

## 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   | Temple Hill Primary Academy |
| Number of pupils in school  | 833                         |
| Proportion (%) of pupil premium eligible pupils   | 40%                         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                   |
| Date this statement was published   | 24.9.21                     |
| Date on which it will be reviewed   | 22.7.22                     |
| Statement authorised by   | Leon Dawson                 |
| Pupil premium lead  | Nicola Wiltshire            |
| Governor / Trustee lead   | Daniel Range                |

### Funding overview

| Detail  | Amount      |
|---|-------------|
| Pupil premium funding allocation this academic year   | £359,080    |
| Recovery premium funding allocation this academic year  | £44,660 TBC |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0          |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £403,740    |

## Part A: Pupil premium strategy plan

### Statement of intent

At Temple Hill we are passionate about disadvantaged children reaching their full potential in all areas to ensure they leave our school fully equipped to attend secondary school and be a positive contributor to society regardless of their financial situation.

The areas of academia, wellbeing, physical health, social, moral, spiritual and cultural are all equally important to ensure each one of our children gets the best start in life and are able to access school fully. We use our Pupil Premium funding to achieve these goals by:

- Providing opportunities to attend extra-curricular activities and to enjoy educational trips and visits, irrespective of family income.
- Providing opportunities and 'life-experiences' which the children might not otherwise have access to. These include trips, clubs and the Outdoor Learning Programme.
- Ensuring that teaching and learning across the school is at least of a 'good' standard with Assistant Head Teachers being 'outstanding'. We have robust monitoring to ensure that all children are engaged, supported and challenged in order to make excellent progress.
- Seeking to ensure that disadvantaged children attend school with the same regularity as their non-disadvantaged peers.
- Promoting positive wellbeing and positive restorative behaviour across the school to support an environment which empowers all children to make excellent progress.
- Supporting pupils, parents and carers emotionally and in times of hardship in order to help them to deal with the pressures of modern life. This may involve, food parcels, subsidised uniform or counselling sessions for pupils and their families with emotional needs. Access to breakfast for all children; and an offer for subsidised break and after school clubs will also be offered to ease the burden on working parents.
- Providing SEN provision which identifies need as early as possible, providing targeted or specialist support. We will provide a universal offer which goes above and beyond ensuring that *every* child is catered to and has their needs met. 40% of our pupil premium have SEND needs.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p><b><u>Closing the gaps</u></b></p> <ul style="list-style-type: none"> <li>Impact of COVID- between 11 &amp; 15 weeks of schooling were missed for all year groups for 2020-2021 due to lockdowns and closing bubbles.</li> </ul>  |
| 2                | <p><b><u>Home environments</u></b></p> <p><b><i>EEF- There is an established link between the home learning environment at all ages and children’s performance at school.</i></b></p> <p><b><i>IFS- More than half (58%) of primary school students from the least well-off families do not have access to their own study space.</i></b></p> <ul style="list-style-type: none"> <li>30% of our families informed us that they did not have their own space so the children were distracted by siblings or other things happening.</li> <li>53% (81 children) of our children requested a laptop. Despite live lessons in all aspects of learning, 1:1 sessions, bespoke SEN sessions, bespoke interventions and phone calls twice a week- attendance in sessions was very sporadic due to lack of study space or a quiet environment .</li> </ul> |
| 3                | <p><b><u>Lack of engagement online or in class</u></b></p> <ul style="list-style-type: none"> <li>During lockdown 2020-2021 only 10% of disadvantaged children were in school during the 8 week lockdown. Our families reported a fear of COVID, anxiety amongst our families was high and many were not even leaving the house for exercise.</li> <li>Online engagement varied between 30%- 60% with only 10% of those coming under the disadvantaged category. Engagement was not consistent.</li> <li>Difficulties communicating concisely and clearly.</li> </ul>  |
| 4                | <p><b><u>Anxiety/mental health prevalent in some families</u></b></p> <ul style="list-style-type: none"> <li>Even in July 2021 when school had been open for over 2 half terms, attendance was only 88.8% with COVID or close contact with COVID being reported as absence reasons. 10% of our families reported still being worried about sending their child to school due to COVID.</li> <li>High cases of mental health in our families where support is requested from our FLOs, support could be in the form of housing, getting the children to and from school, help booking/attending appointments, support, EAL support, support with literacy.</li> </ul>   |
| 5                | <p><b><u>Physical Health and Wellbeing</u></b></p> <p><b><i>Research evidence shows that education and health are closely linked.</i></b></p> <p><b><i>1. Pupils with better health and wellbeing are likely to achieve better academically.</i></b></p> <p><b><i>2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</i></b></p>   |

|  |   |
|--|---|
|  | <p><b>3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.</b></p> <p><b>4. A positive association exists between academic attainment and physical activity levels of pupils.</b><br/><i>(Public Health England).</i></p> <p>During term 2 of 2020-2021 after weeks of lockdown 18.8% children were flagged on our wellbeing scales as needing a specialist wellbeing intervention. A further 15.8% of children were flagged for needing targeted wellbeing intervention.</p> <p>36% of our Year 6 children are overweight or obese. 29.7% of Year R pupils are overweight or obese.</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.

