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	Hannah More Primary
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Sue Ramsay, Head Teacher
Pupil premium lead	Helen Barbour, Deputy Head Teacher
Governor / Trustee lead	Ali Hassan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,890
Recovery premium funding allocation this academic year School-led tutoring funding allocation this academic year	£23,200 £15,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£258,860

Part A: Pupil premium strategy plan

Statement of intent

Our context

Hannah More Primary School serves central Bristol's Lawrence Hill ward. This area suffers high levels of economic deprivation. The majority of the children at the school come from families who have arrived in the UK in the last 15 years. Many are refugees, others are economic migrants. Currently around 50% of our children are eligible for Pupil Premium funding. 62.5% of our children with SEND are also in receipt of Pupil Premium funding, indicating that there is a disproportionately high number of children with additional educational barriers as well as home disadvantage. There may also be complex and sometimes traumatic family situations that prevent children from flourishing. Our observations have shown us that SEMH needs as a result of the pandemic have grown disproportionately amongst disadvantaged children at our school.

Our vision

As a staff we believe that all the children at Hannah More should be able to succeed. All children need the skills to be numerate and literate. However, no children are the same and one size will not fit all. We take pride in considering the needs of each child and providing them with the targeted interventions that will make the difference for them. Our strapline, "Nurturing self-belief. Inspiring success." encapsulates the school's vision. We aim to provide the right environment, where children experience success so their confidence grows and they are enthused and excited by the curriculum. We also work hard to involve families in their children's learning. This is important as many have no previous experience of the British education system and lack confidence to directly support their children. Involving families in learning in this way also promotes cohesion and supports our journey towards becoming a fully inclusive community.

This vision underpins the key principles of our Pupil Premium strategy plan.

Our strategies

Our key objective in using the Pupil Premium grant is to narrow the gap between pupil groups. We have a history of our PP children attaining less well than the other children – this is also a national trend. In order to make decisions about Pupil Premium spending we analyse data carefully using diagnostic testing and a robust cycle of assessment that informs our action planning. We make use of the research evidence in the EEF toolkit and internal observations of impact to inform our decisions.

As the EEF and further educational research has repeatedly shown, quality first teaching in the best way to achieve better outcomes for disadvantaged children. Therefore our first strategy is to ensure that a rich curriculum alongside inclusive teaching and learning opportunities meet the needs of all the pupils. Through our bespoke mastery teaching approach - Maths at Hannah More - we develop curious and in-dependent learners. Children reason about mathematics and solve a variety of increasingly challenging problems, supported by a heavy emphasis on developing strong mathematical language. In English we take a novel approach, meaning that teachers use whole, language rich picture books and novels through which to teach writing and the skills of reading, such as fluency and comprehension. High quality phonics teaching ensures that all children have the base they need to learn to read, before they read to learn. Our wider curriculum has developed from the dynamic Curious-city enquiry-led curriculum ap-proach, rooted in the local area. We are a Voice 21 School and have embedded practice of high quality oracy teaching for all children. Our library, which we call the Hub, is well-stocked and staffed, and sits at the heart of the school. All children have access to quality books to borrow and enjoy on a weekly basis.

We know that many of our disadvantaged children start school with less developed speech, language and communication, so we also have targeted interventions in place to address their barriers to learning and progress. Research-evidenced interventions such as Talk Boost are delivered by trained LSAs to our youngest children.

Early intervention is recommended as key good practice by the EEF, hence our additional funding of dedicated early reading programmes of support in EYFS and KS1 and high-impact phonics top-up interventions, recommended by the English Hub in Portishead.

For those with special educational needs, we want them to make good progress from their starting points. As we know a disproportionate number of our disadvantaged children also have SEND, we use a proportion of our PP funding to provide a base for children with ASC needs and a Nurture unit for our children with SEMH challenges. All our class teachers use the BOXALL Profile assessment tool to plan for timetabled well-being sessions that meet the SEMH needs of their children.

