

Kentmere Academy and Nursery Pupil premium strategy statement 2021 - 2022



In June 2019, the EEF published a new guide on the Pupil Premium. The EEF Guide to the Pupil Premium which aims to support schools in spending their Pupil Premium to maximise the benefit for their students. The report recommends schools take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention. Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

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	Kentmere Academy and Nursery
Number of pupils in school	348 (including Nursery)
Proportion (%) of pupil premium eligible pupils	30.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	Termly and with full review July 2022
Statement authorised by	Nicola Howard (Head teacher)
Pupil premium lead	Sarah Ker (Deputy Headteacher)

Governor / Trustee lead	Simon Day (Chair of Governors and lead for disadvantaged learners)
-------------------------	--

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,570
Recovery premium funding allocation this academic year	£14,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£158,780

Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good 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, the activity we have outlined in this statement is also intended to support all learners, regardless of whether they are disadvantaged or not. High-quality 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.

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 succeed.

Challenges

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

Challenge number	Detail of challenge
1	High proportion of pupils with EAL giving rise to: poor vocabulary acquisition, low comprehension / inference and deduction skills
2	Retention of previous learning in maths and English
3	Ability to reason and explain connections in number

4	Ability to apply writing conventions consistently
5	Behavioural issues linked to individual circumstances
6	Attendance – Tracking is termly and actions to tackle PA are in place. It is monitored termly by the school's attendance officer with written reports to SLT
7	Limited access to good language role models in the home environment
8	Narrow life experiences outside of school/ limited cultural capital experiences
9	Low parental aspirations
10	High mobility rates
11	High levels of deprivation
12	Parenting skills / Difficult home circumstances that can impact children's daily life in school, such as uniform.

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
PP children will continue to attain in-line or better than their non-PP peers	In line with whole school targets, at least 85% of PP children will be at age-related expectations or above at the end of the year. 30% will be above age-related expectations. This will be closely monitored through termly PP data reports to SLT and at termly Pupil Progress meetings.
To accelerate the progress of all PP children	Assessment data will show that 100% of PP children make good or better progress (6 steps or more). This will be closely monitored

	through termly PP data reports to SLT and at half termly Pupil Progress meetings.
--	---

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: **£101,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>To ensure high quality support for vulnerable children.</p> <ul style="list-style-type: none"> • Additional teacher in each phase • Additional TA support in their classes. <p>Additional teachers enable smaller teaching groups below 20 to address the missed learning and gaps children have had due to COVID 19.</p> <p>These children are targeted on Pupil Premium Trackers and Provision Maps to receive additional interventions.</p> <p>Additional teachers Y1/2 - £33,800 Y3/4 - £33,800 Y5/6 - £33,800</p> <p>£101,400</p>	<p>Year 5/ 6 will have the greatest proportion of Pupil Premium children in 2021/22 (Year 5= 33% Year 6 = 54%).</p> <p>Data also shows that Year 6 Pupil Premium children's attainment in maths and writing is a priority for action in 2021/22.</p> <p>Data collected also highlights Pupil Premium children in Key Stage 1 for additional support in Reading, Writing and maths. (Maths No Problem Immediate Interventions, Reading Recovery, Better Reading Programme)</p> <p>Data analysis has shown the impact of COVID 19 on Pupil Premium attainment in Y2- 6, particularly in KS1.</p> <p>This approach supports The EEF Guide to Pupil Premium (2019) and the tiered approach of:</p> <ul style="list-style-type: none"> • Teaching • Targeted Academic Support • Wider Strategies <p>There is evidence to support the positive impact of reducing class sizes from the EEF (2018) when it is below 20. Additional teachers are utilised to reduce class sizes below 20 in line with research.</p>	<p>1,2,3 and 4</p>
--	--	--------------------

