



The Discovery School

Pupil Premium and Recovery Premium Funding 2021/22

This statement details our school's use of the Pupil Premium Grant (and Recovery Premium for the 2021 to 2022 academic year) to help improve the attainment of our disadvantaged pupils.

The Pupil Premium Grant (PPG) is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who receive a Free School Meal (FSM); those looked after by the local authority (CIC) and the children of armed service personnel.

For the academic year 2021-2022, schools have also been allocated a sum of money to further support disadvantaged children who were disproportionately affected by the impact of school closures arising from the COVID-19 pandemic.

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.

All schools are required to report on the amount of funding they have received and how the money is being used to help narrow the gap in achievement for disadvantaged children.

The report below 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. It is intended to inform you about the things we have done in school to support disadvantaged pupils. In addition to the interventions listed, all staff implement strategies that do not incur a cost e.g. quality first teaching and daily quality feedback to children on how well they have worked and what they need to do next in order to improve.

School Overview	
Detail	Data
Number of pupils in school	624
Proportion (%) of pupil premium eligible pupils	6.4%
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	18 th October 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Annabel Cornell – Chair of Governors
Pupil Premium lead	Tina Gobell - Headteacher
Governor lead	Annabel Cornell - lead for disadvantaged pupils

Pupil Premium Strategy Plan

Statement of Intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. 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 these goals, including progress for those who are already high attainers.

We expect that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential, now and in the future.

We will consider the challenges faced by disadvantaged pupils, including those who have a social worker or are young carers. The support we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

In line with the Strategic School Improvement Plan, a significant proportion of the funding will be spent on supporting children with accessing the core knowledge and skills needed to succeed in English and Mathematics. Without the skills, knowledge and expertise needed in these core areas, there will be a barrier to accessing the full curriculum. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our strategy will follow a continuous, cyclical four-step approach:

1. Diagnosis of our children's challenges and needs
2. Strong evidence which underpins our chosen strategy for support
3. Implementation of our chosen strategy
4. Monitoring and evaluation

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 below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our Pupil Premium strategy is also integral to wider school plans for education recovery following the pandemic, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Children's key stages of development are also a focus at The Discovery School. Early identification of any barriers to learning is paramount. The Inclusion Team and the Social, Emotional and Mental Health Team will support staff in identifying how children can be best supported and will plan accordingly.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and quality first teaching underpinned by best practice and recognised research. To ensure our strategy is effective, we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve



The Discovery School

Pupil Premium and Recovery Premium Funding 2021/22

Section 1: Funding

Funding Overview	
Total number of pupils on roll (October 2021)	624 Pupils
Total number of pupils eligible for Pupil Premium Funding	40 pupils
Total amount of Pupil Premium Funding allocated (2021 – 2022)	£55,755
Total amount of Recovery Premium Funding allocated (2021 – 2022)	£5,728
Total amount of PPG carried forward (2020 – 2021)	£7,000
Total amount of PPG and Recovery Premium 2021 - 2022	£68,120
Total amount PPG and Recovery Premium expected to be spent 2021-2022	£68,846 (plus £7,633 COVID catch up grant and £7,054 allocated from devolved revenue budget – Forest School funding)

Provision and expenditure review - Term 1 September 2021

Updated – 22nd March 2022

Next Review – End of term 6 2022

Signed:

(Chair of Governors)

Date: 28th March 2022



The Discovery School

Pupil Premium and Recovery Premium Funding 2021/22

Section 2: Planning & implementation

Objectives in spending PPG 2021/22

Overcome any barriers to learning that have been identified, and may have been exacerbated by national school closures, to:

- Reduce the attainment gap between disadvantaged children and non-disadvantaged children, so that our disadvantaged children achieve in line with non-disadvantaged pupils nationally, including those achieving the higher standard in core subjects.
- Raise the attainment for vulnerable pupils in writing, phonics, and mathematics, by closing any gaps created by COVID-19 school closures.
- Ensure that vulnerable children are enabled to attend school regularly with attendance levels at least 96%, with none that are persistently absent (where medical needs do not present)
- Ensure that vulnerable pupils are not disadvantaged by digital inequality.
- Ensure that disadvantaged children access learning activities that enhance their emotional well-being
- Ensure that disadvantaged children can access extra-curricular opportunities.

