

## Pupil premium strategy statement: Birley Spa Primary Academy 2021/2022

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	Birley Spa Primary Academy
Number of pupils in school	378
Proportion (%) of pupil premium eligible pupils	128 pupils (33.86%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Melany Pemberton (Executive Headteacher)
Pupil premium lead	Simon Smith (Interim Head of School)
Governor / Trustee lead	Ed Wydenbach

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,616
Recovery premium funding allocation this academic year	£17,083
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£168,699

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make accelerated progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have involvement with outside agencies. The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

This strategy will be in place for three years. However, it will be reviewed annually and amended to meet the changing needs of our context. During the period of this strategy plan, the key priority is the continued development of high-quality teaching within school.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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.

This strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and Academic Mentoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure all pupils are challenged in the work that they're set
- embed strategies to ensure pupil premium children make progress in line with and exceed that of non-pupil premium children.
- embed our core behaviours within all areas of the curriculum to ensure that every pupil can flourish as an inquisitive, intuitive, inspirational, critical thinker and leader.
- act early to intervene at the point need is identified to ensure pupils keep up
- ensure all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the curriculum.
- ensure attendance of pupil premium children is at least 96%.

## Challenges

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

Challenge number	Detail of challenge
1	Typically, attainment on entry at Birley Spa has been below national expectations. This has been evident in Communication and Language, Literacy, Mathematics and Physical Development.
2	Literacy and oral communication is a focus area for our most vulnerable children in order to ensure they access daily, high quality reading opportunities as well as opportunities to broaden their vocabulary.
3	Our assessments, discussions and observations show underdeveloped numeracy and early maths skills for some pupils. This is the case across school but particularly in KS2 where the lockdown periods of 2019-20 and 2020-21 have widened the gap between pupils who have a clear grasp of number and mathematical fluency and those that don't.
4	Due to the pandemic, children's Personal, Social and Emotional Development (PSED) has been impacted upon. Overall, children are less confident in being able to express their view points and there has been an increase in the number of issues that our pupils have and support that they require to develop good physical and mental well-being.
5	Pupils have missed significant amounts of teaching over the last two years due to lockdown. This has impacted most significantly in KS1 (specifically in regards to phonics, early reading and acquisition of conceptual mathematical skills).
6	As a result of the pandemic and subsequent lockdowns, there has been a significant increase in social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

## 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
To further embed our well-being programme for all pupils in our school, particularly our disadvantaged pupils.	Pupil voice feedback from those undertaking coaching programme, yoga nurture, sports mentoring and the success in schools project evidence increased self- awareness, initiative and personal responsibility for their learning. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To refine our Personal, Social and Emotional (PSED) curriculum in order to address the impact of lower confidence and self- esteem caused by the pandemic.	100% of staff understand what is meant by 'Growth Mind-set' and actively promote this culture within their classroom environment. Evidenced through learning walks and pupil voice feedback. 95% of children are able to recognise the emotions they are feeling and have strategies they use to overcome difficulties. 100% of staff understand what is meant by Executive Functioning skills and can apply the theory to support children to overcome barriers and difficulties within their learning- developing resilience. 95% of children are able to utilise Executive Functioning strategies to support their learning and understanding- evidenced within their learning behaviours and achievements.
To close the gap between pupil premium and non-pupil premium pupils' performance.	EYFS, KS1 and KS2 outcomes show that at least 90% of disadvantaged pupils are achieving in line with their peers at EXS and GDS.
To further improve oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice interviews and ongoing formative assessment. Lesson observations evidence quality texts used to spark debate and discussion amongst pupils. The teacher facilitates enabling all children have the opportunity to contribute. NELI programme fully embedded in EYFS and KS1.