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

Budgeted cost: **£47 634**

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Targeted support and intervention to raise attainment in reading</p> <p>Reading Recovery training to target reading in KS1. Better Reading Programme.</p> <p>£9,492 TA3 (pm) £9,492 TA3 (pm) £4000 (Reading Recovery training/ resources) £275 (Better Reading Programme resources)</p> <p>£23 259</p>	<p>Data shows that PP children in KS1 are a particular area of focus for raising attainment. The children will have also missed phonic lessons due to Covid 19. Outcomes of pupil progress meetings / moderation.</p> <p>Reading Recovery is highly rated by the Education Endowment Foundation and research by Harmey and Anders indicates that RR positively impacts outcomes on the phonics check. There is substantial evidence evaluating Reading Recovery's effectiveness with the lowest-attaining pupils in a wide range of educational contexts.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high im-pacts on reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Research from the Education Endowment Foundation supports this approach: The EEF Guide to Pupil Premium (2019) and the tiered approach of:</p> <ul style="list-style-type: none"> ● Teaching ● Targeted Academic Support ● Wider Strategies 	<p>1,2,4,7 and 12</p>
<p>Targeted support and intervention to raise attainment in spoken language / vocabulary acquisition (particularly in EYFS). Talk Boost and Word Aware and Comprehension interventions to raise standards in spoken language / vocabulary.</p> <p>£7577 TA2 (pm)</p>	<p>2018 OFSTED area for improvement Addressing research into the '30 Million Word Gap' Vocabulary acquisition vital to raising attainment in reading / comprehension (another key priority of SIP) Early interventions needed in EYFS via Black Sheep Narrative Alex Quigley – Closing the vocabulary gap</p>	<p>1,2,4,7 and 12</p>

<p>Targeted support and intervention to raise attainment in Maths at EYFS and KS1.</p> <p>NCETM Mastering Number Programme for EYFS and KS1</p>	<p>We are the lead school in the national research project for the NCETM and Maths Hub. Mastering Number is a new programme offered in 2021/22 by the National Centre for Excellence in Teaching of Mathematics (NCETM) and the Maths Hub Network. It aims to develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. It also includes high quality professional development for teachers.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p>	<p>1,2 and 3</p>
<p>Nuffield Early Language Intervention</p> <p>Introduced and implemented int EYFS (Communication and Language)</p>	<p>Research from the Education Endowment Foundation shows that the impact of the 20-week version of NELI on language skills (delivered solely in Reception) was still seen 6 months after the intervention. On average, children with better language skills also have better literacy skills, so it might be expected that by improving language skills we can also improve literacy.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	<p>1,2,4 and 7</p>
<p>Before School Boosters in maths and reading throughout the school.</p> <p>Tracking and monitoring of small group interventions have proved that the provision of targeted interventions has a high level of impact on the attainment and progress of the children involved.</p> <p>These boosters will help the children close the gaps due to COVID without the children missing out on their broad and balanced curriculum.</p> <p>£2,373 (TA3)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,4,6 and 7</p>

<p>£2,373 (TA3) £2,373 (TA3) £1102 (TA1)</p> <p>£8221</p>	<p>Research from the Education Endowment Foundation supports this approach: The EEF Guide to Pupil Premium (2019) and the tiered approach of:</p> <ul style="list-style-type: none"> ● Teaching ● Targeted Academic Support ● Wider Strategies 	
<p>Provide musical opportunities for vulnerable children. PP children given priority for 1:1 and group lessons in Brass, woodwind and percussion. Free instrument hire.</p> <p>Due to financial constraints, many children may not learn to play an instrument. In providing free music tuition and the performance experiences that go with it, we aim to help widen pupils' life experiences and raise their aspirations.</p> <p>£1000</p>	<p>It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society. Therefore providing this opportunity for PP children increases their experiences and therefore academic performance.</p> <p>The positive association between music lessons and academic achievement is well documented in the literature. Students who learn music show better academic achievements than those who are not involved in musical activities.</p>	<p>8.9.10,11 and 12</p>
<p>Provide a variety of support and input from a speech and language therapy assistant. Specialist Speech and Language Therapy Provision- 1 speech and language therapy assistant (every afternoon).</p> <p>£7577 TA2 (pm)</p>	<p>High proportions of EAL, a lack of good language role models in the home environment and other barriers to parents taking the initiative in tackling speech and language issues mean it is important that the school makes provision for this.</p> <p>Research from the Education Endowment Foundation supports this approach: The EEF Guide to Pupil Premium (2019) and the tiered approach of:</p> <ul style="list-style-type: none"> ● Teaching ● Targeted Academic Support ● Wider Strategies <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p>	<p>7</p>

