**Pupil Premium Strategy Statement 2020-2023**

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|  |  | **Twiss Green Community Primary School** | | | |  |  |
| **Academic Years beginning** | **2020-2021** | **2021-2022** | **2022-2023** |  | **2020-2021** | **2021-2022** | **2022-2023** |
| **Total number of pupils** | 201 |  |  | **Total PP Budget** | £31,403 |  |  |
| **Date of most recent PP review by Governors:**  07.09.21 | | **Date of next scheduled review by**  **Governors:** Summer Term 2  Report to FGB July 2021  Autumn Term review with Lead  Governor (CJ) | | **Number of eligible PP pupils** | 16 |  |  |

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| **Attainment Outcomes Y6** | |  |  |  |  |  |  |
| **Figures for pupils eligible for PP** | **2020-2021**  **(internal data as no external this year due to Covid-19)** | **2021-2022** | **2022-2023** | **National figures for pupils not eligible for**  **PP (2019 as no data for 2020)** | **2020-2021**  **(internal data as no external this year due to Covid-19)** | **2021-2022** | **2022-2023** |
| % achieving expectation in reading | 100% ARE |  |  | 73% ARE 27% GD | 97% ARE  61% GD |  |  |
| % achieving expectation in writing | 100% ARE  50% GD |  |  | 78% ARE 20% GD | 82% ARE  39% GD |  |  |
| % achieving expectation in maths | 100% ARE |  |  | 79% ARE 27% GD | 86% ARE  57% GD |  |  |
| Progress measures reading |  |  |  | 0.1 |  |  |  |
| Progress measures in writing |  |  |  | 0.1 |  |  |  |
| Progress measures in maths |  |  |  | 0.1 |  |  |  |

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| **Attainment Outcomes Y2** |  |  |  |  |  |  |  |
| **Figures for pupils eligible for PP** | **2020-2021**  **(internal data as no external this year due to Covid-19)** | **2021-2022** | **2022-2023** | **National figures for pupils not eligible for**  **PP (2019 as no data for 2020)** | **2020-2021**  **(internal data as no external this year due to Covid-19)** | **2021-2022** | **2022-2023** |
| % achieving expectation in reading | 50% ARE  25% GD |  |  | 76% ARE 22% GD | 88% ARE  29% GD |  |  |
| % achieving expectation in writing | 50% ARE  25% GD |  |  | 70% ARE 16% GD | 75% ARE  25% GD |  |  |
| % achieving expectation in maths | 100% |  |  | 76% ARE 22% GD | 79% ARE  33% GD |  |  |

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| **TEACHING** |  |  | |  | |  |  |
| **Strategy** | **Desired Outcome** | **Chosen approaches** | | **Evidence & Rationale** | | **Staff Lead** | **Milestone indicators** |
| **To use funding to support pupil progress.** | To close the gap and enable all pupils to reach ARE. | 1. To increase staffing levels to allow smaller group teaching in order for pupils to ‘keep up’ with cohort. 2. To provide small group and 1:1 support where required to enable pupils to ‘catch up’. 3. To increase parental engagement with increased communication (Seesaw app). 4. To monitor pupil progress closely and provide additional support appropriately. 5. To use ‘Lexia’ to support phonics teaching in Y1 & 2. 6. To use the Jigsaw scheme to further embed social and emotional learning throughout everything we do. | | The effect of the lockdowns has meant that pupils who would have received additional support if in school, in order to reach ARE, have slipped below expected levels. The school uses recommended strategies from EEF research in order to help pupils reach the required levels.   * Collaborative learning * Mastery approach * High quality feedback * Reading comprehension * Social and emotional learning * Phonics * Reduced teaching groups | |  | |  |  |  |  | | --- | --- | --- | --- | | Pupils not at ARE 2020-21 | | | | |  |  |  |  | |  | Reading | Writing | Maths | | R | 32% | 36% | 20% | | 1 | 10% | 10% | 10% | | 2 | 18% | 28% | 18% | | 3 | 26% | 20% | 27% | | 4 | 13% | 16% | 6% | | 5 | 9% | 17% | 14% | | 6 | 3% | 16% | 13% | |  | 15.90% | 20.40% | 15.40% | | increase: | 4.90% | 6.40% | 6.80% |   Overall percentages of pupils working below ARE have increased across school, notably the 2 cohorts where attainment was already lower than usual have been affected more significantly by the impact of 2 lockdowns than other cohorts. The reading progress in Y5 & 6 could well be a result of 'Reading Plus' which is very popular amongst parents and teachers and received positive feedback from families after lockdown. The very low start of the Reception class should be noted. Action: SENCO & Acting HT to arrange support according to need. The provisional plan is to move additional TA support into the classes which need it most together with additional hours from the Covid catch up spend. |
| **IMPACT MEASURES** | | | | |  | | |
| **2020-2021** | | | **2021-2022** | | **2022-2023** | | |
| |  |  |  |  | | --- | --- | --- | --- | | **Pupils not at ARE 2020-21** | | | | |  |  |  |  | |  | **Reading** | **Writing** | **Maths** | | **R** | **32%** | **36%** | **20%** | | **1** | **10%** | **10%** | **10%** | | **2** | **18%** | **28%** | **18%** | | **3** | **26%** | **20%** | **27%** | | **4** | **13%** | **16%** | **6%** | | **5** | **9%** | **17%** | **14%** | | **6** | **3%** | **16%** | **13%** | |  | **15.90%** | **20.40%** | **15.40%** | | **increase:** | **4.90%** | **6.40%** | **6.80%** | | | |  | |  | | |
| Numbers of pupils not reaching ARE expectations have increased across school, but by small numbers (between 1 – 3 pupils per class). Further support and strategies have been put in place for the forthcoming year in order to address the impact of the 2 lockdowns. | | |  | |  | | |
| |  |  |  |  | | --- | --- | --- | --- | | **Pupils at Greater Depth 2020-21** | | | | |  |  |  |  | |  | **Reading** | **Writing** | **Maths** | | **R** | **8%** | **0%** | **4%** | | **1** | **54%** | **36%** | **57%** | | **2** | **25%** | **25%** | **28%** | | **3** | **24%** | **24%** | **41%** | | **4** | **45%** | **42%** | **45%** | | **5** | **37%** | **40%** | **50%** | | **6** | **56%** | **37%** | **53%** | | average: | **36%** | **29%** | **40%** | | **decrease:** | **8%** | **8%** | **4%** | | | |  | |  | | |
| Number of pupils reaching GD have also dropped slightly across school after the impact of the 2 lockdowns. The school remains committed to the strategies based on EEF research and believe that this has ensured that most pupils have sustained their attainment and progress despite 2 lockdowns. | | |  | |  | | |