<p>Improved reading attainment among disadvantaged pupils.</p>	<p>Disadvantaged children, who are also SEND, make accelerated levels of progress and attainment by the end of KS2. A greater proportion of disadvantaged pupils achieve the higher standard in reading at the end of KS2. All pupils develop a love of reading as they develop through school</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>Disadvantaged children, who are also SEND, make accelerated levels of progress and attainment by the end of KS2. A greater proportion of disadvantaged pupils achieve the higher standard in Maths at the end of KS2.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The gap between the attendance of different groups of pupils is closed.</li> <li>• Whole school attendance is above the Sheffield average and is at least 96%</li> </ul> <p>Strong partnerships are made with professionals in the Inclusion and Attendance Team and the Complex Inclusion and Learning Service (CILS) so that children who were previously persistent absentees are no longer.</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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of a DfE validated Systematic Synthetic Phonics programme (RWI) to secure stronger phonics teaching for all pupils.</p> <p>All staff to be trained in this approach. Regular CPD and assessment opportunities.</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><b>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</b></p>	1, 2, 5
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund 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><b>Maths_guidance_KS_1_and_2.pdf (publish-ing.service.gov.uk)</b></p> <p><b>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</b></p>	1, 3, 5
<p>The enhancement of our Early Mathematics teaching through the use of the 'Number Sense' maths programme.</p> <p>This will result in a deep understanding of number and number relationships, and fluency in addition and subtraction facts and multiplication and division facts.</p>	<p>Children benefit from moving beyond counting in ones to solve addition and subtraction facts.</p> <p>Systematic teaching of derived fact strategies is effective for all, including children identified as low attainers.</p> <p>Using a derived fact strategy approach is the best way to commit addition and subtraction facts to memory.</p> <p>We have an innate ability to process quantities visually. We can use this to support our learning of addition and subtraction facts.</p> <p>Developing an understanding of part whole relationships supports fluency in number facts.</p>	1, 3, 5

	<p>Teaching derived fact strategies leads not only to fluency in number facts, but also to an understanding of number relationship.</p> <p>The automatic retrieval of basic maths facts is critical to solving complex problems.</p> <p>For further details and academic references see:  <a href="https://numbersensematics.com/research-principles">https://numbersensematics.com/research-principles</a></p>	
<p>To further embed the use of the NELI programme in school.</p> <p>Training for staff to deliver the NELI programme.</p>	<p>The NELI programme has been evaluated through three randomised control trials funded first by the Nuffield Foundation and then the Education Endowment Foundation.</p> <p>This found that children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills compared to children who did not receive NELI.</p> <p>Children receiving the NELI programme also made progress in early word reading (+2 months) and children with English as an additional language benefited just as much from the programme as native English speakers.</p>	<p>1, 2, 4, 5</p>

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide school led tutoring for our most vulnerable pupils.	<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:  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 5
Teaching assistants withdraw pupil premium children for interventions during each afternoon.	<p>If children have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. The afternoon sessions are also used to support children by pre-teaching key concepts that will then support them to be able to access the learning within the classroom.</p>	5, 6
Success in school project work - programme delivered by a sports mentoring specialist and yoga specialist.	<p>Improvement in characteristics of learning evident within our Pupil Premium pupils / cohorts:</p> <ul style="list-style-type: none"> <li>• Evidence of increased resilience, confidence, perseverance and leadership skills.</li> <li>• Individual vulnerable pupils achieve in line with their peers – reduction in any learningbehaviour targets.</li> </ul>	2, 4, 6



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

Budgeted cost: £66,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 Counselling</p> <p>Trained counsellor to deliver specialist sessions</p>	<ul style="list-style-type: none"> <li>• Increased self-confidence and rates of self-belief leading to improved rates of pupil well-being.</li> <li>• Improved characteristics of learning evident within our FSM pupils/ cohorts:               <ul style="list-style-type: none"> <li>➢ Children demonstrate resilience, confidence, perseverance and leadership skills</li> <li>➢ Individual vulnerable pupils achieve in line with their peers – reduction in any learning behaviour targets</li> </ul> </li> </ul>	1,4
<p>Providing yoga / sports mentoring</p> <p>Yoga nurture specialist/ Sports mentoring trained to deliver programme</p>	<ul style="list-style-type: none"> <li>• Increased rates of pupil well-being</li> <li>• Embedded growth mind-set culture - all Pupil Premium pupils</li> <li>• Improved rates of concentration</li> <li>• Behaviour management</li> <li>• Stress reduction</li> </ul>	2,4,6
<p>Support families with out of school learning opportunities including access to technology –for families isolating remotely, in order to reduce the impact of Covid19:</p> <ul style="list-style-type: none"> <li>• Daily check ins with key staff withinschool</li> <li>• Further access to technology/learning support</li> <li>• Provide appropriate physical resources to support home-school learning</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Re-port.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Re-port.pdf</a></p>	All
<p>Allocation of funding to support eligible vulnerable pupils to access our extended learning club, sports clubs, visits and curriculum enrichment</p>	<ul style="list-style-type: none"> <li>• Uptake and attendance of pupils at extra-curricular/enrichment activities</li> <li>• Increased pupil attainment</li> <li>• Home learning activities and home reading will be completed in line with the expectations of other pupils</li> </ul>	2,3,4