Research continues to tell us that parental involvement in education is powerful; for those whose own experiences of school may have been poor - or culturally very different - it is even more important that we build relationships to break the cycle. One of our key strategies is to create connections with families who struggle to provide a supportive background to their children's learning journey through our Community Development Coordinator.

As a result of school closures during the pandemic, our disadvantaged children have fallen further behind their peers academically. We are using the recovery funding to supplement the government's subsidised National Tutoring Programme. We have analysed our internal school data and targeted specific children. In addition, we have used the school-led tuition funding in combination with recovery funding to train an additional tutor in targeted EYFS and KS1 speaking and listening support.

Clarification

As not all pupils who are socially disadvantaged are registered or qualify for Pupil Premium status, we reserve the right to allocate Pupil Premium/recovery funding to support any pupil or groups of pupils the school has identified as vulnerable.

Challenges

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

Challenge number	Detail of challenge
1	Our regular diagnostic assessments demonstrate lower attainment outcomes at end of KS1 and KS2 in reading, writing and maths, with the widest gap in writing, for disadvantaged children.
2	Our SEND register indicates that a there are disproportionate levels of SEND amongst those with social and financial disadvantage.
3	Our assessments and observations indicate that the education and SEMH of many of our disadvantaged pupils have been impacted by partial school closures to a far greater extent than for other pupils. These findings are supported by national studies.

4	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.
5	Our observations and conversations show us that there are reduced opportunities for enrichment and broad cultural experience beyond school for children from disadvantaged homes.
6	Our observations, conversations and learning reviews have shown us that powerful learning behaviours and attitudes such as resilience, self-esteem and intrinsic motivation are often not present amongst disadvantaged children, regardless of ability.
7	Whilst parental support leads to improved outcomes for children, many of our disadvantaged children have limited experience of home support and registers show more variable attendance.

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
1. The attainment gap closes between disadvantaged and non-disadvantaged in reading, writing and maths.	Barriers to progress for PP children are identified and teachers target their needs strategically through quality first teaching and additional intervention. The gaps between advantaged children and disadvantaged children are seen to reduce year on year. The impact of strategies will be reviewed by PP/Assessment Lead analysis at each assessment point (Term 2, 4, 6) See Appendix 1.
2. SEND children make good academic progress from starting points.	Robust analysis of class-based work and diagnostic assessment demonstrates progress in reading, writing and maths for children with SEND. Teachers and LSAs demonstrably work collaboratively as teaching teams to enable good progress for children with SEND.
3. Disadvantaged children with SEMH needs can access learning effectively, using learned strategies to regulate and manage their relationships.	All children with high SEMH needs have personalised learning plans created using Provision Map. Targets are created and strategies identified to create a personalised support plan. All classes have two timetabled well-being sessions each week, created using the BOXALL

	Profile Online to identify emotional need. The tracker shows progress towards the identified goals over each academic year.
4. Children with speech language and communication needs are supported to make good progress.	Children in EYFS/Year 1 with speech and language needs are identified and receive intervention that shows impact. Children with ASC for whom communication is a barrier receive speech and language intervention that enables good progress from starting points.
5. Disadvantaged children gain cultural capital through curriculum and enrichment experiences.	Surveys, conversations and observations indicate impact of trips and visits on children's cultural capital. All disadvantaged children eligible for the Pupil Premium funding have access to at least one free after school club or quality after school enrichment provision.
6. The levels of self-esteem, resilience and motivation for learning are high and support the progress and attainment of vulnerable children.	Behaviour data indicates disadvantaged children become more regulated due to measures put in place to address barriers to motivation and resilience. Repeated reviews of learning behaviours and attitudes show interventions to address these barriers are having impact. The gap in attainment narrows between disadvantaged children and their peers.
7. Hard to reach families are engaged and able to support vulnerable children.	Families with additional need for support are systematically identified and supported through parenting, educational or social groups. Attendance of targeted families is shown to have improved following intervention. Whole school attendance improves year on year, with a target of 96% at the end of three years. Teachers report improved engagement of hard-to-reach families in children's learning.

