



# Sir Alexander Fleming Pupil Premium Strategy

## 2020 - 2021 Review

Internal data information

<b>1. Current Attainment for Disadvantaged Children</b>							
Internal data from July 2021							
	Reception 27 chn	Year 1 35 chn	Year 2 31 chn	Year 3 38 chn	Year 4 36 chn	Year 5 35 chn	Year 6 25 chn
% achieving ARE or above in maths	63%	54%	55%	63%	64%	59%	72%
% achieving ARE or above in reading	59%	57%	54%	63%	61%	57%	76%
% achieving ARE or above in writing	56%	46%	39%	52%	53%	57%	76%
% achieving GD in maths	15%	5%	3%	13%	11%	3%	16%
% achieving GD in reading	7%	6%	6%	13%	14%	11%	28%
% achieving GD in writing	4%	0%	13%	5%	3%	3%	20%

### EYFS

% of pupils reaching Good Level of Development at the end of EYFS	Disadvantaged pupils at SAF	Non Disadvantaged pupils at SAF	Difference
	59%	65%	-6%

### Key Stage One - Year 1 Phonics

% of pupils achieving the required standard in the Phonics screening at Year 1	Disadvantaged pupils at SAF	National other	Difference
	80%	71% (2019)	+9%

### Key Stage One – Year 2 Internal Data

% of pupils reaching the expected standard in ...	Reading			Writing			Maths		
	Disadvantaged	National other	Difference	Disadvantaged	National other	Difference	Disadvantaged	National other	Difference
	54%	79%	-25	39%	72%	-33	55%	79%	-24

### Key Stage Two – Year 6 Internal Data

% of pupils reaching the expected standard in ...	Reading			Writing			Maths		
	Disadvantaged	National other	Difference	Disadvantaged	National other	Difference	Disadvantaged	National other	Difference
	76%	75%	+1	76%	78%	-2	72%	76%	-4

