



Pupil premium strategy statement (Primary)

School overview

School name	Sun Academy Bradwell
Pupils in school	192 (as of last census)
Proportion of disadvantaged pupils	26.04% (as of last census)
Pupil premium allocation this academic year	£67,250
Academic year or years covered by statement	Reception – Year 6
Publish date	September 2020
Review date	December 2020
Statement authorised by	Laura Niemczyk
Pupil premium lead	Laura Niemczyk
Governor lead	Surina Ainsworth/Kevan Ainsworth

Disadvantaged pupils' performance - progress overview for last academic year

Measure	Score (FFT TA)
Reading	-2.9 PP -4.1 Non-PP
Writing	-3.5 PP -4.6 Non-PP
Maths	-3.1 PP -3.4 Non-PP

Disadvantaged pupils' performance – attainment overview for last academic year

Measure	Score (FFT TA)	Measure	Score (FFT TA)
Meeting expected standard at KS2 Combined	57%	Met expected standard at KS1 Combined	60%
Meeting expected standard at KS2 Reading	60%	Met expected standard at KS1 Reading	70%
Meeting expected standard at KS2 Writing	67%	Met expected standard at KS1 Writing	67%
Meeting expected standard at KS2 Maths	70%	Met expected standard at KS1 Maths	70%
Meeting expected standard at KS2 SPAG	67%		
Achieving high standard at KS2 Combined	3%	Achieved high standard at KS1 Combined	20%
Achieving high standard at KS2 Reading	23%	Achieved high standard at KS1 Reading	27%
Achieving high standard at KS2 Writing	10%	Achieved high standard at KS1 Writing	23%
Achieving high standard at KS2 Maths	20%	Achieved high standard at KS1 Maths	27%
Achieving high standard at KS2 SPAG	17%		

2020-21 Executive Summary

Identified Barriers	Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	
		Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
Children entering EYFS are working below the national standard, particularly in speaking, PSED and maths	Increased proportion of children achieve GLD at the end of Reception	Snack chat to be maintained with the daily timetable, planning focused opportunities for children to practice their speaking and listening skills.	£300- resources	Speech and language interventions such as Early Talk Boost and Wellcom	£900- training £500- resource pack	Provide children with the opportunity to talk and socialised with a wider range of people (within the local community and wider ATT family)	£1000
	Children are confident in speaking to other children and staff both socially and to explain their learning	Concept Cat used in addition to word aware strategies	£200- resources				
	Children have the basic number knowledge setting the foundations for learning of other mathematical concepts	CPD- Early Numeracy Approaches (EEF)	£147			Maths- ten towns parent login allocated to each child	£75
Children find application of maths skills to	Children are able to apply their maths skills to test situations using their understanding of taught	Guided maths sessions are planned into the timetable providing	£5,908.50	Magical maths days are planned into the academy terms,	£200- resources	Parent workshops to show the approach to maths	£300

<p>worded problems difficult, especially in tests</p> <p>Children find abstract concepts difficult to understand in maths.</p>	<p>methods.</p> <p>Children have a clear understanding of mathematical concepts, working through the concrete, pictorial and abstract approach to maths.</p>	<p>children with sessions where approaches to problem solving are taught.</p> <p>Classes have the appropriate resources to support the CPA approach to teaching.</p>	<p>Resource purchase- £755</p> <p>Costed above in resources</p>	<p>providing children with real life opportunities to problem solve.</p> <p>Staff training on the concrete, pictorial, abstract approach to maths.</p>	<p>£400</p>	<p>teaching to support at home.</p>	
<p>Curriculum content gaps as a result of COVID-19</p>	<p>Aspects of the curriculum that need to be practiced or taught will be supported through a blended learning approach</p>	<p>Blended learning platform to support homework including purple mash, active learn, phonics play, myon</p>	<p>£6,000</p>	<p>Times table rockstars subscription purchased for children- specific times tables assigned to each child.</p>	<p>£114</p>	<p>Focused before and after school clubs</p>	<p>£5000</p>
<p>Engagement with home reading throughout the academic year</p> <p>Children need to develop their reading speed</p>	<p>Parents have a wide range of resources to support with home reading using a range of different media.</p> <p>Children have the reading skills needed for their year group which</p>	<p>Dedicated reading sessions within the</p>	<p>£23,478</p>	<p>Accelerated reader and Myon are purchased to support reading within the academy</p> <p>Purchase additional resources to support</p>	<p>£13,100</p> <p>£100</p>	<p>Reading workshops are provided to parents along with resource pack that will support with home reading</p> <p>Purchase of reading books to support</p>	<p>£500</p> <p>£5000</p>

