

Pupil premium strategy document 2019/2020 The Clinton C of E School

1. Summary information					
School	The Clinton C of E Primary School				
Academic Year	2019/2020	Pupil Premium allocation	£14,180	Date of most recent External PP Review	11.9.17
Total number of pupils	33 including preschool	Number of pupils eligible for PP	12 (including 1 x CiC)	Date for next internal review of this strategy	

2, Current attainment (based on end of 2018/2019 data)			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Early Years Foundation Stage achieved Good Level of development	N/A	100% (2 pupils)	
Year 1 phonics screening	N/A	100% (1 pupil)	

2.Current attainment (based on end of 2018/2019 data)			
End of KS1	<i>Pupils eligible for PP (your school) (2 pupils – 1 with significant SEND)</i>	<i>Pupils not eligible for PP (your school) (2 pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
% reaching the expected standard in reading	50%	100%	75% *
% reaching the expected standard in writing	50%	100%	75% *
%reaching the expected standard in maths	50%	50%	76% *

75%

2.Current attainment (based on end of 2018/2019 data)			
End of KS2	<i>Pupils eligible for PP (your school) (2 pupils, 1 moved to the school in November 2018)</i>	<i>Pupils not eligible for PP (your school) (2 pupils, 1 moved to the school in March 2019)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	0%	50%	64% *
% reaching the expected standard in reading	0%	100%	75% *
% reaching the expected standard in writing	50%	50%	78% *
%reaching the expected standard in maths	50%	50%	75% *

*National data is based 2017/2018 data as the 2018/2019 is currently not available.

	<i>Pupils eligible for PP (your school) Break down per year groups of current cohort (2018/2019) based on end of 2018/2019 data</i>					
	Year 1 0 pupils	Year 2 2 pupils	Year 3 2 pupils	Year 4 1 pupils	Year 5 3 pupils	Year 6 2 pupils
% achieving in reading, writing and maths	N/A	50%	100%	100%	33%	0%
% reaching the expected standard in reading	N/A	50%	100%	100%	66%	0%
%reaching the expected standard in writing	N/A	50%	100%	100%	33%	50%
% reaching the expected standard in maths	N/A	50%	100%	100%	66%	50%

	<i>Pupils NOT eligible for PP (your school) Break down per year groups of current cohort (2018/2019) based on end of 2018/2019 data</i>					
	Year 1 1 pupil	Year 2 2 pupils	Year 3 3 pupils	Year 4 3 pupils	Year 5 3 pupils	Year 6 2 pupils
% achieving in reading, writing and maths	100%	50%	33%	33%	66%	50%
% reaching the expected standard in reading	100%	100%	33%	66%	66%	100%
% reaching the expected standard in writing	100%	100%	33%	33%	66%	50%
% reaching the expected standard in maths	100%	50%	33%	66%	66%	50%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
1.	Some PP children have a recognisable SEND and others have significant gaps in their learning due to poor teaching over the years. This can represent itself as a special education need at times.	
2.	Previous inadequate teaching in the Key Stage 2 class has not addressed significant gaps in learning, especially in upper key stage 2. The pupils are very passive learners who are unable to take risks, persevere with challenge or have the stamina to remain on task for longer than 15 minutes.	
3.	7/8 of those eligible for PP they have low-self-esteem and also lack self-motivation for learning, they need ongoing nurture and support to stay on task.	
4.	Children eligible for PP have poor oral language skills, their vocabulary is limited and the formation of sentences is poor within their expressive language which then impacts on their written work.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Parental expectations are low, there is limited aspiration and understanding of the expectations of pupils at each year group.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To raise attainment and then sustain this for all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.	PP children will have made accelerated progress to ensure they are inline or better than their peers within all core subjects. PP children without SEND will achieve ARE expectations in RWM by the end of the academic year. PP children with SEND will have achieved 100% of their small step targets for the year to ensure the gap is diminished between their peers.
B.	Improve oral language skills for pupils eligible for PP.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. PP children will improve their vocabulary and this will be seen in the choice of language used within their writing. PP children will improve the grammatical structure of their expressive language which in turn will improve writing.
C.	High quality teaching results in improved attitude to learning for PP children – they will be more motivated to learn, more actively engaged in lessons and have high aspirations for themselves.	Learning walks, lesson observations and Head teacher drop - ins find consistently good or outstanding teaching and behaviour management resulting in: <ul style="list-style-type: none"> • a calm focused learning environment • consistently good behaviour for learning from PP pupils and where pupils struggle, behaviour management strategies are effective

