

Pupil Premium Strategy Statement

1. Summary information					
School	Dunbury CE Academy				
Academic Year	2019/20	Total PP budget	£20020/3 terms x 2 actual = £13347 this all adds up to 13275 so £72 difference!	Date of most recent PP Review	
		Carry Forward to 20/21 £6673			
Total number of pupils	120	Number of pupils eligible for PP	18	Date for next internal review of this strategy	Jan 2020
<p>The School was Closed due to Coronavirus Pandemic between 23rd March and 1st June. Provision for critical workers children was provided at ABW. Children will have gaps in their learning due to home tutoring by Parents, and reduced Teacher input. Some children returned June 2020, years R, 1 and 6 plus some vulnerable/critical workers children by invitation.</p>					

2. Current achievement – due to lockdown, this estimate will be recalibrated throughout the autumn term when pupils return to school.		
	<i>Pupils eligible for PP in school</i>	<i>Pupils not eligible for PP in school</i>
Proportion of pupils estimated on track to meet expected standard (whole school)	58%	58%
Proportion of pupils making at least expected progress in reading (whole school)	78%	88%
Proportion of pupils making at least expected progress in writing (whole school)	88%	84%
Proportion of pupils making at least expected progress in mathematics (whole school)	88%	84%

3. 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>)	
A.	Pupils eligible for pupil premium grant have joined school from other schools, many having gaps in their learning
B.	Some pupils have low prior attainment in Reading and Writing, with poor language skills
C.	Some pupils have additional SEND, including emotional and behavioural needs
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Low attendance (13.3% average persistent absentee incidence) significantly impacts on achievement for some in PP group
D.	External challenges to wellbeing, reflected by involvement of external agencies

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure pupils with low achievement are identified early so that they make sufficient progress to close the attainment gap between them and their peers	Early identification in EYFS or KS1; any SEND affecting cognitive ability is addressed swiftly and consistently with effective intervention to close the achievement gap. Moderation assures assessment judgements in YR, Y2, Y4, Y6
B.	To ensure the quality of teaching and learning is consistently good or outstanding, particularly in Maths for every year group	PP group close any achievement gap between them and their peers nationally; higher-attaining PP pupils continue to make greater than expected progress.
C.	To ensure the quality of teaching and learning is consistently good or outstanding, particularly in Reading for every year group	PP group close any achievement gap between them and their peers nationally; higher-attaining PP pupils continue to make greater than expected progress.
D.	To raise pupils' level of aspiration to achieve highly and participate fully through developing their metacognition and self-regulation skills	PP group are motivated to take part fully in school, including lessons and extra-curricular opportunities, with their families motivated and supported to encourage them; as a result PP pupils make greater than expected progress.
E.	To improve attendance for PP group to be in line with their peers	Reduce persistent absenteeism in PP group. Improve overall PP attendance from 95% to 97%

F.	To ensure high welfare and equal opportunities for disadvantaged pupils	Close liaison of school pastoral team with external agencies and families to identify broader needs; ELSA / nurture provided where appropriate; no PP pupil misses opportunity due to cost
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5. Planned expenditure

Academic year	2020/2021				
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?
<p>A. Early identification of low achievement in order to close gaps</p> <p>B. Consistent high quality of teaching and learning, especially in Maths</p>	Y1 – 6 Pre-teaching objectives with small groups to give advantage to pupils in advance of lessons. Also catch-up to secure learning narrowly missed from the day's lesson	EEF evidence shows an additional 4-5 months of progress can be made with small group / 1:1 tuition. Evidence from other schools nationwide and within the MAT shows this strategy is effective in preventing achievement gaps from arising. School analysis shows small group with class teacher enables the greatest accelerated progress (up to +12 months)	<ul style="list-style-type: none"> • Timetabled – with effective cover for main class • Small groups – max 6 pupils • On objective by objective basis – not necessarily the same pupils each time • Effectiveness of implementation and impact to be reviewed regularly 	Head / Senior teacher	Jan 20
B. Consistent high quality of teaching and learning, especially in Maths	CPD for depth of learning. Lesson study and team teaching	EEF evidence shows an additional 8 months of progress can be made with a mastery approach to learning. All pupils need to progress through school with solid mastery of learning in order to make expected progress. More able pupils need to achieve at greater depth. Expertise in school and in the area exists. Lesson study proven to be highly effective CPD strategy	<ul style="list-style-type: none"> • Timetabled with effective cover • Co-ordinated in line with identified outcomes in need of improvement • Rigorous focus of lesson study on achievement of pupils • High-quality CPD accessed through MAT and partner schools 	Head / Senior teacher	Jan 20
C. Consistent high quality of teaching and learning, especially in Reading	Y3 – Y6 Whole class teaching of reading with high quality texts.	EEF evidence shows an additional 5 months of progress can be made when effective reading comprehension strategies are taught.	<ul style="list-style-type: none"> • Teachers trained in Reciprocal Reading strategies for teaching comprehension skills 	Head / English lead	Jan 20