and fluency	can be practiced at home.	teaching timetable		with fluency and speed- stop watches, recording devices		curriculum blocks and to promote the love of reading culture	
Subject specific vocabulary is needs to be developed	Children have tier 2 and 3 vocabulary that they can apply to conversations. This is subject specific and supports their understanding when reading.			Word Aware training and resources	£1500		
Social and emotional needs- increased with COVID	Children’s social and emotional needs are met whilst they are in the academy so that they feel safe, happy and ready to learn	Nurture provision for children that require additional support	£6,907.68			Parent have access to support and advice from the home school link worker	£5478
Social disadvantage within the local area	Children will have access to the cultural capital to attend all extra-curricular activities and educational visits Uniform support will be given to parents to ensure that children have required clothing to attend school and have the uniform the same as their peers			Subsidy for educational visits, residential and extra-curricular clubs	£2200- residential £1000- educational visits £1000- extra curricular	Uniform support for families	£1000

Attendance and persistent absence	<p>Whole school attendance to be in line with national if not better (96%)</p> <p>PA to decrease from last year and be close to the national average (10.9%)</p> <p>Children work hard to maintain positive attendance and can talk about the importance of this on their current and future life.</p>	<p>Taught sessions/assemblies highlight the importance of regular attendance</p>	<p>N/A</p>	<p>Attendance team monitor attendance and challenge non-attendance. Letters are sent to parents every half term.</p> <p>Home school link worker to provide support for parents on positive attendance</p>	<p>£3000- VIP education SLA</p> <p>Costed in social and emotional priority</p>	<p>Attendance rewards for children with exceptional attendance</p>	<p>£3000</p>
						£89, 163.18	

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>Achieve above national average progress scores in KS2 Reading (+ progress score)</p> <p>Increase the percentage of children achieving expected standard at the end of KS2 in reading (in line or above national)</p> <p>Increase the percentage of children achieving greater depth at the end of KS2 in reading</p>	May 2021
Progress in Writing	<p>Achieve national average progress scores in KS2 writing (0 or above)</p> <p>Increase the percentage of children achieving expected standard at</p>	May 2021

	<p>the end of KS2 in writing (in line or above national)</p> <p>Increase the percentage of children achieving greater depth at the end of KS2 in writing</p>	
Progress in Mathematics	<p>Achieve national average progress scores in KS2 maths (0 or above)</p> <p>Increase the percentage of children achieving expected standard at the end of KS2 in maths (in line or above national)</p> <p>Increase the percentage of children achieving greater depth at the end of KS2 in maths</p>	May 2021
Phonics	<p>Achieve above national average for children passing the phonics screen at the end of Year 1</p>	June 2021
GLD	<p>Increase the percentage of children achieving a good level of development at the end of Reception with scores in line or above national.</p>	June 2021
Other	<p>Improve attendance of disadvantaged pupils to LA average if not national</p>	July 2021

Teaching Strategies for current academic year

Measure	Activity	Predicted Cost
<p>Priority 1: Children in EYFS make accelerated progress from low starting points. The percentage of children achieving GLD is at least in line with national.</p>	<p>Snack chat activities to be maintained, planning opportunities for children to develop their communication skills and language.</p> <p>Concept cat and word aware will be used to teach children concepts and vocabulary throughout the curriculum</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/</p>	<p>£300</p> <p>£200</p>
	<p>Staff have training in early numeracy approaches to support the children in making accelerated progress in maths, giving them a firm basis for learning in KS1.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/early-numeracy-approaches/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/ block approach to teaching concepts across the curriculum</p>	<p>£147</p>
	<p>Guided maths sessions are used to teach children how to approach worded problems using test questions. Strategies are discussed and compared looking at their efficiency.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	<p>£5908.50</p>
<p>Children are able to apply their knowledge of mathematical concepts to problem solving situations, especially in tests.</p> <p>Children are able to approach abstract concepts in maths using the concrete and pictorial approach that has previously being taught.</p>	<p>Children are taught mathematical concepts using a concrete, pictorial and abstract approach. This will help to support them when applying skills to problems.</p>	<p>£755</p>
<p>Priority 3: Aspects of the curriculum that have not been covered due to COVID-19 are addressed through a blended</p>	<p>Use of digital platform (including purple mash, active learn, phonics play and myon) to set targeted work for the children. These can be used both as part of teaching and learning at school as well as at home.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</p>	<p>£6000</p>