		<ul style="list-style-type: none"> Children have the language for learning and can talk about themselves as a learner - pupil books show evidence of pupil reflections on their learning, pupil questionnaires show an improvement in understanding of what learning and why. There will be displays around the school that promote growth mind-set and the 5 R's – resilience, resourcefulness, reciprocity, risk and reflectiveness. School certificates on Friday's worship will promote the 5 R's and learning behaviours.
D.	Significantly raise self - esteem, self motivation and aspiration of PP pupils.	<p>PP pupils consistently:</p> <ul style="list-style-type: none"> attempt challenging tasks readily have a desire to learn believe they can improve and are determined to do so work well independently and as part of a group are able to talk about their aspirations for the future. <p>As evidenced by: lesson and intervention observations, work sampling, weekly PP teacher / pupil conferencing, pupil voice questionnaires</p>
E.	Improve parental engagement to develop appropriate support for the PP pupils at home.	<p>All PP parents / carers communicate with school regularly, hear children read at home and encourage with homework.</p> <p>School to host open afternoons to promote the types of learning that happens in school.</p> <p>School to organise spelling, English and maths open afternoons to equipment parents with the knowledge of expectations for each year group.</p>

3. Planned expenditure £18,183.50 (to include some SBS)

Academic year	2019/20
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Expenditure
A To raise attainment and then sustain this for all PP pupils (including those with SEND) in	Daily, targeted teaching of basic literacy and numeracy skills.	End of year data (July 2019) shows that PP pupils are not achieving their potential, or ARE in reading, writing and maths	<ul style="list-style-type: none"> Teachers to embed spelling programme and receive constant support from spelling champion to ensure best possible outcomes for children. 	Head teacher. PP LSC member	January 2020: -EP has attended spelling hubs, conducted lesson observations and book looks with RS with a focus on spellings. Staff are highlighting key incorrect	£4404 for metacognition - teaching of spelling of decision spelling.

