

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in the coming academic years and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Richard Cobden School
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Kathy Bannon, Headteacher
Pupil premium lead	Kathy Bannon, Headteacher
Governor / Trustee lead	Tim Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£295,005
Recovery premium funding allocation this academic year	£29,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£324,005

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to fulfil our vision and aims for all pupils so that, irrespective of their background or the challenges they face, every pupil is effectively taught and supported to make the accelerated progress needed to achieve the high expectations we have of them, enabling them to achieve outcomes in line with or above national expectations in English and mathematics.

It is also our intention to ensure all pupils are effectively supported to develop the key skills that enable them to successfully access all subjects supporting their achievement across the wider curriculum.

The focus of our pupil premium strategy is to support and challenge disadvantaged pupils, and other vulnerable pupils such as those with a social worker and those with SEND, to achieve the above goals, in order to be able to successfully progress in their education and development.

In our drive to address the attainment gap, we have specifically considered the following:

- The attainment gap between disadvantaged pupils and non-disadvantaged group in our school and nationally, looking particularly at outcomes in English, mathematics and language and communication.
- Missed learning – sections of curriculum content and skills development that have not been securely learned due to COVID related school disruption and closure.
- The longer-term impact of pupils being away from school for a prolonged period and how this has impacted on confidence, resilience, attitudes, independence and positive behaviour for learning.
- The impact of COVID and loss of time from school on mental health and wellbeing.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

School development priorities are rigorously focused on our pupils' needs – the areas they need most support with. Staff know our pupils well. Implicit knowledge of pupils, supported by ongoing diagnostic assessment and monitoring ensures that our approach is responsive to common challenges and individual needs - focusing our attention on the correct priorities.

Central to our approach is the provision of a high-quality curriculum backed up by the expertise of excellent teaching and support staff. Integral to this is ensuring pupils have wide ranging enrichment experiences that support their curriculum learning, oracy development, creativity, physical and mental wellbeing.

In order to ensure pupils make the rapid progress necessary for education recovery following learning disruption caused by the coronavirus pandemic, disadvantaged and other vulnerable pupils will also be provided with tuition or mentor support in English and maths. This targeted support will be provided in line with National Tutoring Programme guidance for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our strategy has been informed by research including:

- *DfE (2021) Understanding Progress in the 2020/21 Academic Year – Findings from the summer term and summary of all previous findings – October 2021*

- *EEF – Teaching and Learning Toolkit*
- *Best evidence on impact of Covid-19 on pupil attainment – EEF – continuously updated*
- *Putting Evidence to Work: A School’s Guide to Implementation, EEF, December 2019*
- *The EEF Guide to Pupil Premium – Autumn 2021*
- *DfE - Using pupil premium: guidance for school leaders – March 2022*
- *National Tutoring Programme: guidance for schools - Academic year 2022 to 2023 - July 2022*

Challenges

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

Challenge number	Detail of challenge
	<p>The majority of pupils enter our school with attainment that is well below the expected standard for their age. This is particularly the case for language and communication skills, oracy and vocabulary development. This impacts on learning capacity across other areas of learning.</p> <p>Given the high percentage of pupils from disadvantaged backgrounds (58%), there are significant challenges for pupils to overcome. In usual circumstances, pupils are well supported to accelerate their learning, steadily making progress throughout EYFS, KS1 and KS2. By the time the leave Year 6, attainment is in line with or above the national average.</p> <p>The impact of COVID related disruption to pupils’ education has substantially increased the challenges these pupils face in closing the attainment gap. Pupil premium funding and additional funding provided by the Department for Education are used to provide targeted support to disadvantaged and other pupils to begin to address the gaps caused by missed learning.</p> <p>Below are the specific challenges being addressed with this funding.</p>
1	<p>On entry to nursery, only 7% of the current Reception cohort were at age-related expectations.</p> <p>For our current Reception cohort, there is an attainment gap between our disadvantaged pupils and other pupils in literacy, mathematics and language & communication.</p> <p>On entry to Reception class in the last 2 years, in the following areas:</p> <p>Language & communication - between 45% to 55% of our disadvantaged pupils arrive below age-related expectations compared to 30% to 43% of other pupils.</p> <p>Literacy – between 65% to 86% of our disadvantaged pupils arrive below age-related expectations compared to 35% to 68% of other pupils.</p> <p>Mathematics – between 55% to 78% of our disadvantaged pupils arrive below age-related expectations compared to 25% to 46% of other pupils.</p> <p>Despite the accelerated progress pupils make across the EYFS, a high percentage of pupils still remain below age related expectations by the end of Reception.</p>