	Development of school spine for reading – texts purchased for disadvantaged to keep. Reading comprehension taught through Reciprocal Reading strategies		<ul style="list-style-type: none"> Teachers trained in delivering whole-class reading lessons. Co-ordinated by English Lead. Co-ordinated in line with identified outcomes in need of improvement 		
Total budgeted cost					£8,500/3 *2 =£5667
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?
A. Early identification of low achievement in order to close gaps	KS2 booster sessions with class teacher to address gaps in learning	EEF evidence shows an additional 4 months of progress can be made with learning in small groups. School analysis from previous years has shown small group with class teacher enables the greatest accelerated progress (up to +12 months)	<ul style="list-style-type: none"> Precision use of formative assessment system, including early SATs QLA Timetabled – with effective cover for main class Small groups – max 6 pupils 	Inclusion manager	Jan 20
A. Early identification of low achievement in order to close gaps B. Consistent high quality of teaching and learning, especially in Maths	Numbers Count interventions (First Class 1&2, Success@ Arithmetic) (Y1/2, Y3/4, Y5) early in Autumn term	National and school data shows significant impact of these interventions on achievement in Maths. PP group access each intervention at the correct stage to enable accelerated progress. EEF evidence shows an additional 4 months of progress can be made with learning in small groups. Delivery of the Maths curriculum will be in year groups, with the teacher directly teaching and the teaching assistants supporting independent work. TAs will be upskilled.	<ul style="list-style-type: none"> Precision use of formative assessment system Sandwell test to identify those at correct stage Protected timetable Effective CPD for new practitioners 	Inclusion Manager / Maths leads	Jan 20

		<p>TAs will either directly support learning in small groups or facilitate the teacher to do so. Small groups enable better precision teaching. They will also lead proven interventions (Numbers Count, FFT).</p> <p>Early intervention ensures gaps do not widen.</p>			
B. Consistent high quality of teaching and learning, especially in Maths	Singapore Maths provision, teacher and TA professional development	<p>Maths No Problem is a recognised High Quality Text and supports the work of the Jurassic Maths Hub on teaching for Maths Mastery.</p> <p>Delivery of the Maths curriculum will be in year groups, with the teacher directly teaching and the teaching assistants supporting independent work. TAs will be upskilled.</p>	<ul style="list-style-type: none"> • Ongoing CPD and coaching to support TAs to effectively supervise and intervene in lessons • Participation in Teacher Research Group, including release time for teachers / TAs • Teacher CPD in Maths No Problem 	Maths Leads	Jan 20
B. Consistent high quality of teaching and learning, especially in Maths	TA support including interventions and delivery of Singapore Maths to year groups	<p>Teaching year groups separately enables age-appropriate teaching for Maths Mastery. EEF evidence shows 5 months additional progress for effective mastery learning.</p> <p>School lesson study showed better pupil engagement in lessons and increased progress</p>	<ul style="list-style-type: none"> • Precision use of formative assessment system • Protected timetable • Effective CPD for new practitioners and upskilling of TAs in effectively supporting independent learning 	Inclusion Manager / English lead	Jan 20
C. Consistent high quality of teaching and learning, especially in Reading	TA to go through reading journals and home learning packs of PP children each day Pupil premium children first policy for additional reading. Support staff and volunteers trained to use Reciprocal Reading	<p>Class teaching assistants will guarantee that PP children are heard reading and supplement this at school</p> <p>EEF evidence shows an additional 6 months of progress for reading comprehension strategies and also for oral intervention, both of which Reciprocal Reading address. For low prior attaining pupils this additional</p>	<ul style="list-style-type: none"> • Support staff timetabled to ensure each class has TA to check PP group each day • Each class has class list for reading, PP children always heard first • Support staff and volunteers will be trained and coached through observation and support 	Head / English Lead	Jan 20