<p>spelling, reading, maths and mental maths.</p>		<p>Teacher observations and pupils' books show that poor literacy skills are hindering progress in writing and reading comprehension.</p> <p>Poor numeracy skills are hindering progress in other areas of Maths as well as developing reasoning skills.</p> <p>Quick recall of number facts within maths is limited which is having an impact on simple arithmetic based work.</p>	<ul style="list-style-type: none"> ● Planned time-line of lesson observations learning walks and pupil conferencing ● Close monitoring of pupils' exercise books, formative and summative assessments. ● Teachers to attend phase hub meetings across the MAT to continually develop pedagogy and understanding of end of year expectations. ● Key stage 2 teacher to implement no nonsense grammar 3 times a week to support grammatical understanding of sentence structure. ● Key stage 2 teacher to build in regular arithmetic assessments and then work through gaps in learning. ● Specific maths reading intervention for PP children with reading recovery specialist. ● Key stage 2 teacher to attend the Jurassic hub mastery maths research group this year to develop understanding of mastery maths and use of power maths books within this teaching. 	<p>spellings in all books more frequently and children are demonstrating deliberately practise – but is this impacting on future pieces of work in books?</p> <p>- Lesson observations demonstrate good learning behaviours and an improvement in children's resilience and growth mind-set. Key focus for both classes is Pace and ensuring children move on quickly. Team teaching of maths with Dolton staff has happened and proved successful in considering the learning in class. Team teaching with English lead and KS2 teacher planned for after half term to look at pace and expectation for year 6's.</p> <p>- content and quality of books is much improved with children showing evidence of editing and reflecting on learning.</p> <p>- Eng., maths and RE hubs have happened so far this year. Also gallery lessons in other MAT schools and the KS2 teacher has completed her RQT training which supporting subject knowledge. Comparative judgement has also supported moderation of writing and understanding of end of year expectations.</p> <p>- NO Nonsense grammar still to be implemented – resourcing of this has been a challenge.</p> <p>- Arithmetic assessments happening weekly.</p> <p>- Reading recovery style interventions are making a huge impact – see data provided.</p> <p>- Power maths books being used effectively in both classes, an observation from mastery</p>	<p>£493 3 days of key stage 2 teacher cover - mastery math.</p> <p>.</p> <p>1 afternoon of specialist teacher £2061.50</p> <p>Total = £6,958.50</p>
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					maths specialist confirmed this. Class teacher has attended 3 sessions so far and has more planned in the future.	
B. Improve oral language skills for pupils eligible for PP.	<p>Teachers to use a wide vocabulary when speaking and in choice of texts.</p> <p>English working walls provide tiered language pyramids for children to access.</p> <p>Teachers provide opportunities for discussion and debate in the classroom.</p> <p>Teachers provide a text rich environment.</p> <p>Use of Talk Boost Intervention in Key Stage One and lower key stage 2.</p>	PP pupils' limited vocabulary is hindering the ability to read text for meaning as well as vocabulary choices and sentence structure in writing – this is noticeable in pupil books and through discussion with pupils.	<ul style="list-style-type: none"> Support from other schools within the MAT. Planned time-line of lesson observations learning walks English lessons to be planned to provide Pie Corbett style talk for writing discussions. Close monitoring of PP pupil / teacher conference Evidence (data) showing pupil progress between sessions on Talk Boost Program 	Head. PP LSC lead	<p>-Ongoing support between MAT schools means CPD for staff is very effective. Early years staff are attending a closing a word gap course on 7th February to support in ensuring vocabulary gap in preschool is being bridged and children are reception ready. All LSA's went on training to support children with literacy difficulties on Wednesday 29th January.</p> <p>- Lesson observations highlight how staff are modelling good language including use of stem sentences. Learning walls (both maths and literacy, have key language features within them to support children) Pupils talk about using these to support their learning.</p> <p>- PP monitoring slips are now being used and show children reflecting on their learning and what next steps will support them in achieving even more.</p> <p>- Talk boost training booked for DJ (KS1 26th Feb, KS2 4th March)</p>	<p>£120 talk boost training for TA.</p> <p>£1865 for the year of 3 hours a week HLTA time.</p> <p>£1,985.00</p>
C. High quality teaching results in improved attitudes to leading and motivation.	<p>Teachers have high expectations of learning outcomes.</p> <p>Teachers regularly interweave learning behaviours into their lessons and language.</p>	<p>Passive learning behaviour is detrimental to progress.</p> <p>Limited aspiration and thirst for learning is having a detrimental effect on progress and children reaching their full potential.</p>	<ul style="list-style-type: none"> Displays in each class to represent key learning behaviours. Weekly good news assemblies showcase key children that have displayed key learning behaviours. Appropriate handover time between job sharing teachers to ensure consistency of approach 	Head PP LSC member	<p>-Learning behaviours are much improved, children are ready to learn and enjoy learning.</p> <p>-A recent PP conferencing session with key LSC members showcased children's understanding of learning, progress and next steps (please see LSC reports)</p>	No cost needed.

	Displays around the school will support growth mind-set and the 5 R's.					
D. Significantly raise self-esteem, self-motivation and aspiration of PP pupils.	Theories of 'Growth Mind-set' and 'The Iceberg Illusion' and the learning pit explained to children and constantly reinforced through discussion and visual displays, class ethos and expectation	Theories of mind-set have proven to positively enhance pupils' self-belief and will to try and improve.	<ul style="list-style-type: none"> • Head to support teachers in their understanding of the theories. • Pupils to attend, where possible, school trips, residential etc. to provide a range of opportunities and raise aspirations in pupils. • Aspirational speakers/visitors to be brought into school. 	Head PP LSC member	<ul style="list-style-type: none"> - Learning displays show understanding of growth mind-set. Staff meeting to be scheduled to look at ice berg illusion and continual development of resilience for some pupils. - School tips attended so far are – London for year 6 pupils. Jurassic coast for year 5, all pupils visited Rosemoor to make paper. Year 3's and 4's will be attending an outdoor pursuits residential in the summer and year 6's will also have an opportunity to attend PGL in the summer. - Entertainingly different have performed at school with Tamsin Ball, inspirational singer. Edukid have also been in a discussed the impact children are making by supporting Angel in Uganda. 	Not needed
Total budgeted cost:						£7943.50
ii. Targeted support						