### Desired outcomes for 2020/21 as outlined in Sir Alexander Fleming's PPG strategy document

DESIRED OUTCOME	IMPACT																																																																																																						
<p>Increase the % of Disadvantaged pupils attaining at Age Related expectations in Key Stage 1 and 2 Reading, Writing and Maths</p> <p>A higher % of Disadvantaged children achieving Greater Depth in Reading, Writing and Maths therefore receiving more challenge within the classroom</p>	<p>Headteacher has rigorously monitored and analysed the data for disadvantaged children for all core subjects throughout the year. Children were identified through Pupil Progress Meetings and interventions were planned by class teachers. Learning Walks restarted following the Lockdown in January 2021 and areas for improvement were identified and the appropriate CPD was planned. SENDCo has worked closely with TAs offering ideas, suggestions and interventions</p> <p>Due to COVID-19, our assessment data has not been externally moderated this year and there were no external examinations / statutory assessments. The data has all been taken from professional teacher judgements and moderated internally.</p> <p>KS1 When comparing the Key Stage 1 disadvantaged pupils to the National benchmark for other pupils nationally, our disadvantaged pupils did not achieve as well as non-disadvantaged children nationally. In all reported subjects, they did not exceed the 2019 national percentages. This means that the disadvantaged pupils leaving KS1 are performing below that of their non-disadvantaged peers across the curriculum.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="17">Y2 PERCENTAGE ON TRACK FOR ACHIEVING AND EXCEEDING A.R.E</th> </tr> <tr> <th></th> <th></th> <th colspan="5">READING</th> <th colspan="5">WRITING</th> <th colspan="5">MATHS</th> </tr> <tr> <th>Year 2</th> <th>No.</th> <th>BWT</th> <th>WT</th> <th>ARE</th> <th>GD</th> <th>% on track</th> <th>BWT</th> <th>WT</th> <th>ARE</th> <th>GD</th> <th>% on track</th> <th>BWT</th> <th>WT</th> <th>ARE</th> <th>GD</th> <th>% on track</th> </tr> </thead> <tbody> <tr> <td>PP All</td> <td><b>31</b></td> <td>13</td> <td>32</td> <td>48</td> <td>6</td> <td><b>54</b></td> <td>19</td> <td>42</td> <td>26</td> <td>13</td> <td><b>39</b></td> <td>13</td> <td>32</td> <td>52</td> <td>3</td> <td><b>55</b></td> </tr> <tr> <td>PP G</td> <td><b>16</b></td> <td>6</td> <td>25</td> <td>56</td> <td>12</td> <td><b>68</b></td> <td>6</td> <td>44</td> <td>31</td> <td>19</td> <td><b>50</b></td> <td>6</td> <td>31</td> <td>56</td> <td>6</td> <td><b>62</b></td> </tr> <tr> <td>PP B</td> <td><b>15</b></td> <td>20</td> <td>40</td> <td>40</td> <td>0</td> <td><b>40</b></td> <td>33</td> <td>40</td> <td>20</td> <td>7</td> <td><b>27</b></td> <td>20</td> <td>33</td> <td>47</td> <td>0</td> <td><b>47</b></td> </tr> </tbody> </table>	Y2 PERCENTAGE ON TRACK FOR ACHIEVING AND EXCEEDING A.R.E																			READING					WRITING					MATHS					Year 2	No.	BWT	WT	ARE	GD	% on track	BWT	WT	ARE	GD	% on track	BWT	WT	ARE	GD	% on track	PP All	<b>31</b>	13	32	48	6	<b>54</b>	19	42	26	13	<b>39</b>	13	32	52	3	<b>55</b>	PP G	<b>16</b>	6	25	56	12	<b>68</b>	6	44	31	19	<b>50</b>	6	31	56	6	<b>62</b>	PP B	<b>15</b>	20	40	40	0	<b>40</b>	33	40	20	7	<b>27</b>	20	33	47	0	<b>47</b>
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When comparing our Disadvantaged pupils against the National benchmark for other pupils nationally, there is a significant gap for writing, reading and maths compared to 2019.

The percentage of children achieving Greater Depth is also significantly below National Expectations particularly for Maths. KS2

When comparing the Year 6 disadvantaged pupils to the National benchmark for other pupils nationally, our disadvantaged pupils achieved as well as non-disadvantaged children nationally, in fact were 1% higher. In writing and maths, they did not exceed the 2019 national percentages but were only slightly below.

Y6 PERCENTAGE ON TRACK FOR ACHIEVING AND EXCEEDING A.R.E																
		READING					WRITING					MATHS				
Year 6	No.	BWT	WT	ARE	GD	% on track	BWT	WT	ARE	GD	% on track	BWT	WT	ARE	GD	% on track
PP All	<b>25</b>	4	20	48	28	<b>76</b>	4	20	56	20	<b>76</b>	4	24	56	16	<b>72</b>
PP G	<b>15</b>	7	20	40	33	<b>73</b>	6	20	47	27	<b>74</b>	7	33	47	13	<b>60</b>
PP B	<b>10</b>	0	20	60	20	<b>80</b>	0	20	70	10	<b>80</b>	0	10	70	20	<b>90</b>

This means that the disadvantaged pupils leaving KS2 are performing inline with their non-disadvantaged peers in reading but are slightly below that of their non-disadvantaged peers in Writing and Maths.

This was with 2 x bubble closures accumulating to 20 days of Home Learning and a National Lockdown in January 2021 until 8 March 2021.

PP pupils are not disadvantaged by low attendance.

Attendance Support Officer has worked closely with the inclusion team and HT to identify families where attendance has been an issue. Through meeting every 3 weeks, we have been able to identify and target families whose attendance is falling below our target of 97%. Letters are issued to encourage parents to think carefully before allowing their children to stay at home, TLC calls are made, attendance panel with our Attendance Governor, first warnings are issued when necessary. Attendance Support tracks attendance, absentees and lates closely and issues a newsletter each week to make parents aware of the attendance in each class, the winning class and the number of lates and lost minutes to learning each week. Incentives have been planned to encourage children to arrive on time and everyday; we have had Early Bird Week, Attendance Heroes, Schoolopoly, end of term awards. We have offered Breakfast Club places for free to certain disadvantaged children who are persistently late or absent.