Further information

Additional activity

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

This will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Regular fully funded Forest School will be offered to all pupils in EYFS and KS1. Research shows that children's academic attainment, social development, and emotional well-being increase as a result of Forest School, in particular, how social interactions in Forest School support emotional resilience which in turn support academic attainment <https://forestschoollassociation.org/new-research-a-longitudinal-study-on-forest-school/>

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data, including assessments, book looks, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also used the Sutton Trust <https://www.suttontrust.com/our-research/> and EEF <https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closures> to research the impact of COVID-19 on disadvantaged children and their families. We used this information to aid identification of challenges faced by our children.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils and further narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers.

Summary of the main barriers to learning faced by eligible pupils

- * Unequal access to digital learning at home
- * Access to extracurricular learning due to financial pressures
- * Parentally condoned absence, resulting in a negative impact on attendance for some pupils
- * External pressures on family life which impacts upon parental support for some pupils
- * Early learning opportunities that promote collaborative learning and problem solving
- * Early learning opportunities that promote language development
- * Low levels of Social, Emotional, Mental Health and Well-being

Key challenges to achievement that we have identified among our disadvantaged pupils

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils in EYFS and KS1. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with teachers suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments indicate that mathematical attainment among disadvantaged pupils is below that of non-disadvantaged pupils, particularly with fluency and rapid recall in multiplication tables. Assessments indicate that the pandemic disproportionately affected writing attainment among disadvantaged pupils, which is below that of non-disadvantaged pupils, On entry to Reception class in the last 2 years, show that approximately 66% of our disadvantaged pupils arrive below a typical stage of development compared to 33% of other pupils.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been negatively impacted by school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to a lack of enrichment opportunities during school closure and wider issues of social exclusion in the community.
6	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been approximately 1.3% lower than for non-disadvantaged pupils (although in-line with attendance for all pupils nationally). 2.27% of disadvantaged pupils have been 'persistently absent' compared to 1.4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting upon progress.

Intended Outcomes 2021 - 2022

How we will spend the pupil premium, the reasons for this approach and the outcomes we are aiming for by the end of our current strategy plan.

Intervention	Cost	Intended outcome	Success criteria
Precision and Pre-teaching teaching – daily	TA support - £7,338	To ensure that gaps in learning are quickly addressed to secure better than expected progress.	Assessments and observations indicate significantly improved outcomes, with disadvantaged pupils achieving in line with their non-disadvantaged peers. This is evident when triangulated with other sources of evidence, including statutory assessments, formative assessment, engagement in lessons, book scrutiny and pupil voice.
Year 1 Literacy and Numeracy support – daily	TA support - £5,724	To ensure that those PPG pupils that did not reach a GLD in FS make accelerated progress so that they are achieving in line with their peers at the end of Year 1	KS2 reading outcomes will show that 85% disadvantaged pupils met the expected standard and 35% met the higher standard.
Individual phonics tuition– daily	Additional CT support - £7,307	To ensure that 100% of children reach the phonics threshold by the end of KS1	KS1 (Year 1) phonics outcomes will show that 100% disadvantaged pupils (without SEND) met the phonics threshold in Year 1.
KS1 Additional speech and language intervention – daily	Additional HLTA support - £6,566	To ensure identified pupils receive targeted support in language development	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Lunchtime Nurture Group – daily	TA- £2,446	To develop emotional resilience	Sustained high levels of wellbeing will be demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations

