		
R	94	91
W	94	91
M	100	97
Y6		
R	100	100
W	100	100
M	100	100

Progress from baseline for pp children is typically good. However, the catch up agenda has impacted on progress for all so attainment differences still exist and are an on-going priority. Where children did not make expected progress this typically links to high needs or attendance barriers.

### **Behaviour and attendance –**

Fixed term exclusions have typically reduced over time (slight increase due to specific needs 2018/19) and remain low. Where they rise short term they link to high needs and pupil then access specialist provision following statutory assessment. The overall attendance of the disadvantaged group is not significantly different to others in school. This has remained the case over 2020 / 2021 during the COVID 19 pandemic. The percentage of disadvantaged children who have attendance below 90% has reduced over time. However during 2018 / 19 this has increased. Despite this, the in school persistent absenteeism for disadvantaged group in 2018/19 was lower than the same group nationally. Attendance data for 2019/20 and 2020 / 21 cannot be compared due to school closure due COVID 19 pandemic. However the % of pp children who are persistent absentees has increased as a result of the COVID 19 pandemic Decreasing the % of pp children who are persistent absentees will be priority for 2021 / 22.

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