

# 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	Dothill Primary School
Number of pupils in school	338
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July2022
Statement authorised by	Becca Butler Head Teacher
Pupil premium lead	Becca Butler
Governor	Derek Miller Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,320
Recovery premium funding allocation this academic year	£8,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£98,310</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Dothill Primary School we want all our pupils to fulfil their academic potential, making good progress from their starting points and to achieve high attainment across all areas of the curriculum. The main purpose of our Pupil Premium Strategy is to support pupils identified as disadvantaged to ensure that they have every opportunity to achieve positive outcomes and make strong academic progress.

Our strategy is built on the following principles and practices:

- A tiered approach to spending balancing the improvement in teaching, targeted support and wider strategies.
- A focus on a small number of strategies that will make the biggest difference and ensuring that these are implemented effectively.
- Approaches adopted on the basis of a range of strong external evidence.
- The strategy is cyclical and considered part of school development planning.

Quality first teaching is the first response in our approach, increasing our pupil's cultural capital, followed by planned intervention which can be directed at the areas in which disadvantaged pupils need the most support. The desire is that, in closing the attainment gap, disadvantaged pupils are then on a level playing field with all pupils and can then maintain that progress to prevent the gap remaining.

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.

Gaining a thorough knowledge of our disadvantaged pupils' level of attainment is the first step in developing our strategy. We will use a baseline of accurate diagnostic assessment information to inform our approaches. Then implement evidenced based strategies that complement each other to ensure the best possible outcomes for our pupils. Successful implementation of these strategies is key, and 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

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This can lead to issues with fluency as they develop as readers which impacts negatively on their ability and confidence to comprehend their reading.</p>
3	<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 in general, are more prevalent among our disadvantaged pupils than their peers.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 24 (5 of whom are disadvantaged) have received small group interventions to support with SEL</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been on average 3.81% lower than for non-disadvantaged pupils.</p> <p>Pre-COVID the number of disadvantaged children who were persistently absent was consistently falling year on year, however, COVID has had a negative impact on this and currently in the autumn term of 21/22 33% of disadvantaged pupils have been 'persistently absent' compared to 21% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/2024 show that the number of disadvantaged pupils meeting the expected standard is in line with all pupils nationally
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2023/2024 show that the number of disadvantaged pupils meeting the expected standard is in line with all pupils nationally
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2023/2024 show that the number of disadvantaged pupils meeting the expected standard is in line with all pupils nationally
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being in line.</li> <li>The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 3% lower than their peers.</li> </ul>

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £ £38,194

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use standardised diagnostic assessments to inform learning needs.</p> <p>Use accurate and effective feedback methods to improve attainment and progress</p> <p>Training for staff to ensure assessments are interpreted and administered correctly and the appropriate feedback is given.</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 and feedback.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	1, 2
<p>Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all 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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our maths teaching and curriculum</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p>	1

<p>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>Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
<p>Enhancement of our reading 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 resources and CPD</p>	<p>The DfE Reading Framework has been produced drawing on evidence-based approaches:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy - July-2021.pdf</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p>	1
<p>Enhancement of our writing teaching and curriculum planning in line with EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD</p>	<p>The EEF Literacy guidance reports have been produced drawing on evidence-based approaches:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	1
<p>Purchase of high-quality homework resources</p> <p>We will offer a homework club for those with limited access to a quiet learning space at home.</p>	<p>Although evidence is more limited at primary school the average impact of homework is positive across primary and secondary.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/home-work?utm_source=/education-evidence/teaching-learning-toolkit/home-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/home-work?utm_source=/education-evidence/teaching-learning-toolkit/home-</a></p>	

	<a href="#">work&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=home work</a>	
<p>Improve the quality of social and emotional learning (SEL).</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4

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

Budgeted cost: £ 32,229

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>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:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p>	1

the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
--	---	--

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

Budgeted cost: £ 28,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving relationships across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	4
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues.	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.	All