<p>Pupils access quality after school care – attend our extended learning club provision (3:15 – 5:50pm 2X weekly)</p>	<ul style="list-style-type: none"> <li>• Improved sports performance and mind-set skills</li> <li>• Improved resilience skills through accessing tailored programme</li> <li>• Pupil Premium pupils access all trips and residential visits in school to further develop their skills – embed their learning and understanding</li> </ul>	
<p>Allocation of funding to support eligible families with uniform/school costs</p> <p>Parents will be supported with the provision of sports uniform as well as school uniform. This will enable children access our curriculum sports provision in suitable attire as well as feeling more confident to participate in extra-curricular clubs</p>	<ul style="list-style-type: none"> <li>• Whilst it is acknowledged that uniform does not on its own increase attainment (EEF research) we believe it is important to support the inclusion and well-being of our pupils who are eligible by removing this barrier.</li> <li>• Increased pupil well-being</li> <li>• Improved sports performance - comfort</li> </ul>	4

**Total budgeted cost: £168,000**

## 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.

Whilst last year was a very challenging year for all schools, staff morale remained high throughout lockdown at Birley Spa and relationships with families have been strengthened over this period of time. Staff were able to access training as outlined in the strategy (and across a full range of curricular CPD) in order to develop their skills in subject-specific pedagogy and interventions e.g. FFT and NELI, which they were then able to use to support all pupils, so that they were to make progress in line with others.

Our remote learning offer was comprehensive (see Remote Learning Policy) and every endeavour was made for all children in school to access the offer. Showbie-Pro-Plus/Tapestry software was used to deliver online lesson introductions and to facilitate real time and same day marking and feedback. IT hardware was initially a barrier for lots of pupil premium children. Therefore, we utilised the DfE laptop scheme and provided hardware for over 40 families. Staff worked extremely hard to provide daily live teaching in addition to recorded lessons and live feedback as well as providing face to face teaching for the increasing number of vulnerable children attending at school. Parents were surveyed on the quality of the school's remote learning provision. Feedback was positive and parents were appreciative of the provision offered by the school.

Initially, we had very few families with parents who were classified as 'key workers' (although this increased considerably as definitions were relaxed). During the Spring lockdown, we had a significant and increasing number of families identified as vulnerable and had between 80-90 children regularly attending in school (25% of the total population) during this period. The majority of these children would not have accessed remote learning from home. Daily well-being checks, phone-calls and the provision of food parcels had a positive effect on the safety and well-being of our children.

In terms of the National Tutoring Programme, we predominantly used our own staff to deliver small group interventions. All Pupil Premium pupils have had the opportunity to access a range of personalised intervention programmes to suit their individual needs throughout the year. Whilst there is still a gap in attainment between pupil premium and non-pupil premium groups across school (as indicated below), Pupil Premium children have made progress and are starting to close the gaps in learning. Personalised interventions have helped pupils in KS1 and KS2 to develop their writing, by giving them the opportunity to be exposed to a range of genres, and gain a better understanding about how sentences can be structured most effectively. The children have then been able to apply these skills back in the classroom. Reading interventions have also helped children to develop their confidence in their ability to read, comprehend more complex texts. They have also learnt techniques to help them to identify where to locate key information within a text and then infer and deduce its meaning. Speed Reading is another strategy that has been used to support Pupil Premium pupils develop their reading comprehension skills. Speed Reading has helped children to develop the key skills of skimming and scanning to locate information quickly within a text, to identify key points. Teaching Assistants also withdraw Pupil Premium children for interventions during each afternoon; if they have misunderstood a concept in the morning they will re-visit the learning with the TA to help them to overcome their misconceptions. The afternoon sessions are also used to support children by pre-teaching key concepts that will then support them to be able to access the learning within the classroom.