<p>learning approach. Children have the opportunity to practise these skills so that they become embedded.</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/ block approach to teaching concepts across the curriculum</p>	
<p>Priority 4: Reading Parents engage with home reading to support their children's progress</p> <p>Reading speed and fluency is developed when children are reading.</p> <p>Children will develop a love of reading</p>	<p>Weekly sessions are included within the academy timetable to teach children reading skills. Speed and fluency are a particular focus to support children showing their comprehension knowledge as they will be able to progress further through test papers.</p> <p>Coaching and CPD focused upon developing staff knowledge of how to teaching speed reading and fluency correctly.</p>	<p>£23,478</p>
<p>Priority 6: Children's social and emotional needs are met whilst they are in the academy so that they feel safe, happy and ready to learn.</p>	<p>Nurture provision is provided for children that require additional support in managing their social and emotional needs. They will be taught a range of strategies to support them. Support will also be provided to classroom staff if required.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p>£6907.68</p>
<p>Priority 8: Whole school attendance to be in line with national if not better (96%)</p> <p>PA to decrease from last year and be close to the national average (10.9%)</p> <p>Children work hard to maintain positive attendance and can talk</p>	<p>Taught sessions and assemblies outline the importance of regular attendance.</p> <p>School council meetings to generate rewards and capture pupil voice around impact</p> <p>Home School Link worker to support families with attendance and chasing up non-attendance within school</p>	<p>N/A</p> <p>£306</p> <p>Costed in wider support section</p>

about the importance of this on their current and future life.		
Barriers to learning addressed by priorities above	<ul style="list-style-type: none"> • Children enter EYFS working below the national average for speaking, PSED and maths • Maths skill understanding and application • Curriculum gaps due to COVID-19 • Reading- engagement in home reading, speed and fluency • Social and Emotional need • Attendance and PA 	
Projected cumulative spending		£43,696.18

Phonics strategy to ensure pupils reach the expected standard in phonics check at end of Y1

Measure	Activity	Predicted cost
Priority 1 Increase the number of children that require speech and language support to support them in accessing phonics	Speech and language interventions started as soon as need is identified Staff word aware, wellcomm and talk boost trained	£1400
	Staff use concept cat and word aware as part of quality first teaching	£1700
Priority 2 Decrease the gaps in knowledge due to the COVID pandemic	Learning platform used to support phonics teaching both in school and at home	£6000
Barriers to learning address by priorities above	<ul style="list-style-type: none"> • Children enter EYFS working below the national average for speaking, PSED and maths • Curriculum gaps due to COVID 	
Projected cumulative spending		£9100

Targeted academic support for current academic year

Measure	Activity	Predicted cost
<p>Priority 1: Children in EYFS make accelerated progress from low starting points. The percentage of children achieving GLD is at least in line with national.</p>	<p>Speech and language support is provided for children that require additional support. Wellcomm and early talk boost will be used to support this.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/</p>	£1400
<p>Priority 2: Children are able to apply their knowledge of mathematical concepts to problem solving situations, especially in tests.</p> <p>Children are able to approach abstract concepts in maths using the concrete and pictorial approach that has previously being taught.</p>	<p>Magical maths sessions are planned every half term to allow children opportunity to practice problem solving of concepts taught in maths. This is additional to the daily problem solving opportunities in maths. These will be real life situations where maths needs to be used to solve the problem with peers.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p> <p>Staff will receive training on teaching children maths using a concrete, pictorial and abstract approach. This can then be applied to maths lessons.</p>	£200 £500
<p>Priority 3: Aspects of the curriculum that have not been covered due to COVID-19 are addressed through a blended learning approach. Children have the opportunity to practise these skills so that they</p>	<p>Timestable rock stars to be purchased to support the learning of timestable knowledge and potential gaps that may need to be practiced. This will support fluency in number facts which can then be applied to calculations.</p>	£114