### 3 Year plan

| Intended outcome  | Success criteria   |
|---|--|
| To be broadly in line with non pupil premium children in reading by 2024-2025 | <p>*To be on track to achieve pre-pandemic levels (54.72% expected) in reading for disadvantage children by 2022.</p> <p>For pupil premium children to be in line with non PP children having around 77% at expected level by 2024/25.</p> |
| To be broadly in line with non pupil premium children in writing by 2024-2025 | <p>*To be on track to achieve pre-pandemic levels (47.17% expected) in writing for disadvantage children by 2022.</p> <p>For pupil premium children to be in line with non PP children having around 71% at expected level by 2024/25.</p> |
| To be broadly in line with non pupil premium children in maths by 2024-2025   | <p>*To be on track to achieve pre-pandemic levels (49.6% expected) in maths for disadvantage children by 2022.</p> <p>For pupil premium children to be in line with non PP children having around 74% at expected level by 2024/25.</p>    |
| To raise attendance of children on pupil premium to 92%                       | To raise attendance of children on pupil premium to 88% by 2021-2022.  |

|   |  |
|---|--|
|   | To raise attendance of children on pupil premium to be in line with national average by 2024/2025.   |
| To ensure all children on pupil premium have good physical health & wellbeing | <p>For all of our children who score 50 and above on our wellbeing scales- for staff to have actioned specialist support within 1 week, and to receive that support within 2 weeks of the wellbeing team meeting.</p> <p>Target focus in year 2022-2023- Physical improvement will be shown by a decrease of overweight children- decreasing to 27% for Year 6 by 2024/25.</p> |

- Targets for disadvantage children are still 15%-20% lower than non-disadvantage national expected. When we achieved scores in line with national expectations, our disadvantage children still only scored this pre-pandemic. This is due to the barriers stated above- home environments, lack of family support/skills to progress learning, wellbeing in children and families; although we can provide all the support in school to combat this, ultimately, Adverse Childhood Experiences (ACEs) still affect our disadvantage children disproportionately- such as Covid, death in families, illness, crime/parents in prison, health harming behaviours (smoking, drinking, drug taking)

## 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: £279,100

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Improving teaching and learning through training and developing specialists Teachers within the school/Trust to become a flagship school, to train others in Behaviour, Speech and Language, Maths, English, Pixl</p> | <ul style="list-style-type: none"> <li>• Identify strengths and weaknesses within the teaching team through regular monitoring of books, teaching and pupil voice – as a result inform middle leaders of team specifics</li> <li>• Create a culture of coaching and mentoring that relates specifically to the strengths and weaknesses of the teaching team</li> <li>• Measure the impact of support given by SLT on the quality of teaching, books and pupil voice</li> <li>• Match staff weaknesses to performance management targets where possible</li> <li>• SEND team regularly support staff to ensure planning and resourcing allows children to achieve as well as they should</li> <li>• Teachers to deliver lessons that are reflective of the demographics in their class</li> <li>• Cultural and ethnic interests drive lesson content and promote deeper learning conversations</li> <li>• Subject specific vocabulary and language is explored</li> <li>• Every lesson is rigorously reflective of the teaching and learning and feedback policy</li> <li>• Teaching is explicit and focuses in on the knowledge and skills</li> <li>• Teachers create a thirst for knowledge and digging deeper</li> <li>• Teachers create an environment that is inspiring, engaging and challenging in</li> </ul> | <p>1<br/>3</p>                |

|   |   |        |
|---|---|--------|
|   | <p>order to instil a lifelong passion for knowledge (no diminished diets!)</p> <ul style="list-style-type: none"> <li>• All learning is modelled with the highest of expectations</li> <li>• Teacher coaching using IRIS software to improve areas of weakness</li> </ul>   |        |
| CURRICUCOLOUR<br>(Assessment proficient learners using metacognition) | <ul style="list-style-type: none"> <li>• To build on the development of maths mastery, reading skills, through CurricuColour.</li> <li>• Assessment drops, pupil progress meetings and triangulation of monitoring demonstrate that all children are making progress in their skills and knowledge and that the content and context of their work reflects their class demographic.</li> <li>• Assessment systems and planning to support metacognition and CurricuColour</li> <li>• For teachers to lead 1:1 pupil conferencing 6 times a year to ensure every child knows where they are with their learning and where they need to get to.</li> </ul>  | 1<br>3 |
| Planning preparation & Assessment                                     | <ul style="list-style-type: none"> <li>• To provide a 3 hour weekly PPA session to teachers which also allows for phase collaboration between year groups as well as SLT support based on weekly mini moderations and monitoring feedback</li> <li>• To create a clear and robust termly and whole school assessment schedule</li> <li>• To hold teachers to account regarding the data drops/ pupil progress meetings that arise from the actions carried out in the schedule</li> <li>• To identify vulnerable groups, through rigorous and timely assessment, and plan for 'closing the gaps' learning to accelerate progress and bring attainment more in line with age related expectations</li> <li>• To provide whole school CPD, led by the DHT, AHT and SENCO so that staff better understand the assessment process</li> <li>• To ensure 100% of teaching and learning is good or better and more children receive outstanding teaching overtime</li> <li>• To plan for and provide lessons that demonstrate there is a clear progression of skills to close the gap within in-school data between vulnerable groups; in</li> </ul> | 1<br>3 |