Intervention	Cost	Intended outcome	Success criteria
Reading Plus Intervention Group – KS2	TA support - £5,616	To ensure that children develop resilience and stamina in reading a range of written texts.	KS2 reading outcomes will show that 85% disadvantaged pupils met the expected standard and 35% meet the higher standard
UKS2 Mastery mathematics tuition – 3 x weekly before/after school (30 minutes) UKS2 mathematics tuition – 3 x weekly before/after school (30 minutes) UKS2 English tuition – 3 x weekly before/after school (30 minutes)	Teacher (QTS) - £9,408	To ensure that higher ability pupils are provided with the additional support required to secure learning within the expected standard or higher standard/ greater depth in core subjects	KS2 mathematics outcomes will show that 85% disadvantaged pupils met the expected standard and 35% meet the higher standard KS2 reading outcomes will show that 85% disadvantaged pupils met the expected standard and 35% meet the higher standard
Online reading interventions to support EYFS/KS1 learning at home and in school – Reading Eggs (30 licences)	Licences - £816	To ensure that children develop the strategies required to decode a range of written texts.	KS1 reading outcomes will show that 80% disadvantaged pupils met the expected standard and 25% meet the higher standard. This will be shown through moderated teacher assessments
Family Liaison Officer Support - daily	FLO - £1,230	To improve parental engagement and attendance (where applicable)	A sustained & significant increase in parental engagement with school Attendance of disadvantaged children will be >97%
Additional full-time TA to support disadvantaged children in EYFS	TA support – £13, 468	To ensure that those PPG pupils that did not access pre-school opportunities are supported to make accelerated progress in EYFS	An increase in the % of children completing the EYFS achieving a typical level of development 100% of disadvantaged pupils making better than expected progress for relative starting points
Access to Forest School (EYFS and KS1) to enable language development, collaborative working, problem solving and enhanced well-being	CT support - £7,054	To develop high quality personal development skills and resilience which will positively impact upon learning	Sustained high levels of wellbeing will be demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

Intervention	Cost	Intended outcome	Success criteria
Access to extra-curricular opportunities – music tuition and sport	£2,986	To ensure that disadvantaged pupils enjoy enhanced access to cultural and sporting activities and experiences	A sustained & significant increase in participation in enrichment activities, particularly among disadvantaged pupils will be recorded
Attendance at Breakfast and After School Club for targeted children	£650	To support access to school, particularly late or non-arrival	Attendance of disadvantaged children will be >97%
Subsidised school trips, including Residential stays	£1,328	To ensure that disadvantaged children enjoy the same opportunities outside of the curriculum that non-PPG pupils enjoy	A sustained & significant increase in participation in enrichment activities, particularly among disadvantaged pupils will be recorded
IPADS	£600	To ensure that individual pupils are able to access learning at home and are not disadvantaged by digital inequality.	High levels of pupil engagement with home learning will be recorded, with 100% of disadvantaged children completing and submitting set tasks
£3000 Disadvantaged contingency funding held for issues arising			

All staff have been set Performance Appraisal targets linked to further ‘narrowing the gap’ in achievement of pupils in receipt of PPG (including increasing the % working at a greater depth at the end of Key Stage 2).

<p style="text-align: center;">Teaching activity (for example, CPD, recruitment and retention) in this academic year 2021 - 2022</p> <p style="text-align: center;"><i>How we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above</i></p>		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardized NFER diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding oracy opportunities and specific speech and language activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding, extend and develop vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for disadvantaged pupils</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Purchase of IPADS for home learning and reading intervention software to secure stronger fluency and stamina in reading</p>	<p>Reading Plus is an evidence-based adaptive reading intervention and improvement program with a large research portfolio that demonstrates statistically significant effects on improving pupil outcomes in reading comprehension, fluency and stamina</p> <p>https://www.readingplus.com/research-results/</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p> <p>Budgeted PP cost: £1,416</p> <p>Budgeted SIP cost: £7,633</p>

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

How we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a programme to improve speech, listening and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics sessions and a precision teaching programme targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with bespoke, additional tutoring to provide a blend of tuition & mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
Targeted mathematics and English sessions targeted at disadvantaged pupils who require further support, including those who are high attainers.	National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3, 4
Targeted early learning support targeted at disadvantaged pupils who require further support.	Gaps between more affluent children and their peers emerge before the age of 5, so targeted intervention to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. Early Years Teaching and Learning Toolkit: https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years	3, 4 Budgeted PP cost: £55,064