**Total budgeted cost: £ 98,838**



## 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.

Review of Expenditure (Completed September 2021)															
Quality of Teaching for All															
Desired Outcome	Chosen action/approach	Impact	Cost												
<b>A</b> To improve achievement for Year 2 pupils in reading, writing and maths	Year 2 has 2 smaller classes (rather than 3 larger mixed year 1 /2 classes) An experienced HLTA deployed to support in year 2 (AM) Identified children to attend nurture bubble in PM sessions Immediate feedback is given to pupils in lessons. Moderation focus on year 2 Planning support from SLT when required Purchase and use of x tables rock stars Purchase and use of Test base Support from reading lead with phonics.	<p>Two smaller classes meant that the children were able to receive quality first teaching in classes of no more than 20 pupils. The teachers were able to work individually and in small groups more regularly with the children due to the smaller class sizes. Personalised learning was possible in the autumn term of 2020 in reading writing and maths in order to address the specific needs of individual pupils. This was of great benefit following the lock down of March 2020. As schools were locked down again in January 2021 it was difficult to continue this through online learning. Disadvantaged pupils were identified by the school as having a school place however some parents chose not to send their children to school at this time and engaged with online learning instead. The smaller classes meant that teachers could give specific feedback to individuals on their online learning. Some disadvantaged children struggled to engage with online learning despite laptops being given to pupils for their work at home. Teachers made regular phone calls of support to the pupils and the parents during this time.</p> <table border="1"> <tr> <td>Attainment</td><td>33/0</td><td>17/0</td><td>17/0</td></tr> <tr> <td>Progress</td><td>80/0</td><td>60/0</td><td>60/0</td></tr> <tr> <td>13 pupils eligible for PPG in Y2</td><td>Reading</td><td>Writing</td><td>Maths</td></tr> </table> <p>The nurture bubble for Year 2 children worked well in ensuring that those children in school were able to address their social emotional learning needs in the afternoons,</p>	Attainment	33/0	17/0	17/0	Progress	80/0	60/0	60/0	13 pupils eligible for PPG in Y2	Reading	Writing	Maths	£12022
Attainment	33/0	17/0	17/0												
Progress	80/0	60/0	60/0												
13 pupils eligible for PPG in Y2	Reading	Writing	Maths												

		<p>meaning that they could access their academic learning more successfully in the mornings. This was much harder to do for the children who were learning remotely.</p> <p>Of the 12 pupils in Year 2 42% regularly accessed remote learning. 25% attended school and 33% did not regularly participate in home learning.</p>													
<p><b>B</b></p> <p>To improve achievement for year 4 in reading writing and maths</p>	<p>Year 4 has x2 straight classes (rather than 3 larger mixed 3 /4 classes)</p> <p>DHT supports NQT with weekly meeting, moderation and progress checks.</p> <p>An experienced HLTA deployed to support in year 4(AM)</p> <p>Identified children to attend nurture bubble in PM sessions</p> <p>Immediate feedback is given to pupils in lessons.</p> <p>Moderation focus on year 4</p> <p>Planning support from SLT when required</p> <p>Purchase and use of x tables rock stars</p> <p>Purchase and use of Test base</p>	<p>Having two straight classes of Year 4 children rather than mixed 3/4 classes had a major impact on learning in both Y3 and Y4. The teachers were able to work individually and in small groups more regularly with the children due to the smaller class sizes. Personalised learning was possible in the autumn term of 2020 in reading writing and maths in order to address the specific needs of individual pupils. This was of great benefit following the lock down of March 2020. As schools were locked down again in January 2021 it was difficult to continue this through online learning. Disadvantaged pupils were identified by the school as having a school place however some parents chose not to send their children to school at this time and engaged with online learning instead. The smaller classes of straight year groups meant that teachers could give specific feedback to individuals on their online learning. Some disadvantaged children struggled to engage with online learning despite laptops being given to pupils for their work at home. Teachers made regular phone calls of support to the pupils and the parents during this time.</p> <table border="1"> <tr> <td>Attainment</td><td>29/0</td><td>14/0</td><td>29/0</td></tr> <tr> <td>Progress</td><td>83/0</td><td>83/0</td><td>67/0</td></tr> <tr> <td>11 pupils eligible for PPG in Y4</td><td>Reading</td><td>Writing</td><td>Maths</td></tr> </table> <p>The nurture bubble for Year 4 children worked well in ensuring that those children in school were able to address their social emotional learning needs in the afternoons, meaning that they could access their academic learning more successfully in the mornings. This was much harder to do for the children who were learning remotely.</p>	Attainment	29/0	14/0	29/0	Progress	83/0	83/0	67/0	11 pupils eligible for PPG in Y4	Reading	Writing	Maths	<p>£38722</p>
Attainment	29/0	14/0	29/0												
Progress	83/0	83/0	67/0												
11 pupils eligible for PPG in Y4	Reading	Writing	Maths												