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

Budgeted cost: **£11 952**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lunchtime intervention and support- Invitation club to ensure that all children feel safe at all times of the day providing relevant small group or 1:1 support.</p> <p>We aim to meet the social and emotional needs of the children at all times. The impact of Invitation Club in previous years, in terms of lowering the figures for pupil behaviour at lunchtimes and the subsequent impact of minimising the disruption of afternoon lessons, was such that this project is to be continued.</p> <p>There will also be a dedicated teaching assistant to act as a listening ear in the Hideaway.</p> <p>£1102 (TA1) £1102 (TA1)</p> <p>£2204</p>	<p>Results of the wellbeing questionnaire from Summer 2021 showed an increase in children that scored low on the Stirling Wellbeing Scale.</p> <p>Research from the DfE into the Impact of Pupil Wellbeing on Educational Outcomes shows that children with better emotional wellbeing make more progress in primary school.</p>	<p>5 and 12</p>
<p>Daily breakfast club and before school provision for children to ensure all children begin school with sufficient food.</p> <p>Parents should be offered access to breakfast club and its provision of a free meal. All children will be provided with a breakfast/ morning snack of fruit and milk.</p> <p>£2,373 (TA3)</p>	<p>The context of the school is such that many parents / carers, including CAF / ChIN / LAC children are in need of support to provide for their basic needs.</p>	<p>10, 11 and 12</p>

<p>£2,373 (TA3) £1102 (TA 1 support) Kitchen staff £1750 Kitchen staff £1750</p> <p>£9,348</p>		
<p>Ensure children have the means to a full uniform. We believe a pride in our appearance underpins the foundations for good behaviour and ensuring academic success.</p> <p>£200</p>	<p>The focus on school uniform forms part of a broader school improvement process which develops and maintains the school's ethos and behaviour. It ensures there are no disparities between children and helps to promote a sense of belonging.</p> <p>The EEF (2019) speculate that adoption of a uniform policy may provide a symbolic and public commitment to school improvement.</p>	<p>5, 11 and 12</p>
<p>Provide sensory support for vulnerable children through access to the Rainbow Room, including Nurture groups / Sensory Snack Boxes and Social and Emotional interventions.</p> <p>We aim to provide those children who need help to maintain appropriate behaviour, with means of self-regulation and support to manage and understand their feelings. This project successfully achieves these aims whilst also having a positive impact on classroom based behavioural incidents, which subsequently minimises disruption to lessons.</p> <p>We have also brought additional resources to support the nurture groups as we support the children transition back to school</p> <p>£200</p>	<p>Results of the wellbeing questionnaire from Summer 2021 showed an increase in children that scored low on the Stirling Wellbeing Scale.</p> <p>Research from the DfE into the Impact of Pupil Wellbeing on Educational Outcomes shows that children with better emotional wellbeing make more progress in primary school.</p>	<p>5, 6 and 12</p>
<p>Train all staff in Mental Health England's accredited Half Day Mental Health Awareness Course, building the knowledge, skills and confidence to identify children struggling with their mental health. This</p>	<p>Results of the wellbeing questionnaire from Summer 2021 showed an increase in children that scored low on the Stirling Wellbeing Scale.</p>	<p>5,6 and 12</p>

<p>evidence-based course gives staff skills and confidence to recognise the signs and symptoms of common mental health issues, start a conversation, and effectively guide a young person towards the right support.</p> <p>£700</p>	<p>Impact research published by University College London has also shown that Youth MHFA training leads to a threefold increase in confidence in knowledge, skills, and awareness to support a young person struggling with their mental health.</p> <p>Research from the DfE into the Impact of Pupil Wellbeing on Educational Outcomes shows that children with better emotional wellbeing make more progress in primary school.</p>	
---	--	--

Total budgeted cost: £161 686

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.

Objective	Impact
<p>To ensure high quality support for vulnerable children.</p> <p>Internal barriers 1, 2, 3 and 4</p>	<p>The provision of additional TA support has enabled more quality first teaching and high impact interventions across the school but especially in Year 5 and 6 eg Morning Maths Boosters to improve speed and accuracy in arithmetic and reading boosters focussed on inference, deduction and use of language: both interventions successfully addressing barriers to future attainment 1,2 and 3.</p> <p>The additional teacher has made it possible to teach Year 5 and 6 in small groups.</p> <p>As a result, school data shows the excellent progress of pupil premium pupils, especially outstanding progress in Years 5 and 6 where a good proportion PP funding has been directed.</p> <p>The following figures represent the percentage of PP pupils making good or outstanding progress from Autumn 2020 to Summer 2021 with percentages for non-PP in brackets:</p> <p>Reading</p>

Progress of PP is broadly in-line if not better than non-PP in Reception- Y6. In Nursery, Non-PP make significantly better progress than non-PP.