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Expenditure
<p>A To raise attainment of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.</p>	<p>LSA and teacher targeted interventions in Numbers Count, phonic intervention, spelling intervention, Accelerated Reader, reading recovery, Pre-teaching sessions in maths and English, pupil conferencing and attachment based mentoring.</p>	<p>Skills in literacy and numeracy for some PP children are below ARE and pupils require additional targeted interventions.</p>	<p>Specialist maths lead to deliver key maths interventions.</p> <p>Class teacher to provide pre and post teach for maths and English.</p> <p>HLTA to provide targeted interventions and monitor AR progress etc.</p> <p>Head to monitor exit and entry data prior to and after interventions.</p>	<p>Head PP LSC lead.,</p>	<ul style="list-style-type: none"> - We currently do not have a maths specialist working with us so unable to start this intervention. - Class teachers provide ongoing pre and post teaching with key children - HLTA has had ongoing developmental support from the reading recovery teacher to improve recording of interventions and exit and entry data. - Please see data forms attached to support. 	<p>£1110 for Accelerated reader 19_20</p> <p>£6059 for 3 mornings specialist HLTA support in pre-teaching/ consolidation sessions for targeted PP children in KS2</p> <p>£2418 for specific teacher lead intervention and conferencing for PP children.</p> <p>Total £9,587</p>
<p>B. Improve oral language skills for pupils eligible for PP.</p>	<p>HLTA targeted intervention in 'Talk Boost', 'Speech Link' and 'Language for Thinking'</p>	<p>PP pupils' limited vocabulary is hindering the ability to read text for meaning as well as vocabulary choices in writing so additional targeted interventions are required.</p>	<p>Head to monitor evaluations before and after interventions.</p>	<p>Head PP LSC lead.</p>	<ul style="list-style-type: none"> - Training booked for 26th Feb and 4th March. 	<p>Funding to be sourced through other budgets (SEND element 2 funding)</p>

D. Significantly raise self-esteem, self-motivation and aspiration of PP pupils.	Pupil conferencing Attachment Based mentoring for key PP children.	Self-esteem and self-motivation are hampering pupils in risk taking. PP pupils need to feel a personal connection with adults in school to develop their sense of worth.	Mentor is a qualified HLTA and has attended attachment based mentoring. Head to monitor Pupil - Mentor and Pupil - Teacher conferencing logs	Head PP LSC member	<ul style="list-style-type: none"> - HLTA is providing ABM to a key PP child. Please see impact form attached. - PP conferencing sheets are being used and evident in books. They show that children are identifying their next steps with ease but need embedding to ensure impact. 	£623 per annum
Total budgeted cost						£10,210
iii. Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
F. Improve parental engagement and knowledge of year group expectations.	Targeted invitations to attend parent consultation meetings / workshops on reading and maths - make attractive and supportive with clear strategies to aid home-learning. Expectation of daily signing of Home - School Diary	Parental support is key to helping pupil progress.	Ensure invitations to events are at times where parents can attend, invite on an individual basis by telephone, if necessary. Regular open afternoons for parents to attend. Parents invited to attend good news assembly each week.	Head and key stage teachers. PP LSC lead.	<ul style="list-style-type: none"> - There is a good up take when parent consultation meetings happen. - Parent workshops booked in the spring term (maths 30th Jan, reading 10th Feb, writing 2nd March) - Online safety talk from police booked for 11th Feb. - Good news assembly is now half termly and is going to be a bigger event. It is hoped this will draw more parents in. 	£30 for photocopying home-learning leaflets and packs for parents
Total budgeted cost						£30