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: £8,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments Training and time for staff to understand and interpret assessments Annual cost – £5,830	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 Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 6
Voice 21 training - to support pupils to articulate key ideas, consolidate understanding and extend vocabulary. £2500 training £500 cover for teachers	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: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1, 4
Teachers and LSAs to become expert in delivering bespoke Mathematicians with SEN Curriculum Training, resources and cover £4000	EEF has gathered explicit recommendations for children who find mathematical concepts challenging. Many of these tally with our approach to teaching 'out-of-year' mathematicians. For example – Screen all students to identify those at risk for potential mathematics difficulties and provide interventions to students identified as at risk. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas. Interventions should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.	1

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

Budgeted cost: £133, 328

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of teaching assistants to support a range of specific academic need in class. During the day, LSAs work as directed by the teacher to offer both bespoke sessions in the afternoon, before/after school, and reactive sessions during the day, to address misconceptions as they occur. PP children are targeted in year group action planning for personalised support. Class-based LSAs – 50%	EEF report that small group tuition is effective with feedback from the teacher and work which is matched to the learner's needs (+4 months)	1
Engaging with the National Tutoring Pro-gramme for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. 3:1 groups SEN children with SEMH - 1:1 provision £23, 200	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition	EEF (educationendow-mentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	1, 3
BRP reading programme –1:1 reading program of 10 weeks 3x per week. PP children are given priority, and reading support is modelled to parents. The focus is on giving support to children in Key Stage 1 in order to give them a headstart and for parents to be able to continue the support at home. 1 Reading LSA 100%	Individual tuition (EEF evidence) produces gains +5 months progress. School data shows that children make accelerated progress with BRP.	1, 6
School Led Tutoring	EEF research shows small group tuition when targeted at pupils' specific areas of	1, 4

	difficulties is effective, particularly when staff have good levels of training. National Studies suggest that oral language interventions make a +5 months progress gain (Education Endowment Foundation). Baseline assessments show high level of language needs. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	
£15,770		
Dedicated resource base for ASC academic provision 1 Lead LSA – 50%	Baseline assessments show high level of language needs, including a trend for an increasing number of children with ASC	2, 4

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

Budgeted cost: £104, 865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Nurture team and out of class support Nurture Class 4x afternoons per week for a small group of children needing support for their social, emotional and mental health needs. Nurture Lead – 100% Nurture LSA – 75% Nurture LSA – 50%	DfE data shows growing mental health needs in schools. Where children have SEMH needs, this is also shown through evidence (eg Public Health England 2014) to have a direct impact on their attendance and academic attainment. Evidence from research shows that 'children who have attended a Nurture Class have a significant chance of improving their learning skills including language and literacy' (Nurture Network Group linked research) School based assessments show improvements in children's ability to access their mainstream classroom (evidence from observations, behaviour records and Boxall profile assessments)	3
Targeted SEMH interventions: LSAs work with children 1:1 or in small groups for targeted interventions to support children's social, emotional and mental health. The aim is children are better able to self-regulate, and more	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside)	3

focussed on their learning. The interventions include 'Zones of Regulation', bereavement support, support for self esteem and concentration. Nurture LSAs/SEN LSAs 50%	their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.	
Boxall Profile Online Emotional literacy assessment tool used by all teachers for class well-being sessions and individual target setting £325 + VAT annually	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.	3
Community Development Co-ordinator: • Organising range of courses for parents with the aim of developing their own skills in order to more readily access employment, and so that they are better able to support their children's learning • Organising business and community volunteers to support children in school in order to raise aspirations and attainment –eg Reading Buddies, Maths support • Development of a range of enrichment activities and encouraging PP families to engage – focus on these families as priority for these. Community Development Coordinator 100%	EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: ● approaches and programmes which aim to develop parental skills such as literacy or IT skills; ● general approaches which encourage parents to support their children with, for example reading or homework; ● the involvement of parents in their children's learning activities; and ● more intensive programmes for families in crisis.	5,6,7
1 More4Kids staff member - Free after school club places targeted to disadvantaged families with additional need 1 member of staff x 15 hours £3,409	According to the EEF, there is moderate evidence that outdoor adventure learning, such as forest school and similar outdoor play-based activities can have a positive impact on attainment. Experiences with our hard-to-reach families have indicated that free after-school provision has supported both the mental health of the participating children and the parents. It has improved	5, 7

	the families' engagement with school and the children's social confidence.	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. £1000 training and cover	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues £10,000	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: £ 256, 023

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.