Nursery – **67%** (86%)
 Reception – **100%** (100%)
 Year 1 – **92%** (97%)
 Year 2 – **94%** (93%)
 Year 3 – **100%** (96%)
 Year 4 – **100%** (93%)
 Year 5 – **96%** (100%)
 Year 6 – **100%** (100%)

Writing

Progress of PP is broadly in-line if not better than non-PP in Reception -Y6. In Nursery, PP children make significantly better progress than non-PP.

Nursery – **100%** (67%)
 Reception – **100%** (100%)
 Year 1 – **92%** (97%)
 Year 2 - **94%** (100%)
 Year 3 – **94%** (81%)
 Year 4 – **87%** (87%)
 Year 5 – **91%** (90%)
 Year 6 – **100%** (100%)

Maths

Progress of PP is broadly in-line if not better than non-PP in Reception, Year 1, Year 3, Year 4, Year 5 and Year 6. Non-PP make slightly better progress than PP in Nursery and Year 2.

Nursery – **67%** (72%)
 Reception - **100%** (100%)
 Year 1 – **100%** (100%)
 Year 2 – **88%** (100%)
 Year 3 – **89%** (81%)
 Year 4 – **100%** (90%)
 Year 5 – **96%** (100%)
 Year 6 – **100%** (100%)

	<p>Across the whole school, Pupil Premium children attain below that of their Non-Pupil Premium peers in Reading, Writing and Maths. The following figures show the percentage of children at ARE at the end of Summer 2021, following significant disruption to their learning due to COVID 19.</p> <p>Reading PP – 65% Non-PP – 71%</p> <p>Writing PP – 61% Non PP – 75%</p> <p>Maths PP – 62% Non PP – 77%</p> <p>During lockdown, the school supported PP children by allocating 48 laptops to families to access remote learning. Of the children who were invited into school, 44% were classed as vulnerable and therefore 56% of our PP children were educated at home.</p> <p>Of the children who accessed remote learning from home, there were a total of 40 children who were difficult to engage more than 3 times a week. Of these children, 35% of these children were PP.</p>
<p>To raise attainment in reading</p> <p>Internal barriers 2, 4 and 6</p>	<p>To determine impact of spending, data from overall attainment of PP in reading has been analysed from Autumn 2020. It is worth noting that children had a significant amount of disruption to their learning through the lockdowns imposed during COVID 19.</p> <p>The following figures represent the percentage increase of PP children now at ARE Year 2 – increased by 18% (still below their peers)</p> <p>Phonics Boosters have also contributed to the increase of 33% of children who passed their Phonics Test. Autumn 2 assessment, 20% passed. Summer 2 assessment, 53% passed.</p>

<p>To provide additional support for targeted children</p> <p>Internal barriers 1, 2, 3, 4 and 6</p>	<p>Additional Booster sessions aimed at Year 6 made a considerable contribution to the end of key stage results for PP children, albeit throughout a disruptive year.</p> <p><u>Year 6 PP Attainment at ARE compared with all pupils nationally (based on 2020 national data)</u></p> <ul style="list-style-type: none"> • Reading - school disadvantaged 71% at ARE which is broadly in line with the percentage of <i>all pupils nationally</i> at 73% • Writing - school disadvantaged 71% at ARE which is broadly in line with percentage of <i>all pupils nationally</i> at 78% • Maths - school disadvantaged 77% at ARE which is broadly in line with the percentage of <i>all pupils nationally</i> at 79% <p><u>Year 2 PP Attainment at ARE compared with all pupils nationally (based on 2019 national data)</u></p> <ul style="list-style-type: none"> • Reading – school disadvantaged 56% at ARE which is below <i>all pupils nationally in 2019</i> at 75% • Writing - school disadvantaged 50% at ARE which is below <i>all pupils nationally in 2019</i> at 69% • Maths - school disadvantaged 50% at ARE which is below <i>all pupils nationally in 2019</i> at 76%
<p>To raise standards in spoken language / vocabulary</p> <p>Internal barrier 1, 2 and 6</p> <p>External barrier 8, 9, 12, 13</p>	<p>Daily vocabulary sessions/communication sessions introduced into both nursery and reception. Daily 'time to talk' sessions introduced into reception, giving staff and children the time to talk about activities/achievements with a focus on vocabulary. Parents asked to email or send in achievements of the children to talk about during these sessions.</p> <p><u>Reception</u></p> <p>73% of children are working at or above end of year expectation in listening and attention and 73% in speaking (results have been impacted by disruption caused by COVID and self-isolation).</p> <p>77% of PP children achieved the ELG in listening and attention and 69% in speaking.</p> <p><u>Nursery</u></p> <p>There are only 3 PP children therefore this is not a comparable group.</p>
<p>To ensure that all children feel safe at all times of the day providing relevant small group or 1:1 support.</p>	<p>Invitation Club has helped to meet the social and emotional needs of targeted children at lunch times</p> <p>In recent surveys, 98.1% of parents agreed that children feel safe and secure in school. 97% of pupils say that playtimes and lunchtimes are well organised. 100% of parents agree that behaviour is very good and well managed by staff.</p> <p>96% of pupils say they would know what they needed to do get help</p>

