

Lower Fields Primary Academy Pupil Premium Review: last year's aims and outcomes 2020-21

Covid 19 had a significant impact on outcomes in 2020-21. Our strategy document for 2021- 22 reflects this and aims to address gaps and issues which have arisen as a result of the pandemic.

Aims <ul style="list-style-type: none"> Accelerate progress in Phonics through intervention in EYFS and KS1 and provide intervention for children not yet secure in Phonics in KS2. Accelerate progress in Reading, Writing and Maths in all year groups through targeted intervention Persistent absence to be targeted by the Attendance officer and Principal through tracking and close work with families and BCL. Behaviour will be targeted through a clear and consistent behaviour policy coupled with rewards and consequences. Pupils with SEMH needs will be targeted and supported to allow them to access the curriculum 																																					
Objective 1																																					
Improve the percentage of pupils achieving GLD at the end of Reception	<p>GLD 2019: 53%</p> <p>GLD 2020: 47%</p> <p>The data above shows that pupils at the end of Reception achieved close to our 2019 outcomes achieving GLD.</p> <p>However, the impact of the Covid 19 pandemic hugely impacted our youngest pupils. The long period of lockdown, combined with isolation, staff shortages and interrupted education meant that our pupils could not experience the planned curriculum and wider opportunities usually at our disposal. This resulted in less pupils having the knowledge and experience needed to achieve GLD.</p>																																				
Objective 2																																					
Through a consistent and thorough approach to the teaching of phonics across school, diminish the difference between our pupils and the national average achieving the expected phonics standard	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #fff2cc;"> <th colspan="9">Phonics Screening</th> </tr> <tr style="background-color: #d9e1f2;"> <th colspan="3">Year 1</th> <th colspan="3">Year 2</th> <th colspan="3">Year 3</th> </tr> <tr style="background-color: #d9e1f2;"> <th>2019</th> <th>Prediction</th> <th>Achieved</th> <th>2019</th> <th>Prediction</th> <th>Achieved</th> <th>2019</th> <th>Prediction</th> <th>Achieved</th> </tr> </thead> <tbody> <tr> <td>71%</td> <td>77%</td> <td>48%</td> <td>92%</td> <td>91%</td> <td>87%</td> <td>NA</td> <td>91%</td> <td>87%</td> </tr> </tbody> </table> <p>The data above shows that despite staff CPD, targeted intervention and 1:1 tuition, the impact of Covid19 including:</p> <ul style="list-style-type: none"> - Repeated bubble closures and isolation - Staff absence - Lockdown and remote learning <p>had the greatest impact on our Year 1 pupils.</p> <p>Year 2 and Year 3 pupils were impacted less and almost achieved our predictions.</p>	Phonics Screening									Year 1			Year 2			Year 3			2019	Prediction	Achieved	2019	Prediction	Achieved	2019	Prediction	Achieved	71%	77%	48%	92%	91%	87%	NA	91%	87%
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Objective 3

Improve the percentage of children achieving ARE or Greater Depth in Reading, Writing and Maths

Year 6 Results											
Reading ARE			Writing ARE			Maths ARE			Combined ARE		
2019	Prediction	Achieved	2019	Prediction	Achieved	2019	Prediction	Achieved	2019	Prediction	Achieved
61%	78%	75%	61%	73%	69%	68%	68%	58%	44%	61%	55%

Reading GD			Writing GD			Maths GD			Combined GD		
2019	Prediction	Achieved	2019	Prediction	Achieved	2019	Prediction	Achieved	2019	Prediction	Achieved
11%	29%	25%	2%	12%	5%	7%	10%	5%	0%	8%	5%

The data above shows that despite the challenges of Covid 19, our year 6 pupils achieved closer to National outcomes than in the last official testing in 2019. This is as a result of staff CPD, excellent provision and engagement in remote learning and targeted intervention and tuition.

Behaviour, Welfare and Attendance

- a) A continued focus on attendance, to maintain the closing gap between pupil premium and non-pupil premium pupils
- b) To continue to maintain reduced persistent absence of pupil premium pupils National 15.7%
- c) To support pupil premium pupils to reduce negative behaviour so the gap between pupil premium pupils and non-pupil premium pupils is diminished.
- d) To ensure every child has something to eat in a morning
- e) To review our Behaviour Policy to ensure that it meets the changing needs of our most vulnerable pupils

- a). **Whole school attendance 2019:** 94.8%
Whole school attendance 2020: 95.3% (National 96%)
- b). **Persistent Absence 2019:** 12.4%
Persistent Absence 2020: 13.0%
- c). **Exclusions 2019:** 12 fixed term exclusions
Exclusion 2020: 1 fixed term exclusion
- d). All pupils in school have access to a bagel for breakfast
- e). Policy reviewed and updated. Exclusions reduced.