Reduced number of FTE this year in comparison to other years. Behaviour mentors have been working closely with children and the report card system has worked well.

	2017-2018	2018-2019	2019-2020	2020-2021
Sessions lost	28.5 days 57 sessions	81.5 days 163 sessions	51.5 days 103 sessions	16.5 days 33 sessions
Children	8 (1 girl)	16 (2 girls)	16 (All boys)	8 (7 boys and 1 girl)
Incidents	10	30	20	12
Perm Ex	0	2	0	0

Nurture group have developed over the year and have specifically targeted disadvantaged pupils who are identified as requiring additional support in KS1 and KS2. SLT have monitor behaviour logs of key children and these have shown a reduction in incidents and FTE. Individual tracking of these children through SDQs and Boxall Profiles have shown an impact on their attitudes towards learning and behaviour.

	<p>Disadvantaged Attendance</p> <table border="1" data-bbox="546 105 1126 264"> <thead> <tr> <th></th> <th>Pupils</th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>400</td> <td>95.01</td> </tr> <tr> <td>PPA- Pupils</td> <td>295</td> <td>93.51</td> </tr> <tr> <td>Non Disadvantaged</td> <td>105</td> <td>98.21</td> </tr> </tbody> </table> <p>Our attendance target for Disadvantaged children is 97% so during the academic year 2020-2021 we are 3.49% lower at 93.51, however the whole school attendance was 95.01%. The difference between disadvantaged attendance and non-disadvantaged attendance is -4.7%. The difference between the Disadvantaged pupils and their non-Disadvantaged peers has increased over the last academic year.</p> <p>We will continue to develop strategies for the academic year 2021/2022 to maintain and build on the success and diminish the difference without as many restrictions due to C-19.</p>		Pupils	Attendance	Whole School	400	95.01	PPA- Pupils	295	93.51	Non Disadvantaged	105	98.21
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<p>Ensure all disadvantaged pupils are provided with excellent pastoral care and provided with fair access to the wider curriculum</p>	<p>Due to Covid-19 our curriculum and non-curriculum additional activities, visits, visitors and experiences have been limited due to the restrictions in place.</p> <p>During the Spring term, we had a Viking experience for Year 5 and this was subsidised.</p> <p>Year 6 children attended Arthog Outreach for 3 days (instead of a residential) and this was subsidised for PP children.</p> <p>Year 5 children went to Llandudno and this was subsidised for PP children.</p> <p>We have visits planned for September 2021, payment plans are created with parents and some residential visits are subsidised.</p> <p>Through Pupil Voice with PP children from all year groups, we were able to ascertain that pupils feel well supported pastorally. Behaviour mentors through the SLT have targeted pupils who need mentoring and support with behaviour.</p> <p>Nurture provision has addressed the social and emotional needs of the children in KS1 and KS2.</p>												
<p>Disadvantaged pupils are less likely to have the appropriate equipment for school (uniform, shoes, PE Kit, Forest School kit)</p>	<p>School uniform is the clothing pupils are required to wear at school. There is a general belief in many countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation.</p> <p><i>Evidence indicates that providing school uniform does not improve learning but can successfully build a sense of belonging and a development of ethos</i></p> <p>EEF foundation 2018</p> <p>We ensure that all children have the appropriate equipment for school activities – PE kit, Forest School kit, shoes, PE kit and trainers. We issue new kit and uniform to children when it is needed, and we have a supply of school shoes and coats that have been donated to school. The inclusion team will identify disadvantaged families that need the support.</p> <p>We provide payment plans for uniform (we do not supply free uniform to disadvantaged families)</p> <p>We have sent out the Uniform Expectations for September 2021 and will offer support where needed.</p>												