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

How we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Enhanced access to extra-curricular activities such as specialist music and sport tuition, residential stays</p> <p>Access to Forest School (EYFS and KS1) to enable language development, collaborative working, problem solving and enhanced well-being</p> <p>Access to regular Nurture Group facilitated by staff with appropriate training to develop and improve self-regulation</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning (SEL) can lead to learning gains of +4 months over the course of a year. The guidance stresses that effective SEL is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their non-disadvantaged classmates</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf</p>	<p>4, 5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p> <p>Budgeted PP cost: £11,640</p> <p>Budgeted from carry forward - COVID catch-up grant: £7,054</p>



The Discovery School

Pupil Premium Grant 2020/21

Section 3: Review and evaluation

Review of outcomes in the previous academic year

The impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. 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 our own online resources and others recommended by the The Department of Education.

Overall attendance in 2020/21 was higher for our disadvantaged children than in the preceding 2 years at 96.4%. It was also higher than the national average. Attendance for our disadvantaged pupils was still 1.1% lower than it was for non-disadvantaged pupils, which is why attendance is a continued focus in our current plan.

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

Total PPG received 2020 - 2021	£62,255, plus £8,555 carried forward from 2019-2020
Total PPG expenditure 2020 - 2021	£63,810
Total PPG remaining 2020 - 2021	£7,000

Expenditure and Impact Report 2020-2021			
Objective	Intervention	Cost	Impact
To ensure that gaps in learning are quickly addressed to secure better than expected progress.	Precision teaching – daily	TA support - £5,724	Refer to teacher assessment data below - achieved
To ensure that those PPG pupils that did not reach a GLD in FS make accelerated progress so that they are achieving in line with their peers at the end of Year 1	Year 1 Literacy and Numeracy support – daily	TA support - £5,724	Refer to teacher assessment data below - achieved
To ensure that 100% of children reach the phonics threshold by the end of KS1	Individual phonics support – daily	Additional TA support Total - £2,934	Refer to teacher assessment data below - achieved
To ensure identified pupils receive targeted support in language development	KS1 Additional speech and language intervention – daily	Additional TA support Total - £2,790	Refer to teacher assessment data below - achieved
To ensure that higher ability pupils are provided with the additional support required to secure learning within the expected standard or higher standard/ greater depth in core subjects	UKS2 Mastery mathematics teaching intervention – 3 x weekly before/after school (30 minutes) UKS2 English tuition – 3 x weekly before/after school (30 minutes) UKS2 mathematics tuition – 3 x weekly before/after school (30 minutes)	Teacher (QTS) - £18,816	Refer to teacher assessment data below - achieved
To ensure that pupils have appropriate resources to support their learning in school and at home	Resources	£2,000 deprivation fund	Audit of access undertaken and all requests for resources met.
To ensure that children develop resilience and stamina in reading a range of written texts.	Reading Plus Intervention Group – KS2	TA support - £5,253	Refer to teacher assessment data below – achieved
To ensure that children develop the strategies required to decode a range of written texts.	Online reading interventions to support EYFS/KS1 learning at home and in school – Reading Eggs (30 licences)	Licences - £816	Of the seven families supported this year, five have been successfully closed with no further action. Refer to teacher assessment data below – achieved

Expenditure and Impact Report 2020-2021			
Objective	Intervention	Cost	Impact
To develop emotional resilience	Lunchtime Nurture Group - daily	TA- £1,767	Could not take place due to COVID safety measures - carry forward to 2021-22
To improve parental engagement and attendance (where applicable)	Family Liaison Officer Support - daily	FLO - £1,809	Of the seven families supported this year, five have been successfully closed with no further action. Attendance of PPG 96.4%
To ensure that those PPG pupils that did not access pre-school opportunities are supported to make accelerated progress in EYFS	Additional full-time TA to support disadvantaged children in EYFS	TA support – £13, 260	Overall attendance of PPG pupils (July 2020) was 96.5 (an increase of 1.2% from 2018/19)
To ensure that those PPG pupils that did not achieve a GLD (TA) are supported to make accelerated progress and achieve a GLD (TA) by the end of Term1 (Year 1)	Additional TA (Autumn Term) to support disadvantaged children in Year 1	Additional TA support Total - £2,210	Children have accessed their learning in and out of school in the same way as their non-disadvantaged peers Refer to teacher assessment data below – achieved
To ensure that disadvantaged pupils enjoy access to a range of cultural activities and experiences	Access to extra-curricular opportunities – music tuition	£600	Music tuition was negatively impacted by COVID-19 restrictions – carry forward to 2021-22