|                           |  |             |
|---------------------------|--|-------------|
|                           | particular PPE and all children. Knowledge evident across all year groups and vulnerable groups.   |             |
| Mental Health & Wellbeing | <ul style="list-style-type: none"> <li>Continue to use well-being scales to identify 'red' children who need intervention so children thrive, feeling safe,</li> <li>Wellbeing team (FLOs, SLT lead, senior teacher, TA, attendance officer, counsellor) to meet once a term to discuss emotionally vulnerable to change and put in place appropriate therapies</li> <li>Where advisable, parental consent has been sought for Early help referrals and counselling</li> <li>Work around the families who have been targeted, offer family counselling if appropriate.</li> <li>The allocation of an experienced senior teacher to support on the delivery of the additional resource</li> <li>Wellbeing team to use scales and intervention tracker to show improved wellbeing overtime.</li> </ul> | 3<br>4<br>5 |

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

Budgeted cost: £30,500

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Speech and language link assessment and delivery                       | <ul style="list-style-type: none"> <li>Early identification for all children with speech, language and communication needs, to indicate the need for further support for the child where required. We do this through screening, intervention, staff training and support.</li> </ul> | 1<br>3                        |
| RWI Phonics training for intense catch up-AHT English to lead training | <ul style="list-style-type: none"> <li>To demonstrate the activities step-by-step, using footage of real lessons. Trainees to practise and prepare before teaching and use strategies to engage children and speed up progress.</li> </ul>  | 1                             |



|   |  |        |
|---|--|--------|
| 3 Additional HLTAs to run interventions in KS1 & KS2. | <ul style="list-style-type: none"> <li>To run small groups across both key stages to improve outcomes and counteract the COVID deficient.</li> </ul>   | 1<br>3 |
| PiXI  | <ul style="list-style-type: none"> <li>A tailored programme providing a wealth of classroom strategies, resources and CPD. Targeted to pupil premium pupils to raise their attainment in English and Maths.</li> <li>We have previously seen success that lead to year on year gains in attainment at KS2. We moved away from the intervention package a couple of years ago and results have dipped overall across KS2. This year we have assigned 2 leads to oversee PIXL reading and PIXL maths</li> </ul>  | 1<br>3 |
| Lexia   | <ul style="list-style-type: none"> <li>Lexia helps more learners read, write, and speak with confidence, to identify children in Years 5 &amp; 6 and run small groups to close the literacy gap.</li> </ul>  | 1<br>3 |
| Accelerated reader plus £3000 on new books            | <ul style="list-style-type: none"> <li>Targeted support for all children to build a love of reading through the Accelerated Reader programme and our new Galaxy 100 launch (top 100 books to read by the time they've left primary school.</li> <li>The focus on reading for vulnerable groups along with the introduction of Accelerated Reader has had a huge impact with the many children making progress and the few children that have not made this progress (they are also children, who historically were our most reluctant readers) have started to foster a love of reading and they are making full use of and enjoying the school library. We are currently investing in additional books to ensure pupils have access to inspiring</li> </ul> | 1<br>3 |
| National Tutoring programme contribution              | <ul style="list-style-type: none"> <li>Targeting Year 4 children on FSM in groups of BLW, EXP, GDS to close the gaps. 1 hour a week on going throughout the year.</li> </ul>   | 1<br>3 |

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

Budgeted cost: £85,530

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Breakfast & After school club provision (Additionally breakfast provision) | <ul style="list-style-type: none"> <li>• Subsidising cost of breakfast club, clubs and after school care for those children receiving PPG.</li> <li>• Breakfast Club &amp; After School Care Subsidising cost or we offer free places to PP families when a need is identified. We also offer free breakfast to all pupils in class which is funded in partnership with the Magic breakfast scheme</li> <li>• Encouraging healthy eating</li> <li>• Using a sports coach to run an activity session at least twice a week.</li> </ul>  | 2<br>3<br>4<br>5              |
| Attendance support   | <ul style="list-style-type: none"> <li>• Termly meetings between the Attendance Officer and DHT to highlight issues regarding PP and attendance</li> <li>• Creation and dissemination of whole school demographic to SLT and YGL's to better understand each cohort and aid in supporting vulnerable groups in each class</li> </ul>   | 3<br>4                        |
| Beacon provision (Nurture) & Lifeboat triage provision                     | <ul style="list-style-type: none"> <li>• Blue forms recording short-term behaviour support, medium to long term support.</li> <li>• Boxall profiles to show improvement in our most vulnerable children who need the most nurture support</li> <li>• Beacon is designed to meet the needs of children who are unable to manage a mainstream class full time, prior to seeking alternative provision outside of school where there are limited spaces.</li> <li>• Beacon to run 'family Friday' which engages families in workshops alongside their child.</li> <li>• The Lifeboat is set up to provide children with a safe space immediately, ideally as a calming down space prior to an incident or as a reward when pupils are managing their classes well.</li> </ul> | 1<br>2<br>3<br>4<br>5         |