2	<p>Internal assessments and statutory Phonics Screening Check 2022 indicate that although phonics attainment among disadvantaged pupils is above this group nationally, it is significantly below other pupils.</p>
3	<p>Internal assessments and statutory end of KS1 assessment 2022 indicate that reading outcomes for disadvantaged pupils in this particular cohort were above other pupils. The targeted support for disadvantaged pupils enabled these outcomes.</p> <p>However, when looking at the cohort of pupils who have transitioned from EYFS into Key Stage 1 in 2022, there is a considerable gap in reading outcomes between disadvantaged pupils and other pupils. Internal assessment outcomes and statutory end of EYFS assessment show the gap to be: Comprehension is -22%; Word Reading is -21%.</p>
4	<p>As a result of missed schooling, internal assessment indicate writing outcomes across Key Stage 2 were significantly lower than would have been expected had the education of these pupils not been disrupted.</p> <p>Internal assessment and end of KS2 statutory assessment indicate outcomes for disadvantaged pupils were significantly below other pupils (-21%).</p>
5	<p>Lost schooling has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in maths. Maths outcomes at the end of KS2 indicate that, although the school gap between disadvantaged pupils and other pupils is significantly lower than the national gap (national gap is -20%) between these groups, there is a significant attainment gap at school level (-14%).</p> <p>Internal assessment outcomes indicate that for all year groups across Key Stage 2, there is a negative gap between disadvantaged and other pupils.</p>
6	<p>In additional to observations of our pupils on their return to school after school closures, our discussions with pupils, parents/guardians and external agencies have identified social, emotional and behavioural difficulties that have impacted on many disadvantaged pupils. The challenges of COVID and subsequent challenging economic circumstances have impacted the mental health and wellbeing of many disadvantaged and other pupils. This has impacted their general wellbeing and ability to attend to their learning and behaviour.</p> <p>A lack of resilience, self-confidence and independence is noted when approaching their work and is inhibiting their ability to focus to the extent required for accelerated learning to reduce the impact of lost schooling.</p> <p>The social and emotional issues observed affect peer relationships and the learning behaviours that support independent learning and positive mental health.</p>
6	<p>Data for 2012-2022 indicates that over-all attendance of disadvantaged pupils is below that of other pupils in 67% of year groups. Disadvantaged pupils have more recorded unauthorised absence than other pupils.</p> <p>Following COVID school closures, the absence of disadvantaged pupils increased resulting in a gap of -1.4% when compared to other pupils. Disadvantaged pupils have a greater percentage of unauthorised absence than other pupils.</p> <p>During 2012-2022, the percentage of pupils who were 'persistently absent' was 2.7% greater than other pupils.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Talkboost language program will be administered by trained staff, to support identified children.</p>	<p>Observations note that, by the end of EYFS, children can:</p> <ul style="list-style-type: none"> • use an increasing number of words in appropriate contexts • use language to express their wants and needs • refer to the past, present and future • be able to make most speech sounds • use speech which is clearly understandable by others they are familiar with • use grammatically correct sentences of 4 words or more, linking sentences of varying length • ask lots of questions and understand simple ‘who?’, ‘what?’, ‘where’ and ‘why?’ questions • use plurals, pronouns and prepositions correctly • orally blend and segment in readiness for reading • learn new words quickly and show interest in the meaning of unknown words they hear • describe something they can see • learn to use adjectives in their oral constructions • follow simple oral story telling • use language to sequence time • initiate conversations with known adults and peers • use language to express their thoughts and give their ideas • use language in imaginary roles • use language to aid cooperation in learning activities, games and play • take turns in conversations holding their contribution for longer
<p>Disadvantaged pupils will acquire, retain and apply early phonics and reading skills along with their peers.</p>	<p>Additional resource in place in Reception and Year 1 to enable systematic synthetic phonics catch up programme to be fully implemented for those pupils who require it.</p> <p>Phonics catch-up programme in place for pupils at Year 2 and 3 who require it.</p> <p>Phonics outcomes in 2022-2023 and 2023-2024 show an increase in the percentage of disadvantaged pupils achieving the pass score on the phonics screening check.</p>
<p>Improved reading attainment among disadvantaged pupils at the end of Key Stage 1.</p>	<p>Lesson study in place to investigate challenges to attainment in reading for disadvantaged pupils. Outcomes of lesson study disseminated to all teaching and support staff to inform the provision of a high-quality reading curriculum, teaching pedagogy and provision of support.</p> <p>Aims of the Camden Learning Every Child a Reader initiative are securely embedded in the reading curriculum and teaching practice across the school.</p>