<p>Internal barrier 5 External barrier 13</p>	
<p>To ensure high quality provision outside of the school day, supporting healthy life choices and encouraging extra-curricular activities, social interaction and developing skills.</p> <p>External barriers 9, 12, 13</p>	<p>Children and parents completed wellbeing surveys on returning to school after each lockdown. In 2021, 66 parental responses were recorded and all children completed the Stirling Wellbeing Scale questionnaire.</p> <p>From triangulating parental and children's responses with teacher judgements, a total of 20 children were identified across KS2 as requiring additional support for their wellbeing. Staff implemented a personalised approach for each child based on a tiered 'recovery plan'. A total of 8 children throughout the school have accessed art therapy from Place2Be counsellor.</p> <p>In a recent pupil survey, 97.1% of pupils said that they are taught how to keep their body and mind healthy and 96% of pupils agreed that they are encouraged to exercise.</p>
<p>To ensure the highest of standards in appearance can be maintained.</p> <p>External barrier 12</p>	<p>100% of children wear uniform; children are encouraged to take pride in their appearance to reflect pride in their school.</p> <p>In a recent pupil survey, this pride was reflected by the 97% of children who think Kentmere is a good school and 98% of parents are happy with their choice of school and would recommend this school to a friend.</p>
<p>To provide breakfast and before school provision for children to ensure all children begin school with sufficient food.</p> <p>External barriers 12 and 13</p>	<p>In light of COVID restrictions, our school breakfast club was offered to all children throughout the academic year, with breakfast foods being delivered to classes. This has been highly successful and ensured our vulnerable children were provided with sufficient food.</p>

<p>To provide sensory support for vulnerable children</p> <p>Internal barrier 5 External barrier 13</p>	<p>Use of Sensory Snack boxes within class and the opportunity for vulnerable children to request the use of the Rainbow Room has provided them with a means of self-regulation, thus preventing issues escalating within a class and minimising interruptions for other pupils.</p> <p>Whole school data shows a term on term decrease in the number of behaviour incidents that are classroom based.</p> <p>In a recent survey 97% of children said that the school meets their needs. 97% said they are helped to look after their emotional wellbeing and mental health.</p>
<p>To provide musical opportunities for vulnerable children.</p> <p>External barriers 9, 10, 12</p>	<p>Every KS2 class receives a term of instrument tuition, including fifes, guitars and ukuleles. Free brass and drum lessons open to all of KS2 children. Pupil Premium children are targeted and 33% of these are PP.</p> <p>Children have had opportunities to play at Rochdale Music Festival, and numerous school events such as Awards Presentations, Graduation etc</p>
<p>To provide a variety of support and input from a speech and language therapy assistant.</p> <p>External barrier 7</p>	<p>92% of PP children made outstanding progress towards the ELG in listening, attention and understanding.</p> <p>100% of PP children made outstanding progress towards the ELG in speaking.</p>

Impact Data 20-21

KS1 Impact Data

Diminishing the Gap – Key Messages

It is worth noting that due to COVID, the most recent data that we are able to compare against is 2019. KS1 have been the most affected by the disruption caused by COVID 19 and school closures, and this is being actioned, tracked and monitored as a whole school priority in 21-22.

Attainment compared to National (2019 National Data)

- At the end of KS1, the attainment of Kentmere disadvantaged pupils was **below all pupils nationally** when compared to 2019 data. (see Tables 1-2)
- Attainment is **in line with all disadvantaged pupils** nationally in **Reading and Writing**, and **just below in Maths**. (see Table 3).

Attainment compared to school non-disadvantaged

- The percentage of PP children at and below age-related expectations below that of their non- PP peers within school (see Table 4).

Table 1 shows the percentage of disadvantaged pupils in school who are at the expected standard compared with all pupils nationally in 2019.