|   |   |                  |
|---|---|------------------|
|   | <ul style="list-style-type: none"> <li>In terms one and two we have seen classes running with less disruption compared to previous years.</li> </ul>  |                  |
| Golden ticket positive reinforcement scheme   | <ul style="list-style-type: none"> <li>Outstanding behaviour shown in areas advertised in Golden ticket video- talking about learning, weekly reading challenges, maths challenges, showing school values</li> <li>Termly monitoring to note before and after behaviour impact.</li> </ul>  | 1<br>3           |
| Parent workshops  | <ul style="list-style-type: none"> <li>Staff work closely together to provide parenting support and work alongside families' that require additional support.</li> <li>Provision for vulnerable children and their families' continues to be strong, especially for those with emotional and behavioural needs.</li> </ul>  | 1<br>2<br>3<br>4 |
| Young carers  | <ul style="list-style-type: none"> <li>Improve identification of Young carers by holding young carer stands at community events</li> <li>Young Carers Dedicated member of staff as a point of contact for all young careers. Highlighting the issues Young Careers face during school assemblies resulted in more children being identified as Young Careers and has increased awareness and understanding from staff members. Regular meetings have been a success and the school is well on its way to obtaining the Young Career's Bronze Award. A club has been set up in school.</li> <li>FLOs to encourage good mental health and wellbeing as well as encourage a physical activity a week.</li> </ul> | 1<br>3<br>4<br>5 |
| Curly's farm-<br>Curly's farm is children's charity designed to provide a range of opportunities to develop in areas such as social skills, resilience and responsible citizenship. It provides a means of learning outside of the classroom for pupils | <ul style="list-style-type: none"> <li>Identification of specific pupils that are vulnerable to be selected to visit Curly's farm once a week</li> <li>Provide opportunities outside of the classroom for pupils to develop a range of skills to prepare for future opportunities in life</li> <li>Improvements in behaviour and behaviours for learning at school are a result of some students attending the farm</li> </ul>  | 1<br>3<br>5      |

|                                 |   |             |
|---------------------------------|---|-------------|
| that benefit from this approach |   |             |
| Homework club                   | <ul style="list-style-type: none"> <li>To provide children with a study space for 5 days a week.</li> <li>For children to complete any homework activities in a suitable environment, without distraction, with adult support.</li> </ul>   | 1<br>2<br>4 |
| Uniform shop                    | <ul style="list-style-type: none"> <li>FLOs to provide a termly uniform shop where lost property is recycled and washed.</li> <li>Parents are able to buy as many items as they like for £1.</li> </ul>   | 4           |
| Digital loan library            | <ul style="list-style-type: none"> <li>To provide a digital device when requested to children who do not have available technology at home</li> </ul>   | 2<br>3<br>4 |
| Physical health activities      | <ul style="list-style-type: none"> <li>To provide a range of afterschool clubs for every year group without charge.</li> </ul>  | 3<br>5      |
| Rainbows club                   | <ul style="list-style-type: none"> <li>To target pupil premium girls in year 1 &amp; 2 who have poor attendance to encourage them to come to school.</li> <li>To motivate the above girls to be widen their outlook and learn about the world around them.</li> <li>To lead and run a weekly physical activity</li> </ul> | 3<br>4<br>5 |

**Total budgeted cost: £ 395,130**

## **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.

COVID had a huge impact on our children and adversely affected their achievement levels to an extreme extent. Although many initiatives for our pupil premium children still ran last year when school was open, attendance was a huge problem due to our families affected by COVID deaths and mental health at a higher than average rate. All classes were closed for between 11 and 14 weeks, some children had further time off due to anxiety amongst families.

Despite school being closed we ran live learning for children to access, and handed out around 70 laptops to those families that requested it, however attendance at live lessons was still only around 50%. Many families reported that they did not have a quiet study space for their children to lean in and many of their homes are over crowded and full of distractions.

For all these reasons, it is why they have now become our targets for this year as we need to make such accelerated progress to ensure that the COVID impact does not remain long term.