	<p>Phonics programme systematically embedded across Key Stage 1 to ensure pupils who still require catch-up support are receiving it.</p> <p>Pupil Premium data for KS1 will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed in reading.</p> <p>The percentage of disadvantaged pupils attaining Expected Standard and Higher Standard is greater than previous end of Key Stage attainment, taking account of complex SEND needs where good progress in reading will be evident.</p>
<p>Improved writing attainment for disadvantaged pupils at the end of KS2.</p>	<p>Lesson study in place to investigate challenges to attainment in writing for disadvantaged pupils. Outcomes of lesson study disseminated to all teaching and support staff to inform the provision of a high-quality writing curriculum, teaching pedagogy and provision of support.</p> <p>Teaching of writing clearly show implementation of research outcomes across English lesson and cross-curricular writing work. (Identified and evidenced in learning walks and pupils' books)</p> <p>Teaching and support effectively take account of the following steps: readiness for writing – developing the cognitive elements necessary to write a text in appropriate stages, thinking about cognitive effort and working memory; before writing – getting ideas for their writing and organising their ideas in readiness to write; during writing – while children are writing their first draft; after writing – revising, editing and presenting their work.</p> <p>Writing outcomes in 2023/24 show that at least 90% of disadvantaged pupils (who are not SEND pupils) meet the expected standard at the end of KS2. All disadvantaged pupils who are also on our SEND register will make accelerated progress.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2.</p>	<p>Lesson study in place to investigate challenges to attainment in maths for disadvantaged pupils. Outcomes of lesson study disseminated to all teaching and support staff to inform the provision of a high-quality maths curriculum, teaching pedagogy and provision of support.</p> <p>Maths leader participating in NCETM Mastering Number programme to support implementation of number fluency at EYFS and Key Stage 1.</p> <p>The 5 big ideas (NCETM) are understood and implemented by all teachers: Coherence; Representation and Structure; Mathematical Thinking; Fluency and Variation.</p> <p>Selected teaching assistants have participated in Specialist Knowledge for the Teaching of Mathematics to support them in developing specialist knowledge for teaching mathematics, thus enabling them to understand, teach and support pupils in maths in the classroom.</p>

	<p>Maths outcomes in 2023/24 show that at least 90% of disadvantaged pupils (who are not SEND pupils) meet the expected standard and at the end of KS2. All disadvantaged pupils who are also on our SEND register will make accelerated progress.</p> <p>By the end of KS2, the attainment gap at the higher standard between disadvantaged pupils and other pupils decreases.</p>
<p>To achieve and sustain improved personal development and wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>To support the above in order to impact on resilience, attitudes to learning and metacognition relating to specific subject content.</p>	<p>Through engagement in lesson study, identify strategies to support improved mental health and greater resilience of pupils.</p> <p>Pupils are able to demonstrate increasing control over their emotional wellbeing and enabled to take on the necessary challenges to make the most of educational, social and emotional development opportunities in school by:</p> <ul style="list-style-type: none"> • Developing resilience to take on challenges in learning • Addressing lack of motivation. • Developing good learning behaviours (listening, noticing, engaging). • Reinforcing need to take more responsibility for learning – feeling accountability for engaging in, and completing work. • Supporting them to connect with past learning and using it to move forward, having a go rather than waiting for adult help. • Developing improved social skills – in playground and ability to work collaboratively. • Developing greater ability to empathise.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>Whilst our attendance has historically been in line with the national average, achieving this is continuously challenging and requiring additional resource.</p> <p>From September 2022, the level of sickness due to contagious illnesses is significantly higher than normal – e.g. chicken pox. We believe there is a pandemic related impact on this.</p>	<p>Parents/guardians and pupils are clearly aware of our drive to improve attendance across the school, particularly in the younger years.</p> <p>Attendance percentage increases in 2023-2024 so that the overall absence rate for all pupils is in line with the national average.</p> <p>There is a reduction in the number of pupils who are persistent absentees with the percentage of persistent absenteeism being in line with or below the national average.</p>