become embedded.		
<p>Priority 4: Reading</p> <p>Parents engage with home reading to support their children's progress</p> <p>Reading speed and fluency is developed when children are reading.</p> <p>Children will develop a love of reading</p>	<p>Dedicated resources are available to parents to practise reading with this children. This may be through books or online platforms. Parents can track the progress of the children in Accelerated Reader quizzes using the online system. Accelerated reader provides quizzes to test the children's understanding of texts, ensuring they are at the correct banding.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=accelerated%20reader</p> <p>Purchase additional resources to support the practise of speed and fluency when reading. These will be used during the dedicated reading sessions.</p>	<p>£13,100</p> <p>£100</p>
<p>Priority 5:</p> <p>Children have tier 2 and 3 vocabulary that they can apply to conversations. This is subject specific and supports their understanding when reading.</p>	<p>Word Aware approach will teach specific vocabulary to the children. This will be done daily as a structured teach.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p>	£1500
<p>Priority 7:</p> <p>Children will have access to the cultural capital to attend all extra-curricular activities and educational visits</p> <p>Uniform support will be given to parents</p>	<p>Subsidy for residential, school trips and extra-curricular activities to widen their experiences of places and experiences that will support their learning.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</p>	£4200

<p>Priority 8: Whole school attendance to be in line with national if not better (96%)</p> <p>PA to decrease from last year and be close to the national average (10.9%)</p> <p>Children work hard to maintain positive attendance and can talk about the importance of this on their current and future life.</p>	<p>Attendance team monitor attendance and challenge non-attendance. Letters are sent to parents every half term.</p> <p>Home school link worker to provide support for parents on positive attendance.</p>	<p>£3000</p> <p>Costed in P6</p>
<p>Barriers to learning address by priorities above</p>	<ul style="list-style-type: none"> • Children enter EYFS working below the national average for speaking, PSED and maths • Maths skill understanding and application • Curriculum gaps due to COVID-19 • Reading- engagement in home reading, speed and fluency • Children have limited subject specific vocabulary • Social deprivation • Attendance and PA 	
<p>Projected cumulative spending</p>		<p>£24,114</p>

Wider strategies for current academic year

Measure	Activity	Predicted cost
<p>Priority 1:</p> <p>Children in EYFS make accelerated progress from low starting points. The percentage of children achieving GLD is at least in line with national.</p>	<p>Children will have opportunities with the local community and wider ATT family to communicate with other children and develop their understanding of other areas and cultures.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/communication-and-language-approaches/</p> <p>Maths ten towns parent log in will be purchased for all children in EYFS and Y1 to support and embed basic number recognition and skills.</p>	<p>£1000</p> <p>£75</p>
<p>Priority 2:</p> <p>Children are able to apply their knowledge of mathematical concepts to problem solving situations, especially in tests.</p> <p>Children are able to approach abstract concepts in maths using the concrete and pictorial approach that has previously being taught.</p>	<p>Parents are aware of how maths is taught at Sun Academy Bradwell including calculation approaches. Workshops are delivered to parents as well as seeing teacher teach these in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p>	<p>£300</p>
<p>Priority 3:</p> <p>Aspects of the curriculum that have not been covered due to COVID-19 are addressed through a blended learning approach. Children have the opportunity to practise these skills so that they become embedded.</p>	<p>Focused before and after school clubs will provide support for children with gaps in knowledge due to the COVID situation.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	<p>£5000</p>
<p>Priority 4: Reading</p> <p>Parents engage with home reading to support</p>	<p>Reading workshops will be delivered in the academy showing parents how phonics and reading is taught. This will include workshops solely for parents as well as opportunities to observe these</p>	<p>£500</p>