# COMBINED READING, WRITING AND MATHEMATICS

## Contextual Group Analysis of Age-Related Expectation

Your school's data is displayed in the green rows, your LA's data is displayed in the aqua rows and the Juniper Benchmark comparison is in the purple rows.

|                   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------|--------|--------|--------|--------|--------|--------|
| Cohort            | 36.6%  | 39.7%  | 37.0%  | 29.4%  | 17.8%  | 21.7%  |
|                   | 62.0%  | 59.6%  | 58.1%  | 57.2%  | 58.7%  | 65.6%  |
|                   | 56.8%  | 56.3%  | 52.6%  | 54.4%  | 54.0%  | 63.0%  |
| Boys              | 29.5%  | 33.3%  | 32.8%  | 23.9%  | 18.2%  | 15.8%  |
|                   | 57.1%  | 55.2%  | 53.3%  | 51.9%  | 54.1%  | 61.1%  |
|                   | 52.7%  | 52.2%  | 48.4%  | 50.2%  | 50.1%  | 59.2%  |
| Girls             | 45.1%  | 45.9%  | 41.4%  | 36.5%  | 17.3%  | 27.0%  |
|                   | 66.7%  | 64.2%  | 63.2%  | 62.8%  | 63.6%  | 70.3%  |
|                   | 61.0%  | 60.6%  | 56.9%  | 58.7%  | 58.1%  | 67.0%  |
| Disadvantaged     | 13.9%  | 24.5%  | 19.1%  | 13.7%  | 1.9%   | 5.5%   |
|                   | 36.9%  | 37.3%  | 36.5%  | 35.1%  | 34.2%  | 43.1%  |
|                   | 34.5%  | 35.4%  | 33.7%  | 35.1%  | 35.1%  | 44.7%  |
| Non Disadvantaged | 47.4%  | 50.0%  | 48.6%  | 41.2%  | 30.3%  | 35.4%  |
|                   | 64.4%  | 61.9%  | 60.7%  | 60.0%  | 61.6%  | 68.6%  |
|                   | 59.4%  | 59.0%  | 55.3%  | 57.3%  | 56.9%  | 65.9%  |
| Pupil Premium     | 13.9%  | 25.5%  | 19.6%  | 12.8%  | 2.3%   | 4.3%   |
|                   | 38.2%  | 38.6%  | 37.1%  | 37.5%  | 38.6%  | 46.7%  |
|                   | 38.6%  | 38.7%  | 36.2%  | 38.0%  | 38.1%  | 48.5%  |
| Non Pupil Premium | 47.4%  | 48.6%  | 47.9%  | 40.3%  | 27.0%  | 32.9%  |
|                   | 68.7%  | 66.4%  | 64.7%  | 64.0%  | 65.7%  | 72.5%  |
|                   | 61.4%  | 61.3%  | 57.6%  | 59.8%  | 59.6%  | 68.6%  |
| FSM               | 13.9%  | 25.5%  | 19.1%  | 12.8%  | 2.3%   | 4.3%   |
|                   | 38.3%  | 37.1%  | 35.7%  | 35.4%  | 36.6%  | 42.8%  |
|                   | 37.5%  | 37.8%  | 35.0%  | 36.4%  | 36.0%  | 45.4%  |
| Non FSM           | 47.4%  | 48.6%  | 48.6%  | 40.3%  | 26.7%  | 32.4%  |
|                   | 69.1%  | 67.1%  | 65.3%  | 63.8%  | 65.1%  | 72.1%  |
|                   | 62.2%  | 61.8%  | 58.1%  | 59.9%  | 59.4%  | 68.3%  |
| SEN               | 10.0%  | 5.7%   | 10.3%  | 5.9%   | 10.3%  | 0.0%   |
|                   | 23.9%  | 19.3%  | 13.0%  | 14.7%  | 17.5%  | 22.7%  |
|                   | 20.8%  | 17.9%  | 15.1%  | 15.7%  | 16.3%  | 22.5%  |
| Non SEN           | 51.4%  | 53.5%  | 45.6%  | 38.8%  | 21.5%  | 28.6%  |
|                   | 67.0%  | 66.0%  | 66.0%  | 65.0%  | 66.3%  | 74.2%  |
|                   | 62.1%  | 63.0%  | 59.8%  | 62.2%  | 62.0%  | 71.7%  |
| EAL               | 61.0%  | 56.1%  | 61.4%  | 50.0%  | 19.5%  | 38.3%  |
|                   | 64.0%  | 64.9%  | 64.7%  | 64.6%  | 63.8%  | 71.0%  |
|                   | 54.6%  | 55.7%  | 52.5%  | 55.0%  | 54.9%  | 64.1%  |
| Non EAL           | 22.5%  | 31.3%  | 22.7%  | 18.2%  | 16.9%  | 11.0%  |
|                   | 61.6%  | 58.8%  | 57.0%  | 55.5%  | 57.5%  | 64.4%  |
|                   | 57.5%  | 56.6%  | 52.6%  | 54.2%  | 53.7%  | 62.6%  |

# READING

## Contextual Group Analysis of Age-Related Expectation

Your school's data is displayed in the green rows, your LA's data is displayed in the aqua rows and the Juniper Benchmark comparison is in the purple rows.