	strategies for additional reading	reading will be better targeted to develop their comprehension skills.			
C. Consistent high quality of teaching and learning, especially in Reading	Phonics and comprehension supportive reading intervention materials for school and home to use to support lower-attaining readers (RWI, Barrington Stoke)	In order to better access the learning of reading comprehension strategies, supporting pupils in acquiring fluent reading is essential. EEF evidence shows 6 months additional progress for reading comprehension intervention and 4 months for phonics intervention..	<ul style="list-style-type: none"> • Duplicate materials sent home so that teachers and TAs are able to support and consolidate • Use Sandford reading test to support assessment and allocating reading intervention / materials • Protect intervention timetable 	Inclusion Manager / English Lead	Jan 20
F. To ensure high welfare of disadvantaged pupils	ELSA	EEF evidence shows an additional 4 months of progress can be made with social and emotional learning intervention. Some PP pupils are negatively affected by circumstances at home, including CP concerns. Targeted ELSA can support them in overcoming these issues so that they are ready to learn.	<ul style="list-style-type: none"> • Updates for ELSA professionals • Effective class teacher liaison for early identification and support 	Inclusion Manager	Jan 20
E. To improve attendance for PP group	Quick office response on absences. Fast-track meeting with Inclusion Manager over attendance concerns	EEF evidence shows an additional 3 months of progress can be made with intervention to increase parental involvement. Achievement is negatively affected by poor attendance. School has a successful record in improving attendance when working directly with families to resolve issues. Inclusion Manager is a trusted figure	<ul style="list-style-type: none"> • First response to absence made within the hour • Regular analysis of attendance • Intervention in person in the first place rather than by letter – pastoral team • Safeguard Inclusion Manager time to liaise with families and / or agencies 	Inclusion Manager / Head	Jan 20

					Total budgeted cost	£6,500/3*2 =£4333
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?	
D. To raise pupils' aspiration through metacognition	Individual pupil conferencing and termly reporting	EEF shows that developing pupils' metacognition and self-regulation skills has very high impact (additional 7 months). Although some aspiration interventions have little or no impact, pupil conferencing will be used in tandem with lesson learning and feedback. EEF evidence shows parental engagement has moderate impact (additional 4 months).	<ul style="list-style-type: none"> Teacher CPD in pupil conferencing Consistent reporting format focusing on identified learning behaviours as well as attainment and progress Parental workshops Assertive contact and liaison between teachers and parents 	Inclusion Manager, Head	Jan 20	
F. To ensure high welfare of disadvantaged pupils E. To improve attendance	Develop role of Pastoral Support worker	EEF evidence shows additional 4 months for both parental engagement and social and emotional learning. ELSA is well-placed to support and advocate for parents and pupils School analysis shows high impact for particular families needing additional liaison.	<ul style="list-style-type: none"> Timetabled into working week, with regular slots for meeting parents Teachers can signpost parents to PSW PSW to attend parents evenings and other events – be a visible advocate for families PSW to support families of pupils with low attendance, signposting support services etc 	Pastoral Support Worker, Inclusion Manager, Head	Jan 20	Some disadvantaged children invited into school during reduced opening measures June/July 20
F. To ensure high welfare of disadvantaged pupils	Employ TAs during lunch hours to facilitate positive relationships and play Employ bus escorts on all routes where possible	Positive lunchtimes are essential for successful afternoon learning, so that emotionally pupils are ready to learn. Teacher time is then not lost to unpicking incidents. The majority of disadvantaged pupils travel to school by bus. Unescorted routes have suffered from behaviour	<ul style="list-style-type: none"> TAs supervise key parts of lunch hour TAs pass knowledge of vulnerable children to lunch staff TAs facilitate play and nurture those needing relationship support Trained staff 	Head	Jan 20	

