



Reading				Commentary/Successes
Year Group	PP	Non PP	Gap	
Rec (7)	14.3	14.1	↑	Increase or decrease from previous term.
Year 1 (6)	20.5	20.6	↓	There was a significant drop in children's phonics score and fluency scores across the whole school, particularly in KS1 and EYFS. Children in Reception, Y1 and Y2 have received 2 daily phonics sessions. From the start of the term 88% of all children have made progress in their phonics attainment and 76% have improved their fluency speed in Y1. 85% of children in Y2 have made progress in their phonics scores.
Year 2 (10)	22.7	23.0	↓	
Year 3 (7)	25.9	25.8	↑	
Year 4 (7)	26.7	28.6	↑	
Year 5 (8)	31.9	32.3	↑	
Year 6 (8)	34.3	35.5	↑	

Writing				Commentary/Successes
Year Group	PP	Non PP	Gap	
Rec (7)	14.9	14.5	↓	Increase or decrease from previous term.
Year 1 (6)	20.5	20.5	↓	All children returned to school behind expectations in September after Lockdown. A programme of writing stamina and correct letter formation has been a focus for all children across school. Quality and quantity of work has improved since the start of the term.
Year 2 (10)	22.4	22.8	↑	
Year 3 (7)	25.0	25.0	=	
Year 4 (7)	26.6	28.6	↑	
Year 5 (8)	32.1	31.8	↓	
Year 6 (8)	34.3	35.4	↑	

Maths				Commentary/Successes
Year Group	PP	Non PP	Gap	
Rec (7)	15.4	14.9	↑	Increase or decrease from previous term.
Year 1 (6)	20.2	20.3	↑	All children were behind expectations upon their return to school. However, all year groups have made progress since the beginning of the term particularly in Y5 and Y6.
Year 2 (10)	22.7	22.7	↓	
Year 3 (7)	26.4	26.1	↓	
Year 4 (7)	27.3	29.1	↑	
Year 5 (8)	32.1	32.3	↑	
Year 6 (8)	34.9	35.6	↑	

Key Lines of Enquiry
Phonics and Fluency baseline. Focus on lowest 20% across school, in particular those in Y1 who are not recognising Phase 3 and Phase 4 sounds, those in Y2 who did not sit the phonics screening at the end of Y1 and those in Y3 who had not passed the phonic screening at the end of Y2. We will also be focusing on PP children across school who are identified as not secure in Phase 5. Basic skills maths for all PP children to include tables knowledge—have the children been able to retain knowledge from prior to Lockdown Please see Mind the Gap document for further information regarding PP children and catch up plans
Focus children
2019 - 20 Transition documents are focusing on children who either 'just met' or 'just missed' expectations as the last data collection point. High priority is for these children to make a positive start to the year after a long period of absence. PP check ins for all PP children UFOs PP children PA and PP children

Wider Support	Funding Allocation
Sept to Mar PP check in, in the morning has helped to ensure that all children have the necessary equipment and start to the day for them to be successful – directed use of TA time Pastoral care supports families and follows up persistent absentees – currently the attendance for PP children is 94% which is consistent with the previous year No child left behind ethos – children are supported in their catch up through peer support, teacher/TA support and same day intervention Inclusion meetings focus on the most vulnerable children and how we can further support them FFT5 targets set for all children ELSA support for targeted children Free breakfast club for targeted children Walking bus to support families unable to walk their children to school TA support in classes Mar to July Weekly/daily contact with specific families through telephone conversations Weekly pastoral care chats with specific children– Talking through low mood, anxiety etc. Resources given to families for wellbeing and mental health needs Continued meetings attended– FEHA, CIN and CP Use of technology to access Google classroom at home In school accessing the curriculum part time/full time	Total allocation 2017/18 - £90,785 Total allocation 2018/19 - £81,840 Total allocation 2019/20 - £82,208 Salary costs £34.1k (100%) Directed TA time £4k Small teaching groups in Y6—head teacher support - In class support for staff development— After School Clubs/Breakfast Club provision £18k (20% TA3 salaries) £5k Salary costs £7.5k Salary cost c£20k (20% x 2 teachers)

Links to RAP	Priorities	Actions including additional support information	Desired Impact/Impact	Time scale
The needs of every child 3.1, 3.3, 3.4, 3.8, 3.10, 3.11, 3.12, 3.15, 3.17	PP check in, in place for Sept 2020 Support for families with additional learning activities	List of questions available for all staff Monitoring TNB – chd persistently without correct equipment eg PE kit to be followed up and parents informed – equipment available within school if appropriate	All chd have good, positive start to the day Children are accessing other activities PE is seen as a priority for children—not a lesson to miss Children are ready to learn	Sept and then reviewed at Inclusion meeting
The needs of every child As above Assessment and Data 5.1, 5.2, 5.10	Improve reading attainment and engagement in reading	Identify children who need catch up or intervention—precision teaching in place by end of Aut 2020 Story time across the school embedded Quality first teaching New reading books across school New home readers—all children to be reading the appropriate level book	Chd being regularly read with KS2 outcomes are in line or better than with other children Parents more confident when reading with their child Positive relationships with parents	Sept 2020
Quality Teaching and learning 4.8, 4.9, 4.11 High expectations for all 2.1, 2.2, 2.5, 2.7, 2.10, 2.13, 2.14	Improve writing attainment for PP children	Monitor PP writing books (SLT) meeting Analyse which criteria is not being met – interventions in place Use of OVCP walls	Writing attainment improves and gaps are spotted quickly—writing outcomes at Y6 are in line or better than with other children	Sept 2020
The needs of every child 3.3, 3.5, 3.8, 3.9, 3.10, 3.11, 3.15, 3.17	To ensure that the gap between PP and all others reduces	Monitor who this applies to TA/Teacher to intervene at an early stage Use of time to ensure that there is a catch up in place when a child is off or is a PA SLT planning with staff and regularly focus on PP children Quality first teaching	PP children do not fall further behind Swift intervention with targeted children Attendance monitored Tracking sheets are used to support planning and have impact on outcomes Outcomes for PP children are in line with national or better	Sept 2020
High expectations for all 2.1, 2.2, 2.4, 2.5, 2.7, 2.8, 2.12, 2.14 Assessment and data 5.1, 5.2, 5.4, 5.10, 5.11	Improve the number of children who could get to GD from their starting point and were expected to do so before Lockdown	FFT5 targets set, but all children who are targeted FFT5 should be discussed as to whether they could achieve further still Raise expectations of all children Monitor those children not accessing silver and gold challenges – are they able to access them, but choosing not to? Can we put interventions in place so that children have access to them? GD opportunities in place for all abilities	More children, including PP children are accessing challenges Focused and targeted support in place for all children with the potential to achieve HS	Sept 2020