|                   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------|--------|--------|--------|--------|--------|--------|
| Cohort            | 45.5%  | 54.5%  | 48.7%  | 45.4%  | 37.3%  | 45.8%  |
|                   | 71.2%  | 71.8%  | 70.9%  | 70.8%  | 73.3%  | 77.7%  |
|                   | 67.3%  | 69.4%  | 68.1%  | 69.5%  | 69.9%  | 77.1%  |
| Boys              | 37.7%  | 46.7%  | 42.6%  | 41.8%  | 33.3%  | 31.6%  |
|                   | 66.9%  | 68.9%  | 67.5%  | 66.8%  | 69.1%  | 73.4%  |
|                   | 63.9%  | 66.0%  | 64.4%  | 65.8%  | 66.0%  | 73.5%  |
| Girls             | 54.9%  | 62.3%  | 55.2%  | 50.0%  | 42.3%  | 58.7%  |
|                   | 75.4%  | 74.8%  | 74.4%  | 75.1%  | 77.7%  | 82.2%  |
|                   | 70.8%  | 72.9%  | 72.0%  | 73.4%  | 74.1%  | 80.9%  |
| Disadvantaged     | 16.7%  | 40.8%  | 27.7%  | 27.5%  | 21.2%  | 30.9%  |
|                   | 45.6%  | 51.1%  | 49.5%  | 51.2%  | 49.4%  | 58.1%  |
|                   | 46.2%  | 50.7%  | 51.2%  | 52.2%  | 53.7%  | 62.6%  |
| Non Disadvantaged | 59.2%  | 63.9%  | 62.5%  | 58.8%  | 50.0%  | 58.5%  |
|                   | 73.6%  | 73.8%  | 73.3%  | 73.3%  | 76.1%  | 80.3%  |
|                   | 69.8%  | 71.7%  | 70.5%  | 72.1%  | 72.4%  | 79.4%  |
| Pupil Premium     | 16.7%  | 42.6%  | 28.3%  | 27.7%  | 18.2%  | 29.8%  |
|                   | 49.1%  | 53.0%  | 50.2%  | 52.9%  | 55.4%  | 61.7%  |
|                   | 50.1%  | 53.5%  | 53.5%  | 55.0%  | 56.1%  | 65.4%  |
| Non Pupil Premium | 59.2%  | 62.2%  | 61.6%  | 56.9%  | 48.6%  | 56.2%  |
|                   | 77.4%  | 77.8%  | 77.4%  | 77.0%  | 79.5%  | 83.5%  |
|                   | 71.6%  | 73.8%  | 72.6%  | 74.4%  | 74.8%  | 81.6%  |
| FSM               | 16.7%  | 42.6%  | 27.7%  | 27.7%  | 18.6%  | 28.3%  |
|                   | 48.8%  | 52.3%  | 49.2%  | 49.8%  | 53.2%  | 58.2%  |
|                   | 48.9%  | 52.7%  | 52.1%  | 53.2%  | 53.6%  | 62.8%  |
| Non FSM           | 59.2%  | 62.2%  | 62.5%  | 56.9%  | 48.0%  | 56.8%  |
|                   | 77.9%  | 78.3%  | 77.8%  | 77.2%  | 79.1%  | 83.2%  |
|                   | 72.4%  | 74.3%  | 73.2%  | 74.6%  | 74.8%  | 81.4%  |
| SEN               | 15.0%  | 14.3%  | 13.8%  | 17.6%  | 25.6%  | 17.2%  |
|                   | 33.2%  | 32.4%  | 25.4%  | 26.6%  | 31.2%  | 39.2%  |
|                   | 31.4%  | 29.7%  | 27.9%  | 29.1%  | 30.8%  | 40.1%  |
| Non SEN           | 62.5%  | 70.9%  | 60.0%  | 56.5%  | 43.0%  | 54.9%  |
|                   | 76.3%  | 78.1%  | 79.0%  | 79.0%  | 81.1%  | 85.4%  |
|                   | 72.6%  | 76.3%  | 75.9%  | 77.8%  | 78.3%  | 85.2%  |
| EAL               | 73.2%  | 73.2%  | 72.7%  | 59.5%  | 39.0%  | 57.4%  |
|                   | 72.4%  | 74.0%  | 73.0%  | 77.0%  | 74.9%  | 79.4%  |
|                   | 64.5%  | 67.2%  | 66.0%  | 68.0%  | 68.5%  | 75.8%  |
| Non EAL           | 29.6%  | 45.0%  | 34.7%  | 37.7%  | 36.4%  | 38.4%  |
|                   | 71.0%  | 71.4%  | 70.5%  | 69.4%  | 72.9%  | 77.3%  |
|                   | 68.1%  | 70.1%  | 68.9%  | 70.2%  | 70.5%  | 77.7%  |

## WRITING

### Contextual Group Analysis of Age-Related Expectation

Your school's data is displayed in the green rows, your LA's data is displayed in the aqua rows and the Juniper Benchmark comparison is in the purple rows.