		problems in the past, causing anxiety for many. Escorted routes allow for safe, happy beginning and end to every day.	<ul style="list-style-type: none"> • Close liaison with school before, during and after bus journeys. 		
F. To ensure high welfare of disadvantaged pupils	Continuing whole staff CPD on understanding and supporting children with emotional and behavioural difficulties	Paul Dix's book "When the Adults Change, Everything Changes" highlights the importance of consistency amongst the school staff and that the culture of the school is paramount. "Culture eats strategies for breakfast". A whole-staff culture of kindness and positivity is essential to support pupils with the most challenging life experiences.	<ul style="list-style-type: none"> • SLA with educational consultant: used for whole-staff CPD, supervision, 1:1 work with pupils and families, coaching of teachers and support staff • Copy of Paul Dix book for all staff • Inclusion Manager to lead whole-staff CPD and coach teachers and TAs • Team Teach training • ELSA supervision 	Head, Inclusion Manager	Jan 20 ELSA cost £369
F. To ensure equal opportunities for disadvantaged pupils	Fully-funded music tuition	EEF evidence shows an additional 2 months of progress can be made with additional provision for arts subjects. These opportunities are available at an extra cost to all pupils. Pupils eligible for PP may not otherwise be able to take these opportunities. Learning musical instruments and learning an additional language are life-enhancing.	<ul style="list-style-type: none"> • Families contacted directly • Tuition happens within the school day – no extra costs involved • Highly skilled professional tuition 	Office team	Jan 20 Music Tuition funded by the school for PP children £1080
F. To ensure equal opportunities for disadvantaged pupils	Subsidised trips, residential and after school clubs	EEF evidence shows an additional 2-3 months of progress can be made with access to sports and adventurous outdoor learning. No pupil should ever be excluded from school activities on the basis of cost. Expensive trips or clubs can cause stress for families and for pupils	<ul style="list-style-type: none"> • Positive relationships built by sensitivity in ascertaining need through proactive dialogue • Balance struck between subsidy and parental contribution by mutual agreement 	Office team	Jan 20 Subsidised trips, clubs and residential actuals £1076

F. To ensure high welfare of disadvantaged pupils	Uniform allowance	EEF evidence shows no additional progress is made through subsidising uniforms. However, as a church school we believe strongly that no pupil should be made to feel inferior at school. Uniform subsidy enables all disadvantaged pupils to have smart uniform.	<ul style="list-style-type: none"> Uniform allowance allocated to all pupils eligible for PP 	Office team	<p>Jan 20</p> <p>Spend on PP uniform £750, increased allocation to £50 pp during this period. Then with lockdown not all allocations fully spent</p>
Total budgeted cost				<p>£5,020 Actual excluding TA support £3275</p>	

6. Review of expenditure

Previous Academic Year		2019/2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>A. Early identification of low achievement in order to close gaps</p> <p>B. Consistent high quality of teaching and learning, especially in Maths</p>	<p>Y1 – 6 Pre-teaching objectives with small groups to give advantage to pupils in advance of lessons. Also catch-up to secure learning narrowly missed from the day's lesson</p>	<p>Prior to lockdown: High. Pre-teaching prioritised to PP children, esp in KS2. Assignment of expertise and status in the classroom lessons – lifted low-status children and significantly raised confidence and thereby engagement in lessons.</p>	<p>Assessment of specific gaps rather than assigning a group (i.e. not always the same children for pre-teaching) is worthwhile, but complex and unwieldy. The assignment of status seemed more impactful than specifically addressing identified gaps. Participation and progress in lessons was made more possible by a <i>feeling</i> of confidence for those low-status (low confidence) pupils.</p>	<p>Nominally: 30 minutes of teacher time each day (KS2)</p>
<p>B. Consistent high quality of teaching and learning, especially in Maths</p>	<p>CPD for depth of learning. Lesson study and team teaching</p>	<p>Medium. In Maths particularly – development of KS1 subject knowledge and expertise through participation in TRGs enabled more effective learning sequence design. Through team teaching, children were observed to make better progress in lessons.</p>	<p>Next steps are to develop support staff subject knowledge in Mathematics and to develop high-quality strategies for children to secure spelling strategies in long-term memory.</p>	<p>3 teachers x 3 hours, approx. 10 times</p>
<p>C. Consistent high quality of teaching and learning, especially in Reading</p>	<p>Y3 – Y6 Whole class teaching of reading with high quality texts. Development of school spine for reading – texts purchased for disadvantaged to keep. Reading comprehension taught through Reciprocal Reading strategies</p>	<p>Mixed. Culture of love of reading now firmly established across the school – disadvantaged participate fully and enjoy reading. Greater proportion of disadvantaged pupils (33%) made more than expected progress, compared to non-disadvantaged (7%).</p>	<p>Lockdown interrupted strong progress being made in reading. High quality texts used in a spine of school literature are highly powerful in fostering the culture of enjoyment of reading. Extracts and shorter texts are to be used in addition to these to better enable in-depth whole-class reading sessions.</p>	<p>Reading books for whole class reading CPD – 3 teacher days</p>