<p>their children's progress</p> <p>Reading speed and fluency is developed when children are reading.</p> <p>Children will develop a love of reading</p>	<p>being taught within the classroom.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p> <p>Additional texts will be purchased to support blocks taught, exposing children to a wide range of texts.</p>	<p>£5000</p>
<p>Priority 6:</p> <p>Children's social and emotional needs are met whilst they are in the academy so that they feel safe, happy and ready to learn.</p>	<p>Parents have support for their own and their child's social and emotional well-being from the home school link worker. They can help to provide strategies to support at home, act as a communicator between home and school and support with external referrals if required.</p>	<p>£5478</p>
<p>Priority 7:</p> <p>Children will have access to the cultural capital to attend all extra-curricular activities and educational visits</p> <p>Uniform support will be given to parents to ensure children have the uniform needed alongside their peers</p>	<p>Support parents with purchasing school uniform where they request support due to low income.</p>	<p>£1000</p>
<p>Priority 8:</p> <p>Whole school attendance to be in line with national if not better (96%)</p> <p>PA to decrease from last year and be close to the national average (10.9%)</p> <p>Children work hard to maintain positive attendance and can talk about the importance of this on their current and future life.</p>	<p>Attendance rewards for children with exceptional attendance. These will be chosen by the children through the school council.</p>	<p>£3000</p>

Barriers to learning address by priorities above	<ul style="list-style-type: none"> • Children enter EYFS working below the national average for speaking, PSED and maths • Maths skill understanding and application • Curriculum gaps due to COVID-19 • Reading- engagement in home reading, speed and fluency • Social and Emotional need • Social deprivation • Attendance and PA 	
Projected cumulative spending		£21,353

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development</p> <p>Ensuring staff engage with relevant CPD linked to their own professional development needs</p> <p>Cost of CPD</p>	<p>Use of INSET days and additional cover being provided by senior leaders</p> <p>Signpost staff to the relevant CPD material. SLT to become role models and continue to foster a culture around the importance of regular CPD</p> <p>Utilise the ATT Institute and Apprenticeship Levey for CPD along with local authority offers.</p>
Targeted support	<p>Interventions are led by the correct staff member that has had the appropriate training.</p> <p>Ensuring the timetable is balanced and includes all subjects.</p>	<p>Interventions are mapped out by the SLT and class teachers following pupil progress meetings. Staff are allocated to the correct intervention based on strength and CPD.</p> <p>Timetables are created by SLT. All staff are given the opportunity to outline what has worked and what could be better before new timetable is written.</p>

Wider strategies	<p>Engaging the families facing most challenges or those that are working parents.</p> <p>Enrichment opportunities available to the children due to the restrictions and safety relating to COVID-19</p>	<p>Close links with home school link worker, working closely with the local authority and local services to support families</p> <p>Utilising the communication avenues that have been strengthened during the COVID-19 pandemic.</p> <p>SLT to follow government advice and work with estates team to devise risk assessments where there may be local opportunities for enrichment.</p>

Review: last year's aims and outcomes

Aim	Cost	Outcome (using data at point of lockdown)	Evaluative Summary
<p>EYFS PP pupils meet age related expectations especially in literacy and maths skills by July 2019. Pupils are able to read, write and have a solid number, shape, space and measure understanding so that they are ready for the next stage of their education (Key Stage 1)</p>	<p>Resources- £1000 Ten town parent log ins- £65</p>	<p><i>84% of children achieved GLD for reading and writing (FFT TA data)</i> <i>84% of children achieved GLD for number</i> <i>80% of children achieved GLD for shape, space and measure.</i></p>	<p>% of children achieving GLD in reading (76.9%), writing (73.7%) and number (79.8%) is above the national average for 2019.</p> <p>Percentage achieving GLD for shape, space and measure is broadly in line with the national average of 81.5%.</p> <p><i>Results are positive overall. Care will need to be given in year 1 to the knowledge retained by the children due to the partial school closure relating to COVID-19.</i></p>
<p>Boys in KS1 and KS2 make accelerated progress in 2019-2020 so that they are at least in line with national and girl attainment. Boys are engaged the whole curriculum and have key skills for the next stage of their education.</p>	<p>Targeted intervention- £12, 208.32 Additional teacher- £24,373</p>	<p><i>FFT data used- TA</i> KS2- Reading- -4.1 boys, -2.1 girls <i>Writing-</i> -4.4 boys, -3.1 girls <i>Maths-</i> -4.1 boys, -0.6 girls <i>SPAG-</i> -3.7 boys, -2.6 girls <i>(Class of 23 boys and 7 girls)</i> KS1- Reading- -0.5 boys, -5.4 girls <i>Writing-</i> -0.7 boys, -5.1 girls <i>Maths-</i> 0.7 boys, -3.6 girls <i>(Class of 15 boys and 15 girls)</i></p>	<p><i>Girls continue to outperform boys at KS2 but progress can be seen with the performance of boys in KS1. This will continue to be tracked next year.</i></p>
<p>Y3 PP pupils reach their individual potential and make the required</p>	<p>Targeted intervention- £3877</p>	<p><i>13 PP pupils</i> Reading- 100% of children made</p>	<p><i>PP pupils in year 3 made accelerated progress to put them back on track prior</i></p>