These were the targets for the previous academic year:

1. *To raise attainment in reading and writing at the end of KS1 and KS2*
2. *To provide early intervention and ongoing support for children with speech, language and communication needs.*
3. *To improve levels of self-esteem, resilience and motivation for learning to support the progress and attainment of the vulnerable children*
4. *To develop family engagement and support for vulnerable children*

Where not limited by school closures and bubble mixing, these activities took place, targeting children with disadvantage. During online teaching, these interventions were conducted online where possible.

1. 1:1 BRP reading sessions with LSAs before and after school; small group reading tuition before school with LSAs; Reading Recovery for weakest readers at Y1; focused interventions for children pm with LSAs
2. LSAs delivered S&L interventions to identified children across the school; specialist resource base for children with SLCN maintained.
3. Nurture class 4x afternoons per week for a small group of children needing support for their social, emotional and mental health; Nurture lead LSA to support the growing level of SEMH needs through leading a team of LSAs and developing provision; targeted SEMH interventions to enable pupils to better self-regulate and be more focussed in their learning.
4. When possible, the Community Link Officer organised courses for parents with the aim of developing their own skills in order to more readily access employment and support their children's learning; organised business and community volunteers to raise attainment and aspiration; develop a range of enrichment activities through the extended day model to facilitate the engagement of all families. **However, partial school closures severely limited these activities**.

Academic outcomes - 2020-21

As there were no standardised tests at the end of 2021, assessment was based on teacher judgement and internal assessments. Due to significant partial school closures and online learning, progress was negatively affected in almost every aspect, for both disadvantaged and non-disadvantaged children. See table below.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School
SUBJECT	**Number of pupils**	44	40	45	42	43	43	257
	Maths EXS+	50.0%	37.5%	80.0%	45.2%	53.5%	44.2%	52.1%
	Number	22	15	36	19	23	19	134
	Maths GDS	4.5%	7.5%	28.9%	9.5%	7.0%	14.0%	12.1%
	Number	2	3	13	4	3	6	31
	Maths Progress	-0.16	-0.40	0.29	-0.31	-0.21	-0.12	-0.14
	Reading EXS+	25.0%	30.0%	60.0%	35.7%	51.2%	53.5%	42.8%
	Number	11	12	27	15	22	23	110
	Reading GDS	2.3%	5.0%	17.8%	14.3%	18.6%	18.6%	12.8%
	Number	1	2	8	6	8	8	33
	Reading Progress	-0.50	-0.25	0.00	-0.24	-0.16	-0.05	-0.20
	Writing EXS+	44.4%	25.0%	48.9%	45.2%	37.2%	27.9%	38.5%
	Number	20	10	22	19	16	12	99
	Writing GDS	0.0%	5.0%	13.3%	11.9%	11.6%	4.7%	7.8%
	Number	0	2	6	5	5	2	20
	Writing Progress	-0.38	-0.33	-0.11	-0.12	-0.33	-0.37	-0.27

However, disadvantaged children appear to be disproportionately affected by the disruption that has occurred over the last academic year:

Progress since last statutory assessment

	Year 2	Year 3	Year 4	Year 5	Year 6
Maths	-0.29	-0.42	+0.30	-0.29	--0.31
Difference to non-PP	-0.29	-0.04	+0.03	+0.04	-0.25
Reading	-0.54	-0.16	-0.17	-0.38	-0.28
Difference to non-PP	-0.09	+0.17	-0.26	-0.32	-0.28
Writing	-0.46	-0.32	-0.26	-0.21	-0.52
Difference to non-PP	-0.17	+0.01	-0.31	-0.21	-0.46

Headlines	• With the exception of Year 4 Maths, groups of PP children in all years made negative progress overall since their last statutory assessment point in Reading, Writing and Maths
	• With the exception of Year 4 & Year 5 Maths and Year 2 Reading, the negative progress has been greater than that of the non-PP children

It is very difficult to evaluate the strategy for the last year, as the school was forced to curtail much normal activity. Attainment progress from Term 4-Term 6, when many children were in school, showed that strategies in place impacted positively on progress.