Pupil Premium pupils were also able to access additional after school teaching sessions (across all classes/ year groups) in order to help them develop their understanding and learning further. The booster groups were used to enable all pupils, including the more able, to excel in their learning and achieve their full potential, despite experiencing lockdown. As a result of the booster sessions, most Pupil Premium children have begun to catch up on their learning.

Small group yoga therapy sessions have had a huge impact on pupil premium children's well-being and engagement in learning. Through small group and 1:1 sessions, the pupils have grown in confidence and improved their learning behaviours, by becoming more independent. The children have become more resilient and are now more willing to have a go and learn from their mistakes. The yoga therapy sessions and sports mentoring have helped them to develop a 'growth mind set' which they are able to apply to all aspects of their learning. Parents have also been supported with the provision of sports uniform as well as school uniform. This has meant children access our curriculum sports provision in suitable attire as well as feel more confident to participate in extra-curricular clubs

#### Attainment Data analysis (gap between PP and non-PP children)

##### Attainment in Reading:

No national assessments. Whole school internal data shows that from Autumn baseline to Summer 2 results, the difference between PP and non-PP children is as follows:

##### Y1:

- 29 children attained EXS+ in Reading. This was 13% below the target of 80% at 67%.
- 8 children attained GDS in Reading. This is 2% above the target of 17% at 19%.
- The gap between PP and Non-PP children who attained EXS+ was 2% and who attained GDS was 15%. (There are 13 PP children in the cohort).

##### Y2:

- 32 children attained EXS+ in Reading. This was 5% below the revised target of 61% at 56%.
- 14 children attained GDS in Reading. This was 11% above the target of 14% at 25%.
- The gap between PP and Non-PP children who attained EXS+ was at 43% and who attained GDS was 26%. (There were 16 PP children in the cohort – out of 57 children in total). The PP children in this cohort are very vulnerable and must remain an area of priority.

##### Y3:

- 29 children attained EXS+ in Reading. This was 14% below the target of 69% at 55%.
- 7 children attained GDS in Reading. This is 9% below the target of 22% at 13%.
- The gap between PP and Non-PP children who attained EXS+ was 17% and who attained GDS was 3%. (There were 26 PP children in the cohort – out of 53 children in total).

##### Y4:

- 41 children attained EXS+ in Reading. This was 1% below the target of 80% at 79%.
- 13 children attained GDS in Reading. This was 3% below the target of 28% at 25%.
- The gap between PP and Non-PP children who attained EXS+ was 10% and who attained GDS was 12%. (There were 22 PP children in the cohort – out of 52 children in total).

##### Y5:

- 40 children attained EXS+ in Reading. This is 12% below the target of 85% at 73%.
- 17 children attained GDS in Reading. This is 3% above the target of 28% at 31%.
- The gap between PP and Non-PP children who attained EXS+ was 19% and who attained GDS was 8%. (There are 12 PP children in the cohort – out of 55 children in total).

##### Y6:

- 37 children attained EXS+ in Reading. This was 3% above the revised target of 70% at 73%.
- 10 children attained GDS in Reading. This was 5% above the revised target of 15% at 20%.
- The gap between PP and Non-PP children who attained EXS+ was 15% and who attained GDS was 23%. Only 1 PP child attained GDS in Reading (out of 19 children).

#### Attainment in Writing:

No national assessments. Whole school internal data shows that from Autumn baseline to Summer 2 results, the difference between PP and non-PP children is as follows:

Y1:

- 25 children attained EXS+ in Writing. This was 20% below the target of 78% at 58%.
- 3 children attained GDS in Writing. This was 10% below the target of 17% at 7%.
- The gap between PP and Non-PP children who attained EXS+ was 17% and who attained GDS was 10%.