		<p>18% of these pupils regularly engaged with remote learning and completed all of their work.</p> <p>27% of these pupils attended school during the lockdown of spring 2021</p> <p>45% showed little engagement with learning despite weekly phone calls from the teachers</p> <p>1 pupil went to Pakistan and remained there until September 2021.</p>	
--	--	--	--

<p><b>C</b></p> <p>To improve achievement for year 1 pupils in writing</p>	<p>Year 1 has x1 straight classes (rather than 3 mixed 1 / 2 classes)</p> <p>X2 TA to support the teaching and learning in this class</p> <p>Phase leader to support with planning and carry out regular book checks</p> <p>Identified children to attend nurture bubble in PM sessions</p> <p>Immediate feedback is given to pupils in lessons.</p> <p>Moderation focus on year 1</p> <p>Planning support from SLT when required</p> <p>Purchase and use of x tables rock stars</p> <p>Purchase and use of Test base</p>	<p>Having one straight classes of Year 1 children rather than mixed 1/2 classes had a major impact on learning in both Y1 and Y2. The quality first teaching was more focussed due to the straight Y1 year group and the children were given a diet of exactly what they needed during the autumn term to address their gaps from the previous lockdown. As schools were locked down again in January 2021 it was difficult to continue this through online learning. Disadvantaged pupils were identified by the school as having a school place however some parents chose not to send their children to school at this time and engaged with online learning instead. Some disadvantaged children struggled to engage with online learning despite laptops being given to pupils for their work at home. Teachers made regular phone calls of support to the pupils and the parents during this time.</p> <table border="1"> <tr> <td>Attainment</td><td>60/0</td><td>20/0</td><td>60/0</td></tr> <tr> <td>Progress</td><td>80/0</td><td>40/0</td><td>100/0</td></tr> <tr> <td>5 pupils eligible for PPG in Y1</td><td>Reading</td><td>Writing</td><td>Maths</td></tr> </table> <p>The nurture bubble for Year 1 children worked well in ensuring that those children in school were able to address their social emotional learning needs in the afternoons, meaning that they could access their academic learning more successfully in the mornings. This was much harder to do for the children who were learning remotely.</p> <p>40% of these pupils regularly engaged with remote learning and completed all of their work.</p>	Attainment	60/0	20/0	60/0	Progress	80/0	40/0	100/0	5 pupils eligible for PPG in Y1	Reading	Writing	Maths	<p><b>£23682</b></p>
Attainment	60/0	20/0	60/0												
Progress	80/0	40/0	100/0												
5 pupils eligible for PPG in Y1	Reading	Writing	Maths												