COVID-19 response	Home learning provision via website, ClassDojo and Padlet	Mixed. Teachers provided core subject learning revision and wider curriculum learning activities to keep a wide range of children engaged and motivated. Parental engagement was mixed – most participated but many disadvantaged did not. Teachers provided daily communication and feedback on learning, as well as curriculum activities for each day and across a week.	Accountability of submitting paper-based home learning packs may keep engagement higher for disadvantaged children. The home learning material MUST be accessible for children independently – WITHOUT need for parents, or it is reliant on parental participation.	
COVID-19 response	Teacher / TA / HT contact by telephone	Medium. This was greatly appreciated by many families and kept school in their minds, thereby keeping engagement in school activities going. It showed children they were cared for. For some families, it highlighted urgent problems and concerns which could then be addressed.	Proactive communication was necessary for all children each week, rather than the most disadvantaged. Priority should be given to the most vulnerable each week but everyone must be contacted.	

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A. Early identification of low achievement in order to close gaps	KS2 booster sessions with class teacher to address gaps in learning	High. Pre-teach / catch-up sessions with identified children.	At the point of lockdown, gaps were closing in UKS2	
A. Early identification of low achievement in order to close gaps B. Consistent high quality of teaching and learning,	Numbers Count interventions (First Class 1&2, Success@ Arithmetic) (Y1/2, Y3/4, Y5) early in Autumn term	Low. Based on the time spent out of classroom and a mismatch with the class syllabus.	These interventions are no longer the most appropriate – pre-teaching is helping more keep up to speed with the whole class teaching. Not appropriate for those working well below. Prioritise pre-teaching across school.	TA time 2 hours pw x 4 weeks?

<p>B. Consistent high quality of teaching and learning, especially in Maths</p>	<p>Singapore Maths provision, teacher and TA professional development</p>	<p>Mixed: teaching and learning strategies across school are more outcome-focussed and linked directly to assessment, interrupted by lockdown.</p>	<p>Teacher professional development was undertaken online and the outcomes were not clearly demonstrable in the summer term with limited numbers of children.</p>	
<p>C. Consistent high quality of teaching and learning, especially in Reading</p>	<p>Phonics and comprehension supportive reading intervention materials for school and home to use to support lower-attaining readers (RWI, Barrington Stoke)</p>	<p>Progress of SEND children appeared to be mixed, with some benefiting from 1:1 time at home with parents, responding well once back in school. Others have not returned yet.</p>	<p>Teacher professional development was undertaken online and the outcomes were not clearly demonstrable in the summer term with limited numbers of children.</p>	
<p>F. To ensure high welfare of disadvantaged pupils</p>	<p>ELSA</p>	<p>High: for pupils dealing with complicated home situations ELSA in school provided immeasurable social and emotional support and is highly valued by pupils and their families, although direct impact on outcomes is not observed to be high.</p>	<p>ELSA was not possible during lockdown but the two ELSAs have developed a post-lockdown toolkit for teachers to triage and support post-lockdown.</p>	
<p>E. To improve attendance for PP group</p>	<p>Quick office response on absences. Fast-track meeting with Inclusion Manager over attendance concerns</p>	<p>Medium: very varied circumstances led to poor attendance for a number of pupils. Sometimes intervention was not effective (attendance did not improve soon enough). Where attendance improved – as a result of intervention – outcomes also improved. Lockdown clearly negatively impacted on any analysis of attendance linked to outcomes.</p>	<p>Assistant Head, as pastoral lead, has taken central oversight of attendance – meaning the response co-ordinates with other inclusion and pastoral concerns. Parents responding well. Post-lockdown attendance management will be challenging.</p>	