Y2:

- 32 children attained EXS+ in Writing. This was 5% below the revised target of 61% at 56%.
- 11 children attained GDS in Writing. This is in-line with the revised target of 19%.
- The gap between PP and Non-PP children who attained EXS+ was significant at 35% and who attained GDS was 18%.

Y3:

- 21 children attained EXS+ in Writing. This was 26% below the target of 66% at 40%.
- 3 children attained GDS in Writing. This was 10% below the target of 16% at 6%.
- The gap between PP and Non-PP children on track to achieve EXS+ was significant at 25%. Only 1 PP child attained GDS in Writing in his cohort.

Y4:

- 38 children attained EXS+ in Writing. This was 4% above the target of 69% at 73%.
- 10 children attained GDS in Writing. This was 6% below the target of 25% at 19%.
- The gap between PP and Non-PP children was 8% and who attained GDS was 12%.

Y5:

- 43 children attained EXS+ in Writing. This is 3% above the target of 75% at 78%.
- 11 children attained GDS in Writing. This is in-line with the target of 20%.
- The gap between PP and Non-PP children who attained EXS+ was 14% and who attained GDS was 4%.

Y6:

- 34 children attained EXS+ in Writing. This was 2% above the revised target of 65% at 67%.
- 8 children attained GDS in Writing. This is in-line with the revised target of 16%.
- The gap between PP and Non-PP children who attained EXS+ was 22% and who attained GDS was 17%.

#### Attainment in Maths:

No national assessments. Whole school internal data shows that from Autumn baseline to Summer 2 results, the difference between PP and non-PP children is as follows:

Y1:

- 32 children attained EXS+ in Maths. This was 11% below the target of 85% at 74%.
- 10 children attained GDS in Maths. This was 6% above the target of 17% at 23%.
- The gap between PP and Non-PP children who attained EXS+ was 8% and who attained GDS was 12%.

Y2:

- 39 children attained EXS+ in Maths. This is in-line with the revised target of 68%.
- 16 children attained GDS in Maths. This is 8% above the revised target of 20% at 28%.
- The gap between PP and Non-PP children who attained EXS+ was 17% and who attained GDS was 31%.

Y3:

- 32 children attained EXS+ in Maths. This was 12% below the target of 72% at 60%. Phase 2 leader (KU) carried out an evaluation as to why this has occurred.
- 7 children attained GDS in Maths. This was 3% below the target of 16% at 13%.
- The gap between PP and Non-PP children who attained EXS+ was 13% and who attained GDS was 18%. (Only 1 child attained GDS).

Y4:

- 42 children attained EXS+ in Maths. This was 2% below the target of 83% at 81%.
- 18 children attained GDS in Maths. This is 5% above the target of 30% at 35%.
- The gap between PP and Non-PP children who attained EXS+ was 9% and who attained GDS was 13%.

Y5:

- 36 children attained EXS+ in Maths. This was 14% below the target of 79% at 65%.
- 18 children attained GDS in Maths. This was 10% above the target of 23% at 33%.
- The gap between PP and Non-PP children who attained EXS+ was 9% and who attained GDS was 10%.

Y6:

- 31 children attained EXS+ in Maths. This was 4% below the revised target of 65% at 61%.
- 7 children attained GDS in Maths. This was 2% below the revised target of 16% at 14%.
- The gap between PP and Non-PP children who attained EXS+ was 38% and who attained GDS was 22%. (No PP children attained GDS in Maths).

## Service pupil premium funding (optional)

Birley Spa Primary Academy does not currently receive any funding for SPP.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

To continue to embed the robust monitoring system which tracks the progress of all pupil premium groups from EYFS – Y6.

Analyse performance of Achievement for All cohorts to ensure they consistently achieve above rates of progress (as of 2020/2021 data trends) and close gaps in learning.

Scrutinise progress data to identify any underachieving pupils and then create targeted vulnerable pupils' groups and impact groups according to pupils' individual needs.

Ensure that any attainment gaps are closed by the end of Key Stage 2.