		60% of these pupils attended school during the lockdown of spring 2021	
<b>Targeted Support</b>		<b>Total cost</b>	<b>£74,426</b>
<b>Other Approaches</b>		<b>Total cost</b>	<b>£28,415</b>
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>Impact</b>	<b>Cost</b>
<b>D</b> Social and emotional health and well being of pupils improves	Learning mentor employed to offer interventions to groups and individuals to remove social and emotional barriers to learning  ELSA supervision from EP service  Lunchtime structure  Access Future in Mind Project to support the mental health and well being of pupils, ensuring learning mentor receives training and skills development  Additional TA to support Learning mentor in her role x 1 hour each day	Lock down in March 2020 had negative impact on many children. Only reception, Year one and Year six returned in the Summer term. This meant that the majority of pupils were not in school for almost two terms and were accessing online learning. Over lockdown the Learning mentor plus additional support regularly contacted all families identified as vulnerable. The majority of parents and pupils really appreciated this support and have expressed what a difference that made for them. One family refused to engage at all with school despite all of our efforts and home visits.  Supervision from the EP service supported our learning mentor in managing more difficult cases and ensuring that the appropriate support was offered. The staggered lunchtime structure that was established over lockdown for key worker and vulnerable pupils has remained in place as we felt that this supported our vulnerable pupils more effectively. The smaller groups on the playground with known 'bubble' staff meant that any social/emotional needs could be picked up quickly and children felt more of a 'family' feel within their bubbles meaning they were able to be more open with staff about their worries and concerns. A number of wellbeing strategies were employed within the class rooms including regular 'check ins'. The Leuven scales were used to assess all pupils and offer the appropriate support to those with lower scores. It was very positive to see the positive impact on the Leuven scales from the baseline data.	<b>£17738</b>

<p><b>E</b></p> <p>Attendance for PPG pupils improves</p>	<p>Admin assistant employed to monitor pupils attendance and follow up quickly on absences using first day response.</p> <p>3 weekly meeting between head teacher and deputy head teacher to discuss appropriate actions</p> <p>Head teacher time to meet with parents to ensure engagement and offer support if necessary</p>	<p><b>During lockdown (and since) attendance has been a major piece of work with DFE forms to complete daily giving detailed attendance information for all groups of children. This still continues and a large proportion of administrator time is used on this. All vulnerable pupils who met the criteria were offered school places over lockdown. Those who attended school were fully supported. Some families despite being offered places, chose not to send their children to school. These families received regular phone calls or home visits to ensure that learning was taking place and that the children's needs were being met. We loaned out over 30 DFE laptops to our families during this time to ensure learning could still take place.</b></p> <p>School was closed to the majority of pupils from 5<sup>th</sup> January to 8<sup>th</sup> March 2021. During this period we provided remote learning using an online resource called Seesaw. Many children engaged positively with this which was really good to see.</p> <p>On the return to school, teachers completed a baseline for their class which looked at where they were in September and January, how they had engaged with remote learning and what their current attainment looked like ready for the start of the Summer term. The following shows how well Dothill pupils engaged with online learning over the Spring term. There is no data in its usual format for this term.</p> <table border="1" data-bbox="840 930 1641 1391"> <thead> <tr> <th>Class</th><th>Number in class</th><th>Below a 5/10 engagement</th><th>Percentage engaging</th></tr> </thead> <tbody> <tr><td>RW</td><td>46</td><td>11</td><td>76%</td></tr> <tr><td>1H</td><td>32</td><td>3</td><td>90%</td></tr> <tr><td>2A</td><td>22</td><td>3</td><td>86%</td></tr> <tr><td>2T</td><td>20</td><td>6</td><td>70%</td></tr> <tr><td>3C</td><td>27</td><td>6</td><td>77%</td></tr> <tr><td>3J</td><td>27</td><td>4</td><td>85%</td></tr> <tr><td>4M</td><td>27</td><td>6</td><td>77%</td></tr> <tr><td>4OL</td><td>26</td><td>4</td><td>85%</td></tr> <tr><td>5SJ</td><td>36</td><td>6</td><td>83%</td></tr> <tr><td>5X</td><td>35</td><td>17</td><td>51%</td></tr> </tbody> </table>	Class	Number in class	Below a 5/10 engagement	Percentage engaging	RW	46	11	76%	1H	32	3	90%	2A	22	3	86%	2T	20	6	70%	3C	27	6	77%	3J	27	4	85%	4M	27	6	77%	4OL	26	4	85%	5SJ	36	6	83%	5X	35	17	51%	<p><b>£10,677</b></p>
Class	Number in class	Below a 5/10 engagement	Percentage engaging																																												
RW	46	11	76%																																												
1H	32	3	90%																																												
2A	22	3	86%																																												
2T	20	6	70%																																												
3C	27	6	77%																																												
3J	27	4	85%																																												
4M	27	6	77%																																												
4OL	26	4	85%																																												
5SJ	36	6	83%																																												
5X	35	17	51%																																												