Pupil Attendance 2020 – 2021		
	School 2020/21	National 18/19
PPG Disadvantaged	96.4%	92.8%
Non-disadvantaged	97.5%	96%
Whole School	97.4%	96.1%

Due to national school closures in 2020 – 2021 (COVID-19), all KS2 national statutory assessment were cancelled. Therefore, the following data is based on moderated teacher assessments and results of the KS2 Standard Assessment Tests 2019 (SATs) under test conditions in June 2021.

Pupil Outcomes 2020 - 2021			
Year 6	Disadvantaged - PPG 20/21	Non - Disadvantaged 20/21	National 18/19
% of pupils achieving the Expected Standard – Reading	75%	93%	73%
% of pupils Working at a Greater Depth – Reading	25%	45%	27%
% of pupils achieving the Expected Standard – Writing	75%	87%	78%
% of pupils Working at a Greater Depth - Writing	25%	20%	20%
% of pupils achieving the Expected Standard - Math	75%	85%	79%
% of pupils Working at a Greater Depth – Math	25%	40%	27%
% of pupils achieving the Expected Standard – Grammar, punctuation and spelling	75%	92%	78%
% of pupils Working at a Greater Depth – Grammar, punctuation and spelling	25%	43%	36%
% of pupils achieving the Expected Standard Reading, Writing, Mathematics combined	75%	80%	65%
% of pupils Working at a Greater depth – Reading, Writing, Mathematics combined	25%	19%	10%
Number of children in Year 6 = 91 children in receipt of PPG = 4 Disadvantaged child (PPG) registered with SEN = 1			

Due to national school closures in 2020 – 2021 (COVID-19), all KS1 national statutory assessment were cancelled. Therefore, the following data is based on moderated teacher assessments undertaken in June 2021.

Pupil Outcomes 2020 - 2021			
Year 2	Disadvantaged PPG 20/21	Non - Disadvantaged 20/21	National 18/19
% of pupils achieving the Expected Standard – Reading	67%	74%	74.9%
% of pupils making Working at a Greater Depth – Reading	0%	13%	25.0%
% of pupils achieving the Expected Standard – Writing	67%	79%	69.2%
% of pupils making Working at a Greater Depth - Writing	0%	0%	14.6%
% of pupils achieving the Expected Standard - Math	67%	79%	75.6%
% of pupils making Working at a Greater Depth - Math	0%	5%	21.7%
3 children in receipt of PPG Ever 6 FSM (1 child = 33%) 1 PPG child with SEND			

Due to national school closures in 2019 – 2020 and 2020 – 2021 (COVID-19), the statutory KS1 Phonics Assessment took place in December 2020. The data below is actual data submitted to the DfE via Kent County Council.

KS1 Phonics Pupil Outcomes 2020 - 2021			
	Disadvantaged 20/21	Non-Disadvantaged 20/21	National 18/19
Phonics – Year 1 (Year 2) Dec' 2020	67%	95%	82%
Phonics – Year 2 (Year 3) (Dec' 2020)	100%	100%	56%
3 Year Two children in receipt of PPG (1 child = 33%) 3 Year Three children in receipt of PPG (1 child = 33%)			

Due to national school closures in 2020 – 2021 (COVID-19), the statutory Early Years Foundation Profile assessments were cancelled. Therefore, the following data is based on moderated teacher assessments that took place in June 2021.

EYFS – Good Level of Development 2020 - 2021			
All children	Disadvantaged PPG 20/21	Non -Disadvantaged 20/21	National 18/19
81%	66%	78%	71.8%
<p><i>3 children in receipt of PPG (1 child = 33%)</i> <i>1 child in receipt of PPG and a SEND EHCP</i></p>			