|                   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------|--------|--------|--------|--------|--------|--------|
| Cohort            | 40.2%  | 44.6%  | 39.5%  | 38.7%  | 32.2%  | 31.7%  |
|                   | 64.7%  | 62.7%  | 61.8%  | 62.0%  | 63.7%  | 70.7%  |
|                   | 61.1%  | 60.6%  | 57.1%  | 59.5%  | 59.6%  | 68.8%  |
| Boys              | 31.1%  | 35.0%  | 34.4%  | 34.3%  | 25.8%  | 17.5%  |
|                   | 59.2%  | 57.1%  | 55.5%  | 55.4%  | 56.7%  | 64.5%  |
|                   | 55.7%  | 54.8%  | 51.1%  | 53.2%  | 53.3%  | 62.7%  |
| Girls             | 51.0%  | 54.1%  | 44.8%  | 44.2%  | 40.4%  | 44.4%  |
|                   | 70.1%  | 68.5%  | 68.3%  | 68.9%  | 71.0%  | 77.2%  |
|                   | 66.6%  | 66.6%  | 63.3%  | 66.0%  | 66.1%  | 75.1%  |
| Disadvantaged     | 16.7%  | 26.5%  | 23.4%  | 19.6%  | 7.7%   | 12.7%  |
|                   | 38.4%  | 40.5%  | 39.6%  | 41.0%  | 41.1%  | 47.7%  |
|                   | 38.6%  | 40.0%  | 38.5%  | 40.9%  | 41.7%  | 52.2%  |
| Non Disadvantaged | 51.3%  | 56.9%  | 50.0%  | 52.9%  | 51.5%  | 47.7%  |
|                   | 67.2%  | 64.9%  | 64.4%  | 64.7%  | 66.4%  | 73.7%  |
|                   | 63.7%  | 63.2%  | 59.7%  | 62.3%  | 62.3%  | 71.4%  |
| Pupil Premium     | 16.7%  | 27.7%  | 23.9%  | 19.1%  | 6.8%   | 10.6%  |
|                   | 40.3%  | 42.2%  | 40.8%  | 43.0%  | 44.9%  | 53.2%  |
|                   | 43.0%  | 43.3%  | 40.8%  | 43.7%  | 44.2%  | 55.3%  |
| Non Pupil Premium | 51.3%  | 55.4%  | 49.3%  | 51.4%  | 47.3%  | 45.2%  |
|                   | 71.7%  | 69.3%  | 68.4%  | 68.5%  | 70.3%  | 77.1%  |
|                   | 65.7%  | 65.5%  | 62.1%  | 64.8%  | 65.0%  | 73.9%  |
| FSM               | 16.7%  | 27.7%  | 23.4%  | 19.1%  | 7.0%   | 10.9%  |
|                   | 40.8%  | 41.0%  | 39.7%  | 40.9%  | 42.6%  | 48.6%  |
|                   | 41.9%  | 42.4%  | 39.6%  | 42.0%  | 42.0%  | 52.4%  |
| Non FSM           | 51.3%  | 55.4%  | 50.0%  | 51.4%  | 46.7%  | 44.6%  |
|                   | 71.9%  | 70.0%  | 68.9%  | 68.4%  | 69.8%  | 77.0%  |
|                   | 66.5%  | 66.0%  | 62.6%  | 64.9%  | 64.9%  | 73.7%  |
| SEN               | 12.5%  | 5.7%   | 10.3%  | 8.8%   | 10.3%  | 0.0%   |
|                   | 25.8%  | 20.6%  | 14.1%  | 17.9%  | 21.2%  | 27.4%  |
|                   | 23.4%  | 20.4%  | 17.5%  | 18.6%  | 19.4%  | 27.8%  |
| Non SEN           | 55.6%  | 60.5%  | 48.9%  | 50.6%  | 43.0%  | 41.8%  |
|                   | 70.0%  | 69.6%  | 70.1%  | 70.2%  | 71.8%  | 79.5%  |
|                   | 66.7%  | 67.6%  | 64.8%  | 67.9%  | 68.2%  | 77.7%  |
| EAL               | 65.9%  | 61.0%  | 68.2%  | 59.5%  | 41.5%  | 51.1%  |
|                   | 67.1%  | 68.2%  | 68.1%  | 69.5%  | 69.8%  | 74.6%  |
|                   | 59.1%  | 59.9%  | 57.1%  | 59.8%  | 60.2%  | 69.2%  |
| Non EAL           | 25.4%  | 36.3%  | 22.7%  | 27.3%  | 27.3%  | 19.2%  |
|                   | 64.3%  | 61.9%  | 60.6%  | 60.3%  | 62.3%  | 69.8%  |
|                   | 61.7%  | 60.9%  | 57.1%  | 59.4%  | 59.4%  | 68.6%  |



# MATHEMATICS

## Contextual Group Analysis of Age-Related Expectation

Your school's data is displayed in the green rows, your LA's data is displayed in the aqua rows and the Juniper Benchmark comparison is in the purple rows.