COVID-19 response	Chromebooks lent to disadvantaged – those with no access to IT equipment at home	High. This enabled families to participate in home learning and communicate with teachers and classmates. Many families were not able to participate until loan of school kit.	Need to be highly mindful of activities that require printing – this was a barrier remaining for many families	
COVID-19 response	Ordering school lunches, milk and fruit snacks for all children once reopened in June	This enabled all children to eat equitably and without stigma once school reopened.		
COVID-19 response	Support in providing vouchers and food parcels for FSM	Mixed. Some families did not take up the food parcels but all took up the vouchers. Additional admin hours were necessary to navigate the government online systems (late evening hours)		

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
D. To raise pupils' aspiration through metacognition	Individual pupil conferencing and termly reporting	Mixed: Very high parental engagement and positive feedback from new reporting approach. Interrupted by lockdown.	More sensible timescale for reporting and meeting parents was successful in autumn term, leading to constructive dialogue. Spring term reports positively received but no parents evening due to lockdown.	Report writing NCT
F. To ensure high welfare of disadvantaged pupils E. To improve attendance	Develop role of Pastoral Support worker	Moderate: limited use made of facility to work with pastoral champion. Highly appreciated where used and effective in improving home-school liaison, in turn leading to improved attendance outcomes.	Need to publicise and raise profile of the role, to advertise availability.	

F. To ensure high welfare of disadvantaged pupils	Employ TAs during lunch hours to facilitate positive relationships and play Audit of lunch provision	High: TA support during lunch time resulted in significant reduction in behaviour incidents during lunch, and far less learning time lost as a result.	Investment also made during the year in senior teacher training LSAs in positive behaviour management. Audit of lunchtime provision. High impact, leading to no need for TAs to support supervision routinely.	TA hours for lunch ½ pd pbase 5hrs pw @ £10 £1900 Lunchtime audit
F. To ensure high welfare of disadvantaged pupils	Continuing whole staff CPD on understanding and supporting children with emotional and behavioural difficulties	High: very low disruption to learning enabling disadvantaged with SEMH difficulties to participate in lessons and make progress.	Staff CPD interrupted by lockdown so change projects could not be completed. Paul Dix online CPD undertaken by all teachers and TAs during lockdown – pick up change project for next year.	
F. To ensure equal opportunities for disadvantaged pupils	Fully-funded music tuition	Medium: direct impact on outcomes not strong, but music tuition is highly valued by those who have taken it up. Positive impact on self-esteem and even “letting off steam” has enabled pupils to be in a state of mind conducive to learning.	Music tuition to be offered to all PP group, free. Take up can be low, possibly due to sensitivity in receiving hand-outs Motivational aspect can be high – this aspect should be explored to incentivise participation in learning.	
F. To ensure equal opportunities for disadvantaged pupils	Subsidised trips, residential and after school clubs	Low impact on outcomes but trip subsidies are highly valued by parents and improve co-operative relationship between home and school	Improve communication in advance of residential so that sensitive discussions can be had well in advance of the pressure of needing to confirm.	
F. To ensure high welfare of disadvantaged pupils	Uniform allowance	Low: impact is intangible but valuable in terms of self-esteem	A set subsidy per pupil has greatest take-up, as it is less perceived as a hand-out	

Tables: progress summary 2019-2020

The tables below show the proportion of pupils making expected progress across the year 2019-20, using available matched data. This is teacher assessment, based on an estimate of the trajectory the children were achieving at the point of schools being closed due to lockdown. Disadvantaged pupils were invited to attend school following reopening more widely at the end of June. Focused teacher and TA efforts enabled some, limited, accelerated progress to be made by this group.

Reading	Less than expected progress	Expected progress or above	More than expected progress
Pupil Premium	22%	78%	33%
NOT Pupil Premium	12%	88%	7%

Writing	Less than expected progress	Expected progress or above	More than expected progress
Pupil Premium	13%	88%	25%
NOT Pupil Premium	16%	84%	11%

Mathematics	Less than expected progress	Expected progress or above	More than expected progress
Pupil Premium	11%	88%	33%
NOT Pupil Premium	16%	84%	7%

Generally, the proportion of disadvantaged pupils making expected progress is higher than that of their peers, although there is a wider range for disadvantaged pupils in reading. The proportion of disadvantaged pupils making more than expected progress in each subject is greater than for their peers. Group sizes should be borne in mind; the number of disadvantaged pupils is too small to be statistically significant. Individuals' progress in any subject can skew the averages.