4. Review of expenditure July 2020

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A to raise attainment and aspirations of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.</p>	<p>Daily targeted teaching of basic literacy and numeracy skills.</p>	<ul style="list-style-type: none"> • Teachers to embed spelling programme and receive constant support from spelling champion to ensure best possible outcomes for children. • Planned time-line of lesson observations learning walks and pupil conferencing • Close monitoring of pupils' exercise books, formative and summative assessments. • Teachers to attend phase hub meetings across the MAT to continually develop pedagogy and understanding of end of year expectations. • Key stage 2 teacher to implement no nonsense grammar 3 times a week to support grammatical understanding of sentence structure. • Key stage 2 teacher to build in regular arithmetic assessments and then work through gaps in learning. • Specific maths reading intervention for PP children with reading recovery specialist. • Key stage 2 teacher to attend the Jurassic hub mastery maths research group this year to develop understanding of mastery maths and use of power maths books within this teaching. 	<ul style="list-style-type: none"> - Spelling programme ran right up until lock down and evidence recorded by the English subject lead suggested that this programme is making an improvement in all pupils spelling ability. This intervention will begin again in September 2020. - Lesson observations, learning walks and book looks will continue in the new academic year however this will be implemented through incremental coaching and the teacher rubric in turn empowering teachers to improve classroom practise collectively. - Hub meetings can prove time consuming, these will continue in September 2020 but a reduced amount the focus being on maths, English, science and EYFS. - No nonsense grammar will not be an intervention that will be implemented. In turn the English lead will support all staff members on how to include grammar within English lessons so they are embedded. - IXL to be bought for academic year 2020 – 2021 to support grammar activities within the classroom and at home. - Reading recovery only happened for a short while due to staff sickness. This will not be continued in the new academic year. - Jurassic hub has proved successful in upskilling the maths lead in what makes a good maths lesson. The maths lead has supported other staff members as a result of this. This will be continued next year. 	<p>£4956 for metacognition – teaching of arithmetic based lessons.</p> <p>£4956 for metacognition – teaching of decision spelling</p> <p>£2996 6 days of teacher cover - mastery math and decision spelling.</p> <p>Total: £12,908</p>
<p>B. Improve oral language skills for pupils eligible for PP.</p>	<p>Teachers to use a wide vocabulary when speaking and in choice of texts.</p> <p>Teachers provide opportunities for discussion and</p>	<ul style="list-style-type: none"> • Introduce tiered vocabulary on working wall and use this daily with children. • Close monitoring of PP pupil / teacher conference • Evidence (data) showing pupil progress between sessions on Talk Boost Program • Planned time-line of lesson observations learning walks 	<ul style="list-style-type: none"> - Tiered vocab is still on all learning walls. English lead to focus on oracy next year to support development of language and include parent workshops, staff workshops and training. - 	<p>£120 Talk boost training of TA</p> <p>£3000 to release teachers for PP conferencing.</p>

	<p>debate in the classroom.</p> <p>Teachers provide a text rich environment.</p> <p>Use of Talk Boost Intervention in Key Stage One</p>			Total £3120
C. High quality teaching results in improved attitudes to leading and motivation.	<p>Teachers have high expectations of learning outcomes.</p> <p>Teachers regularly interweave learning behaviours into their lessons and language.</p> <p>Displays around the school will support growth mind-set and the 5 R's.</p>	<ul style="list-style-type: none"> • Displays in each class to represent key learning behaviours. • Weekly good news assemblies showcase key children that have displayed key learning behaviours. • Appropriate handover time between job sharing teachers to ensure consistency of approach 	- As above	
D. Significantly raise self-esteem and self-motivation of PP pupils.	<p>Theories of 'Growth Mind-set' and 'The Iceberg Illusion' explained to children and constantly reinforced through discussion and visual displays, class ethos and expectation</p>	<ul style="list-style-type: none"> • Pupils to attend, where possible, school trips, residential etc. to provide a range of opportunities and raise aspirations in pupils. • Aspiration speakers/ visitors to be brought into school. • Ongoing support from thrive practitioner to retrain staff's views on behaviour and mind set. 	<ul style="list-style-type: none"> - Children are more able to talk about what makes them a good learning and this is celebrated within worships. - Next year Character education will be implemented which will continue to support learning behaviours and develop aspiration for all. - Aspirational speakers to still be bought in and sought through enrichment opportunities too. 	£120 for thrive practitioner to visit the school and meet key staff.