Subject	% at the expected standard		
	All National	School	% difference
Reading	75%	56%	-19%
Writing	69%	50%	-19%
Maths	71%	50%	-21%
RWM Combined	65%	38%	-27%

Table 2 shows the percentage of disadvantaged pupils in school who are at the expected standard compared with all non-disadvantaged pupils nationally in 2019.

Subject	% at the expected standard		
	National	School	% difference
Reading	78%	56%	-22%
Writing	73%	50%	-13%
Maths	79%	50%	-29%
RWM Combined	65%	38%	-27%

Table 3 shows the percentage of disadvantaged pupils in school at the expected standard compared with all disadvantaged pupils nationally in 2019.

Subject	% at the expected standard		
	National	School	% difference
Reading	62%	56%	-6%
Writing	55%	50%	-5%
Maths	62%	50%	-12%
RWM Combined	50%	38%	-12%

Table 4 shows a comparison between the attainment of KS1 disadvantaged and non-disadvantaged pupils within school

Key Stage 1 2020	% PP At and above ARE	% non-PP At and above ARE	% difference
Reading	56%	72%	-16%
Writing	50%	79%	-29%
Maths	50%	86%	-36%

KS2 Impact Data

Diminishing the Gap – Key Messages

Progress compared to National

- We do not have data for progress over KS2 due to Covid 19.

Attainment compared to National (2019 National Data)

- The percentage gap in attainment at the expected standard between our disadvantaged pupils and **all pupils nationally** is broadly in line with national figures from 2019. (See Table 1)
- When comparing our disadvantaged pupils to all non-disadvantaged pupils nationally, children attain broadly in line for Reading and Maths, and just below in Writing. The % of children attaining GPS in Reading at the end of KS2 is above national. (see Table 2)
- The same is true when comparing our disadvantaged pupils to **all non-disadvantaged pupils nationally** (see Table 3).

Attainment and Progress compared to school non-disadvantaged

- Across the **whole school**, the percentage of disadvantaged pupils making expected or better progress is broadly in-line with that of the non-disadvantaged, in all 3 subjects (see Table 5).

Table 1 shows the percentage of disadvantaged pupils in school who are at and above the expected standard compared with all pupils nationally

Subject	% at the expected standard			% above the expected standard		
	% National	% School	% Difference	% National	% School	% Difference
Reading	73%	71%	-2%	27%	41%	+14%
Writing	78%	71%	-7%	20%	12%	-8%
Maths	79%	77%	-2%	27%	30%	+3%

Subject	% at the expected standard or higher			% Above the expected standard		
	% National	% School	% Difference	% National	% School	% Difference
Reading, Writing and Maths combined	65%	64%	-1%	11%	6%	-5%

Table 2 shows the percentage of disadvantaged pupils in school who are at and above the expected standard compared with non-disadvantaged pupils nationally

Subject	% at the expected standard			% above the expected standard		
	% National	% School	% Difference	% National	% School	% Difference
Reading	78%	71%	-7%	31%	41%	+10%
Writing	83%	71%	-12%	24%	12%	-12%
Maths	84%	77%	-7%	31%	30%	-1%

Subject	% at the expected standard or higher			% Above the expected standard		
	% National	% School	% Difference	% National	% School	% Difference
Reading, Writing and Maths combined	71%	64%	-7%	13%	6%	-7%

Table 3 shows a comparison of attainment at the end of KS2 between disadvantaged and non-disadvantaged pupils, within school

Year 6 2018	% Disadvantaged at and above the expected standard	% Non-Disadvantaged at and above the expected standard	% difference	% Disadvantaged above the expected standard	% Non-disadvantaged above the expected standard	% difference
Reading	71%	81%	-10%	41%	25%	+16%
Writing	71%	81%	-10%	12%	13%	-1%
Maths	77%	88%	-10%	30%	38%	-8%

Table 4 - An overview of the attainment of disadvantaged pupils compared with non-disadvantaged across the whole school 2020-21

Whole school			Percentage of children at and above the expected standard, across the <u>whole school</u>	
	Disadvantaged		Non-disadvantaged	
Reading	71%		81%	
Writing	71%		81%	
Maths	77%		88%	

Table 5 - An overview of the progress of disadvantaged pupils compared with non-disadvantaged across the whole school 2020-21

Whole school		
Percentage of children making good and outstanding progress, across the <u>whole school</u>		
	Disadvantaged	Non-disadvantaged
Reading	97%	96%
Writing	93%	92%
Maths	95%	95%