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: **£162,066**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Undertaking classroom-based action research to identify challenges faced by disadvantaged pupils and development of strategies and practice to help overcome these in the following areas:</p> <ul style="list-style-type: none"> • Reading • Writing • Maths • Metacognition • Personal development and wellbeing supporting development of positive attitudes for learning behaviour 	<p>Development of pupils' resilience and attitudes to learning supports pupils in developing the use of metacognitive strategies to enable pupils to think about their own learning.</p> <p><i>Dudley P (2015) Lesson Study: Professional Learning for Our Time. Abingdon: Routledge.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>3, 4, 5, 6</p>
<p>Retention of high-quality upper threshold teachers to sustain excellent teaching and support the development of less experienced teachers.</p>	<p>Factors affecting teacher retention: qualitative investigation Research report March 2018 Cooper Gibson Research for the Department for Education.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/686947/Factors_affecting_teacher_retention_-_qualitative_investigation.pdf</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Release time for Oracy Leader to support implementation of strategies below.</p>	<p>There is a strong evidence base that suggests oral language interventions, including</p>	<p>1, 2, 3, 4, 5</p>

<p>Cover release for training of teaching and support staff.</p> <p>Embedding of oracy skills across EYFS, KS1 and KS2 to support communication and development of learning and meta-cognition across other subject areas.</p> <p>Implementation of a programme to improve speaking, listening, and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Teaching pupils how to use spoken language effectively to support their learning and development requires deliberate action to develop their spoken language skills in the same way we teach reading, writing and maths skills.</p> <p>https://oracycambridge.org/</p>	
<p>Cover release for additional phonics training for support staff to embed consistent teaching of phonics programme.</p> <p>Sessions targeted at disadvantaged pupils who require further phonics support. This will be supported by training materials provided by our local English hub.</p> <p>Purchase of additional phonics decodable books to support implementation of DfE validated Systematic Synthetic Phonics programme to resource home reading practice and secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 4
<p>Develop early maths fluency at EYFS and KS1 to support more secure maths skills on entry to KS2.</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund additional teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>A mastery approach to EYFS and Key Stage 1 teaching and learning in maths highlights the effectiveness of the 5 Big Ideas.</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	5

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

Budgeted cost: **£107,854**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support assistant at Reception year to support development of early language and communication and phonics – 0.6 full time equivalent.</p> <p>Additional support assistant at Year 1 to support phonics small group catchup and maths fluency – 0.6 equivalent.</p> <p>Additional support assistant at Year 2 – small group phonics and reading support – 0.4 equivalent.</p> <p>Additional tuition teacher at Year 5 for small group literacy catchup –0.5 equivalent</p> <p>Additional tuition teacher at Years 5 and 6 for small group maths catchup – 0.6 equivalent.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: **£54,085**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding of whole staff training on Trauma Informed Practice across the school.</p> <p>Support staff training on supporting pupils with social, emotional and behaviour challenges.</p>	<p>Teachers and support staff knowledge and understanding of pupils' experiences of adversity and trauma impact academic outcomes and behaviour.</p> <p>https://pure.ulster.ac.uk/ws/portalfiles/portal/98708098/MacLochlainn2022_Article_AnEvaluationOfWholeSchoolTrau.pdf</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	6
<p>Project development funding for release time, professional development and resources to support the implementation of effective strategies to support improved social skills, emotional wellbeing and mental health.</p> <p>Release time for mental health lead to support implementation of strategies across whole school.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6
<p>Curriculum Enrichment – school trips, visits and visitors to the school enable pupil access to high quality curriculum enrichment and develop greater cultural capital.</p> <p>Allocation of funding for provision of a sports coach (teaching assistant role) to enable additional coaching in a range of sports during PE lessons, every lunchtime and after-school to ensure that pupils from disadvantaged backgrounds develop enhanced skills that enable them to engage with wider sporting activities.</p>	<p>EEF – Healthy Minds</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers</p> <p>EEF – Guide to the Pupil Premium</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p>	1, 3, 4, 6, 7

	<p>Department for Education - Research to understand successful approaches to supporting the most academically able disadvantaged pupils Research report November 2018</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915619/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf</p>	
<p>To allocate additional resources to management of improved attendance to address post pandemic absence and improve attendance of persistent absentees.</p> <p>This will involve training and release time for staff to develop and implement additional measures to support improved attendance.</p>	<p>Department for Education – Working together to improve attendance</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

Total budgeted cost: £324,005

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 2021 to 2022 academic year.