However, it clearly indicates the pressing need to prioritise children who come from impoverished background and to redouble our efforts to support them.

Further information (optional)

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:

- Developing our deployment of LSAs using the EEF – funded DELTA project, led by the Deputy Head and involving an Implementation Team of five other members of staff. [EEF evidence](#) demonstrates that when effectively deployed, teaching assistants can raise the attainment of children who need additional support.

- Conducting a series of reviews into the attainment barriers of our disadvantaged children across the school. This will feed into our PP strategy ongoing and will guide some spending next year.

- Our SDP, which charges all core subject leaders to raise PP attainment and aspiration. Strategies in development include the introduction of new curriculum initiatives, activities on the School Parliament and other class-based learning projects such as the 'mini-police'.

- Reviewing the impact of strategies by PP/Assessment Lead analysis at each assessment point (Term 2, 4, 6). This information guides all year groups action planning for the following terms, including teaching strategies and intervention.

- Developing the cultural capital, self-expression and and emotional confidence of our children through a two-year project with Travelling Light Theatre company, funded by the Teacher Development Fund to address educational inequity.

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. These are built through our connection with Bristol Sport and also with other community groups such as Trinity Gardens and Circomedia. This work is co-ordinated by our Community Development Co-ordinator. Activities focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

- Providing financial support for food and travel by accessing the hardship funds of external partners such as Greggs and Bristol Charities on their behalf.

- Developing bespoke parental and family support groups and training to meet social, academic and financial needs of families in our community. This work ranges from fitness classes, to parenting courses, to bike maintenance workshops. This work is co-ordinated by our Community Development Co-ordinator.

- Creating mentors and volunteer reading buddies from within the local business community to raise attainment and aspiration

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Appendix 1

Ongoing data reviews for this three-year strategy will use this end of year data as the initial baseline; it will be reviewed at three points each academic year.

Term 6 2021 Pupil Premium Attainment and Progress comparative data

PP EXS+ Attainment compared with non-disadvantaged					
	Year 2	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Maths	0%	-11.3%	-12.5%	+11.1%	-10.6%
Reading	+9.2%	+3%	-16%	+4.2%	-6.7%
Writing	+11.9%	-17.5%	-20%	-8.3%	-31.6%

Progress since last statutory assessment

	Year 2	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Maths	-0.29	-0.42	+0.30	-0.29	--0.31
Difference to non-PP	-0.29	-0.04	+0.03	+0.04	-0.25
Reading	-0.54	-0.16	-0.17	-0.38	-0.28
Difference to non-PP	-0.09	+0.17	-0.26	-0.32	-0.28
Writing	-0.46	-0.32	-0.26	-0.21	-0.52
Difference to non-PP	-0.17	+0.01	-0.31	-0.21	-0.46

Headlines	• With the exception of Year 4 Maths, groups of PP children in all years made negative progress overall since their last statutory assessment point in Reading, Writing and Maths • With the exception of Year 4 & Year 5 Maths and Year 2 Reading, the negative progress has been greater than that of the non-PP children

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	Number	1	2	8	6	8	8	33
	Reading Progress	*-0.50*	*-0.25*	*0.00*	*-0.24*	*-0.16*	*-0.05*	*-0.20*
	Writing EXS+	44.4%	25.0%	48.9%	45.2%	37.2%	27.9%	38.5%
	Number	20	10	22	19	16	12	99
	Writing GDS	0.0%	5.0%	13.3%	11.9%	11.6%	4.7%	7.8%
	Number	0	2	6	5	5	2	20
	Writing Progress	*-0.38*	*-0.33*	*-0.11*	*-0.12*	*-0.33*	*-0.37*	*-0.27*

Term 2 2021-2022 Attainment EXS+

Maths

This table shows the change in EXS+ from June/July 2021 to December 2021. There has been accelerated progress for disadvantaged/other apart from Y4 (disadvantaged/other) and Y6 (disadvantaged). However, the attainment gap has widened in all year groups apart from Year 3.