|                   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------|--------|--------|--------|--------|--------|--------|
| Cohort            | 43.8%  | 46.3%  | 47.9%  | 42.0%  | 29.7%  | 30.8%  |
|                   | 73.5%  | 70.5%  | 69.9%  | 68.7%  | 70.2%  | 73.7%  |
|                   | 69.3%  | 69.0%  | 66.4%  | 67.7%  | 67.2%  | 73.2%  |
| Boys              | 39.3%  | 41.7%  | 41.0%  | 35.8%  | 31.8%  | 26.3%  |
|                   | 71.2%  | 69.2%  | 68.6%  | 68.0%  | 70.4%  | 72.9%  |
|                   | 68.2%  | 69.0%  | 66.9%  | 68.2%  | 68.1%  | 73.5%  |
| Girls             | 49.0%  | 50.8%  | 55.2%  | 50.0%  | 26.9%  | 34.9%  |
|                   | 75.9%  | 71.7%  | 71.3%  | 69.4%  | 70.0%  | 74.6%  |
|                   | 70.3%  | 69.0%  | 66.0%  | 67.1%  | 66.2%  | 72.9%  |
| Disadvantaged     | 22.2%  | 32.7%  | 27.7%  | 23.5%  | 7.7%   | 9.1%   |
|                   | 50.4%  | 51.0%  | 48.6%  | 45.6%  | 44.1%  | 48.5%  |
|                   | 49.8%  | 49.9%  | 48.7%  | 49.0%  | 49.0%  | 56.2%  |
| Non Disadvantaged | 53.9%  | 55.6%  | 61.1%  | 55.9%  | 47.0%  | 49.2%  |
|                   | 75.7%  | 72.4%  | 72.4%  | 71.6%  | 73.4%  | 77.2%  |
|                   | 71.6%  | 71.4%  | 68.9%  | 70.4%  | 69.9%  | 75.8%  |
| Pupil Premium     | 22.2%  | 34.0%  | 28.3%  | 23.4%  | 9.1%   | 6.4%   |
|                   | 52.7%  | 50.2%  | 50.9%  | 50.1%  | 51.0%  | 55.5%  |
|                   | 53.0%  | 52.9%  | 50.7%  | 51.9%  | 51.5%  | 59.6%  |
| Non Pupil Premium | 53.9%  | 54.1%  | 60.3%  | 54.2%  | 41.9%  | 46.6%  |
|                   | 79.5%  | 77.0%  | 76.0%  | 75.1%  | 77.0%  | 80.5%  |
|                   | 73.4%  | 73.5%  | 71.3%  | 72.9%  | 72.7%  | 78.4%  |
| FSM               | 22.2%  | 34.0%  | 27.7%  | 23.4%  | 9.3%   | 6.5%   |
|                   | 52.5%  | 49.6%  | 49.3%  | 47.9%  | 48.2%  | 51.7%  |
|                   | 51.9%  | 51.9%  | 49.4%  | 50.2%  | 49.3%  | 56.8%  |
| Non FSM           | 53.9%  | 54.1%  | 61.1%  | 54.2%  | 41.3%  | 45.9%  |
|                   | 79.9%  | 77.4%  | 76.6%  | 75.0%  | 76.7%  | 80.1%  |
|                   | 74.1%  | 74.0%  | 71.8%  | 73.0%  | 72.5%  | 78.1%  |
| SEN               | 12.5%  | 8.6%   | 10.3%  | 14.7%  | 12.8%  | 0.0%   |
|                   | 34.8%  | 30.7%  | 25.2%  | 26.1%  | 30.3%  | 33.8%  |
|                   | 34.5%  | 31.7%  | 29.2%  | 29.9%  | 30.2%  | 36.4%  |
| Non SEN           | 61.1%  | 61.6%  | 60.0%  | 52.9%  | 38.0%  | 40.7%  |
|                   | 78.8%  | 77.0%  | 78.0%  | 76.7%  | 78.0%  | 82.1%  |
|                   | 74.4%  | 75.5%  | 73.6%  | 75.4%  | 75.1%  | 81.2%  |
| EAL               | 63.4%  | 58.5%  | 77.3%  | 76.2%  | 36.6%  | 53.2%  |
|                   | 73.2%  | 73.2%  | 75.2%  | 76.2%  | 76.4%  | 80.0%  |
|                   | 66.2%  | 67.8%  | 66.2%  | 68.8%  | 68.8%  | 75.2%  |
| Non EAL           | 32.4%  | 40.0%  | 30.7%  | 23.4%  | 26.0%  | 16.4%  |
|                   | 73.6%  | 70.0%  | 69.0%  | 67.0%  | 68.8%  | 72.4%  |
|                   | 70.2%  | 69.4%  | 66.5%  | 67.2%  | 66.6%  | 72.4%  |

## Externally provided programmes

| <b>Programme</b>                                  | <b>Provider</b>                          |
|---|--|
| PiXL- reading, maths, timetables, wellbeing, SPAG | PiXL                                     |
| Lexia Literacy                                    | Lexia                                    |
| Mathletics maths                                  | Mathletics                               |
| Accelerated reader                                | Renaissance                              |
| Power of Reading                                  | Centre for Literacy in Primary Education |
| Clicker   | Crick software                           |
| Read Write Inc                                    | Ruth Miskin Training                     |