Given the impact of the COVID pandemic, it is not possible to compare the outcomes of disadvantaged pupils to historical data. We also know that the pandemic had greater impact on disadvantaged pupils than other pupils. Therefore, it is unsurprising that on their return from school closure, disadvantaged pupils had a wider gap to overcome.

Pupil premium funding and recovery premium were targeted to address the gaps in attainment for disadvantaged pupils when compared with other pupils.

Year 1	Expected				Higher Standard			
	PP 2021	PP 2022	Other 21	Other 22	PP 2021	PP 2022	Other 21	Other 22
Reading	42%	46%	48%	55%	N/A	N/A	N/A	N/A
Writing	35%	40%	37%	45%	N/A	N/A	N/A	N/A
Maths	45%	57%	48%	59%	N/A	N/A	N/A	N/A

Year 2	Expected				Higher Standard			
	PP 2021	PP 2022	Other 21	Other 22	PP 2021	PP 2022	Other 21	Other 22
Reading	54%	75%	47%	58%	7%	11%	18%	21%
Writing	43%	57%	47%	58%	0%	0%	9%	11%
Maths	46%	68%	42%	63%	0%	18%	5%	21%

Year 3	Expected				Higher Standard			
	PP 2021	PP 2022	Other 21	Other 22	PP 2021	PP 2022	Other 21	Other 22
Reading	50%	64%	75%	81%	10%	24%	33%	38%
Writing	25%	38%	67%	69%	5%	10%	7%	13%
Maths	60%	71%	67%	75%	5%	10%	13%	19%

Year 4	Expected				Higher Standard			
	PP 2021	PP 2022	Other 21	Other 22	PP 2021	PP 2022	Other 21	Other 22
Reading	55%	69%	69%	76%	3%	10%	7%	14%
Writing	45%	55%	52%	62%	3%	3%	7%	7%
Maths	52%	65%	66%	72%	3%	23%	7%	17%

Year 5	Expected				Higher Standard			
	PP 2021	PP 2022	Other 21	Other 22	PP 2021	PP 2022	Other 21	Other 22
Reading	59%	70%	73%	81%	21%	28%	27%	38%
Writing	38%	53%	60%	69%	6%	11%	13%	19%
Maths	50%	61%	66%	69%	18%	24%	27%	33%

Year 6	Expected				Higher Standard			
	PP 2021	PP 2022	Other 21	Other 22	PP 2021	PP 2022	Other 21	Other 22
Reading	58%	79%	83%	92%	10%	15%	32%	50%
Writing	39%	67%	73%	88%	3%	4%	9%	17%
Maths	42%	74%	68%	88%	3%	22%	9%	29%

For all year groups, the percentage of pupil premium children attaining age related expectations increased in reading, writing and maths at the expected standard and the higher standard where applicable.

When the percentage increase resulted in the gap between disadvantaged pupils and other pupils closing, this has been highlighted in green.

Outcomes above have been assessed using the following:

- Teacher assessment based on ongoing assessment for learning
- School based assessments (e.g. Testbase, Wandle phonics assessment, PM benchmarks, White Rose maths assessment)
- Writing assessment supported by writing moderation and No More Marking – Assessing Primary Writing
- Statutory assessments at the end of EYFS, Key Stage 1 and Key Stage 2

The impact of our pupil premium strategy has more long-term implications than the end of one year's assessment outcomes, particularly post COVID. However, these outcomes do help up to understand the impact of our plan when we compare initial post COVID assessment outcomes for disadvantaged (first assessments on pupils' return to school) and the above end of year assessments. This shows us that disadvantaged pupils are closing the gap with other pupils from their initial assessments. The above information gives us our starting points for the next phase of our plan (see Pupil Premium Strategy 2022-2024).

The impact of pupil premium strategy actions will not be fully realised until they are embedded consistently across the school and have had time to effect more long-term results in relation to reducing the increased disadvantage gap due to COVID school closure. We expect the strategies being implemented to close the gap further in the coming academic year.

Although overall absence in 2021/22 was higher than in the preceding years at 5.7%, it was in line with the national average. Absence among disadvantaged pupils was 5.8% which was 0.3% higher than other pupils but broadly in line with the national average for all pupils.