	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School
Boys EXS+	13.4%	15.1%	4.3%	0.0%	-11.9%	2.2%
Girls EXS+	12.6%	16.1%	-21.1%	11.3%	-12.1%	7.9%
EAL EXS+	7.3%	16.2%	-11.1%	7.7%	-6.3%	6.3%
Non-EAL EXS+	27.8%	12.8%	-3.5%	7.1%	-25.0%	1.9%
Disadvantaged EXS+	11.9%	21.4%	-16.8%	2.4%	-21.3%	1.7%
Other EXS+	14.0%	10.1%	-2.4%	14.4%	0.3%	7.4%
SEN EXS+	38.9%	2.8%	-19.2%	3.4%	1.1%	6.4%
Non-SEN EXS+	6.7%	21.4%	-3.0%	6.2%	-18.8%	3.3%

Reading

This table shows the change in EXS+ from June/July 2021 to December 2021. The attainment gap has narrowed in all year groups apart from Y4 and Y5.However, attainment has fallen overall. In Year 2, where resources are given to address gaps in early reading, PP children are achieving better than their peers.

	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School
Boys EXS+	10.5%	-8.5%	-8.7%	11.9%	11.5%	-2.8%
Girls EXS+	-5.3%	-11.2%	-24.3%	11.3%	8.1%	-1.5%
EAL EXS+	4.2%	-12.6%	-25.9%	13.7%	6.1%	-4.1%
Non-EAL EXS+	-2.8%	-6.8%	-2.9%	7.1%	22.7%	1.8%
Disadvantaged EXS+	5.8%	-8.0%	-23.6%	5.4%	19.6%	-2.1%
Other EXS+	4.0%	-10.9%	-12.2%	20.0%	-3.2%	-2.6%
SEN EXS+	0.0%	-4.9%	-17.9%	0.0%	2.2%	-4.1%
Non-SEN EXS+	5.0%	-11.6%	-15.2%	12.3%	12.9%	-2.2%

Writing

Writing progress is not measured in the same way as reading and maths.

The attainment table below from the end of Term 2 is based on end of year teachers' on track predictions **without any intervention**.

If these predictions are correct, overall average EXS+ attainment has increased from 38.5% to 47.0%.

The attainment gap between PP and non PP is at 7.9%.

In July 2021 this gap was 14.2%.

In Term 6 PP attainment was 32.2% and it is now estimated to be 42.9%.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School
Boys EXS+	41.2%	61.5%	21.7%	65.2%	25.0%	33.3%	43.4%
Number	7	16	5	15	3	7	53
Girls EXS+	70.0%	50.0%	36.4%	47.8%	54.2%	50.0%	50.9%
Number	7	10	4	11	13	10	55
EAL EXS+	60.0%	52.9%	33.3%	55.6%	41.7%	48.3%	49.0%
Number	12	18	7	15	10	14	76
Non-EAL EXS+	28.6%	66.7%	15.4%	57.9%	50.0%	25.0%	42.7%
Number	2	8	2	11	6	3	32
Disadvantaged EXS+	50.0%	66.7%	17.6%	38.1%	47.6%	36.4%	42.9%
Number	5	14	3	8	10	8	48
Other EXS+	52.9%	48.0%	35.3%	72.0%	40.0%	47.4%	50.8%
Number	9	12	6	18	6	9	60
SEN EXS+	0.0%	50.0%	0.0%	23.1%	0.0%	15.4%	16.1%
Number	0	5	0	3	0	2	10
Non-SEN EXS+	70.0%	58.3%	39.1%	69.7%	57.1%	53.6%	58.3%
Number	14	21	9	23	16	15	98