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A To raise attainment of all PP pupils (including those with SEND) in	LSA and teacher targeted interventions in Numbers Count,	Support staff to deliver key interventions and keep account of learning within these to report to PP lead.	- Interventions took place before lock down and will resume in September 2020 – consideration needed over evidencing impact through TA intervention sheets.	£1,164 per annum

<p>spelling, reading, maths and mental maths.</p>	<p>phonic intervention, Accelerated Reader, Pre-teaching sessions in maths and pupil conferencing</p>	<p>Specialist teachers to work 1:1 with key PP children in year 5 and 6</p> <p>Teacher to monitor Accelerated reader and how frequently the PP children are using it. Support staff to provide additional reading support based on findings.</p> <p>Head and teacher to deliver interventions as per planned timeline of observations.</p> <p>Head to monitor assessments</p>	<ul style="list-style-type: none"> - Accelerated reader continues to be very effective in supporting pupils and accelerating progress – this will be continued next year. - 	<p>(Accelerated Reader)</p> <p>£4123 for 2 afternoons of specialist teacher support in pre-teaching/ consolidation sessions for targeted PP children in KS2</p>
<p>B. Improve oral language skills for pupils eligible for PP.</p>	<p>Key spelling and reading interventions to support the development of language and understanding.</p> <p>Targeted intervention in 'Talk Boost', 'Speech Link' and/or 'Language for Thinking'</p>	<p>Support staff to deliver key interventions and keep account of learning within these to report to the head/ SENDCo.</p>	<ul style="list-style-type: none"> - Talk boost and speech link training was not completed due to lock down – to plan in for next year. 	<p>As above.</p>
<p>C Significantly raise self - esteem and self-motivation of PP pupils.</p> <p>D Improve attendance of PP children.</p>	<p>Weekly pupil - mentor meeting</p> <p>Individual music lessons where appropriate</p>	<p>Key staff are trained in Attachment based mentoring and thrive style interventions.</p> <p>Peripatetic teacher</p>	<ul style="list-style-type: none"> - Individual music lessons were postponed due to lock down. - ABM happened for some pupils and will continue next year. 	<p>£996 per annum</p>
<p>iii. Other approaches</p>				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
F Improve parental engagement and knowledge of year group expectations	<p>Targeted invitations to attend parent consultation meetings / workshops on reading and maths - make attractive and supportive with clear strategies to aid home-learning.</p> <p>Expectation of daily signing of Home - School Diary</p> <p>Encourage use of online Maths and English software (IXL)</p>	<p>Ensure invitations to events are at times where parents can attend, invite on an individual basis by telephone, if necessary.</p> <p>Regular open afternoons for parents to attend. Parents invited to attend good news assembly each week.</p>	There has been an increase in parental involvement since lock down with more parents accessing virtual training and events. This will continue into the new academic year.	£30 for photocopying home-learning leaflets and packs for parents

Autumn term data 2019:

Year groups	Reading (% ARE)		Writing (%ARE)		Maths (%ARE)	
	All	PP	All	PP	All	PP
Rec (2)	100%	N/A	100%	N/A	100%	N/A
Year 1 (2)	100%	N/A	100%	N/A	100%	N/A
Year 2 (2, 1PP)	50%	0%	50%	0%	50%	0%
Year 3 (3, 1PP)	33%	33%	33%	33%	33%	33%
Year 4 (6, 3PP)	66%	66%	66%	66%	66%	66%
Year 5 (5, 2PP)	40%	50%	40%	50%	40%	50%
Year 6 (7, 4PP)100%	42%	50%	57%	75%	57%	75%

Accelerated reader results

Child:	September reading age	January reading age.	April reading age	July reading age
Yr 3	7:09	9:08 (+1 year 11 months)		
Yr 4 (SEND)	6:04	7:03 (+ 11months)		
Yr 4	10:10	11:06 (+8 months)		
Yr 4	10:09	11:01 (-4 months)		

Yr 5	11	10:06 (-6 months)		
Yr 5 (SEND)	8:08	8:08		
Yr 6	8:09	9:05 (+9 months)		
Yr 6	10:10	10:08 (-2 months)		
Yr 6 (SEND)	7:01	8:08 (+ 1 year 7 months)		