<p>progress to achieve end of year and key stage ARE. KS2 PP pupils are able to infer, deduct meaning and compare texts.</p>		<p><i>accelerated progress from baseline to closure in March 2020. 85% of children were on track to achieve ARE at point of closure.</i></p> <p>Writing- <i>100% of children made accelerated progress from baseline to closure in March 2020. 77% of children were on track to achieve ARE at point of closure.</i></p> <p>Maths- <i>85% of children made accelerated progress from baseline to closure in March 2020. 77% of children were on track to achieve ARE at point of closure.</i></p>	<p><i>to closure (based on TA data in March 2020). In depth baseline will be carried out in September to establish gaps and interventions needed.</i></p>
<p>PP pupils, within all groups, make accelerated progress in maths. Pupils have a deep knowledge of ratio, proportion, statistics and FDP and are able to apply it and reason.</p>	<p>Targeted intervention- £3109.84</p>	<p><i>Data- from baseline to point of closure</i></p> <p><i>Y1- 29% accelerated progress</i></p> <p><i>Y2- 88% accelerated progress</i></p> <p><i>Y3- 85% accelerated progress</i></p> <p><i>Y4- 100% accelerated progress</i></p> <p><i>Y5- 100% accelerated progress</i></p> <p><i>Y6- 83% accelerated progress</i></p> <p><i>On average, children answered 37% of questions correctly on fractions, 37% of questions correctly on statistics and 45% of questions correctly on ratio and proportion.</i></p>	<p><i>The vast majority of all children have made accelerated progress from baseline to point of closure (using teacher assessment).</i></p> <p><i>Key maths areas identified need to continue to be of focus in test analysis. Maths policy documents are now in place to map out the progression when teaching maths concepts.</i></p>
<p>Attendance and persistent absence improve further and is at least in line with national and non-PP pupils. Termly reviews and tracking to take place.</p>	<p>Home school link worker-£5475.60</p> <p>Attend SLA- £3000</p> <p>Attendance letters- £341.46</p>	<p><i>Whole school attendance at point of closure- 95.2%</i></p> <p><i>PP attendance- 95.12%, non-PP- 95.19%</i></p>	<p><i>Attendance overall is lower than national. This will continue to be an area of focus next year. PP attendance is in line with non-PP pupils.</i></p>

<p>Pupils feel safe and happy at school. Pupils have strategies to use when they feel upset or anxious. Pupils have 'safe' adults they can discuss their concerns with. Pupils are ready to learn during lessons</p>	<p>Nurture provision- £6202.56 Emotion coaching- £461.72</p>	<p><i>85% of children said that they feel safe in school and 93% said there was a key adult that they could talk to if they were worried.</i></p> <p><i>Dojo positive percentages show that the vast majority of children are ready to learn in class- 98.5% positive</i></p>	<p><i>The vast majority of children feel safe and have someone to talk to. This will need to be a continued focus due to the absence from school and the current pandemic.</i></p>
<p>Pupils have access to a range of social and cultural experiences to enhance their understanding of the world and educational knowledge.</p>	<p>Trip subsidy- £1000</p>	<p><i>100% of children attended class/school trips is permission was given by parents.</i></p>	<p><i>No child was disadvantaged in trip attendance. Children can talk about their learning from their trip and how it links to their current topic.</i></p>
<p>Cumulative Cost</p>	<p><i>£61,114.50</i></p>		