		<table><tr><td>6L</td><td>25</td><td>8</td><td>68%</td></tr><tr><td>6S</td><td>26</td><td>9</td><td>65%</td></tr><tr><td>Total</td><td>349</td><td>83</td><td>76%</td></tr></table>	6L	25	8	68%	6S	26	9	65%	Total	349	83	76%																																																																					
6L	25	8	68%																																																																																
6S	26	9	65%																																																																																
Total	349	83	76%																																																																																
		<p>It is noted that 5X had the lowest engagement over lockdown. It is this class that has also had the most difficulty in settling back into learning after lockdown. Karen Sturmey has worked with a number of children from Year 5 who have not found the transition back to school easy.</p> <p><b>Attendance up to 31<sup>st</sup> May 2021</b></p> <table><tr><th>Course</th><th>Year</th><th>No of pupils on roll</th><th>No of pupil sessions</th><th>Absences authorised</th><th>Absences unauthorised</th><th>Absences all</th><th>Attendances</th></tr><tr><td>Foundation</td><td>3</td><td>43</td><td>9343</td><td>209</td><td>4</td><td>213</td><td>9130</td></tr><tr><td>Key Stage 1</td><td>1</td><td>32</td><td>7459</td><td>149</td><td>12</td><td>161</td><td>7298</td></tr><tr><td></td><td>2</td><td>40</td><td>10094</td><td>400</td><td>8</td><td>408</td><td>9686</td></tr><tr><td>Key Stage 2</td><td>3</td><td>54</td><td>13124</td><td>401</td><td>79</td><td>480</td><td>12644</td></tr><tr><td></td><td>4</td><td>54</td><td>12998</td><td>529</td><td>56</td><td>585</td><td>12413</td></tr><tr><td></td><td>5</td><td>70</td><td>16613</td><td>727</td><td>134</td><td>861</td><td>15752</td></tr><tr><td></td><td>6</td><td>51</td><td>12501</td><td>538</td><td>33</td><td>571</td><td>11930</td></tr><tr><td>Total</td><td></td><td>344</td><td>82132</td><td>2953</td><td>326</td><td>3279</td><td>78853</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td>Percentages:</td><td>3.99</td><td>96.01</td></tr></table>	Course	Year	No of pupils on roll	No of pupil sessions	Absences authorised	Absences unauthorised	Absences all	Attendances	Foundation	3	43	9343	209	4	213	9130	Key Stage 1	1	32	7459	149	12	161	7298		2	40	10094	400	8	408	9686	Key Stage 2	3	54	13124	401	79	480	12644		4	54	12998	529	56	585	12413		5	70	16613	727	134	861	15752		6	51	12501	538	33	571	11930	Total		344	82132	2953	326	3279	78853						Percentages:	3.99	96.01	
Course	Year	No of pupils on roll	No of pupil sessions	Absences authorised	Absences unauthorised	Absences all	Attendances																																																																												
Foundation	3	43	9343	209	4	213	9130																																																																												
Key Stage 1	1	32	7459	149	12	161	7298																																																																												
	2	40	10094	400	8	408	9686																																																																												
Key Stage 2	3	54	13124	401	79	480	12644																																																																												
	4	54	12998	529	56	585	12413																																																																												
	5	70	16613	727	134	861	15752																																																																												
	6	51	12501	538	33	571	11930																																																																												
Total		344	82132	2953	326	3279	78853																																																																												
					Percentages:	3.99	96.01																																																																												
			<b>Total cost</b>	<b>£102,841</b>																																																																															

## 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. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Engaging with the RADY project with support of the Local Authority and accessing the Professional Learning Platform modules from Challenging Education to support our professional development in supporting disadvantaged pupils.
- Engaging with the Creating Active Schools Pilot to increase opportunities for physical activity for all pupils. This will be of particular benefit to disadvantaged pupils in offering enhancement activities
- Engaging with the Autism in Schools pilot to improve the opportunities for pupils with autism. The approach to pupils with autism can be of benefit to all pupils, including disadvantaged.