

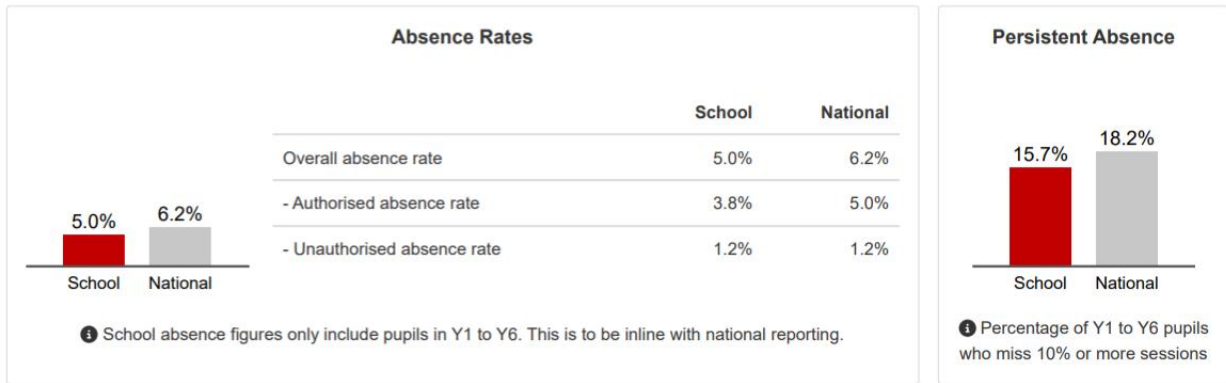
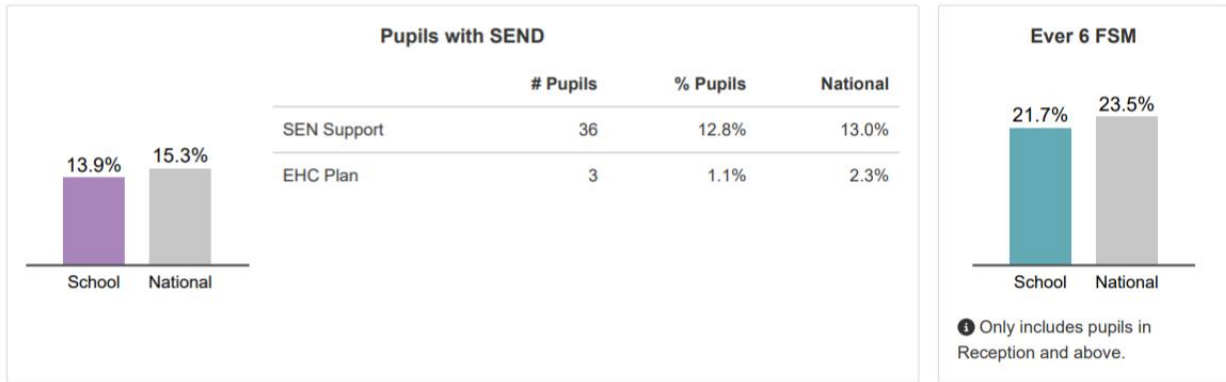
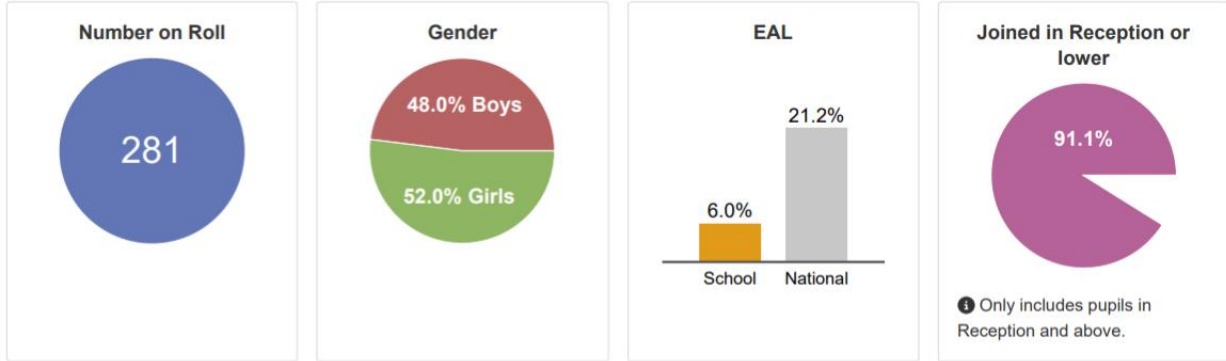


Applegarth Pupil Premium Strategy Statement

2020/2021- 2022/2023 (3 Years)

Applegarth Primary School

Demographics 2022-2023



Year Groups									
Year Group	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Reception	39	17	22	2	21	5	3	0	5.3%
Year 1	38	22	16	9	17	3	4	0	5.6%
Year 2	44	16	28	1	20	12	4	0	3.2%
Year 3	41	16	25	0	21	12	7	0	4.3%
Year 4	42	22	20	2	14	9	9	1	5.5%
Year 5	38	21	17	2	15	10	4	2	4.0%
Year 6	39	21	18	1	9	10	5	0	7.5%

Barriers

Barrier 1	Keep up and catch up in Reading, Writing and Maths were not robust enough for disadvantaged pupils prior to 2019 .
Barrier 2	Attendance: FSM and DPP pupils are significantly more likely to be persistent absentees than others and their cumulative attendance is lower.
Barrier 3	Limited range of vocabulary and life experiences limits achievement for some disadvantaged pupils.
Barrier 4	Some pupils report feeling worried and having low self-esteem (Growing Up in North Yorkshire 2019)
Barrier 5	Gaps in learning due to partial school closure (and some pupils not accessing home learning)

School overview

	2020/2021	2021/2022	2022/2023
Pupils in school	279	279	276
Proportion of disadvantaged pupils	22%	25%	24%
Pupil premium allocation this academic year	£88,420 FSM/Ever 6 (61) £82,045 Service (13) £4030 Post LAC (1) £2345	£100,974 FSM/FSM6 (68) £91,460 Service (17) £5270 Post LAC (1) £2345	£103,295 FSM/FSM6 (63) £87,255 Service (20) £6400 Post LAC/PLAC (4) £9640
Academic year or years covered by statement	2020/2021 - 2022/2023		
Publish date	01 December 2020		
Review date	Annually at FGB and on an ongoing basis.		
Pupil premium lead	Mr J Peoples		
Link governor	Mr B Robson		

Review: Aims and Outcomes

Aims

Quality First Teaching for All

Develop rigorous and challenging early reading teaching through a high quality systematic synthetic phonics programme working with Burley & Woodhead English Hub English Hub.

Work with NYCC advisors, The Beacon Partnership, Schools North East, Red Kite Alliance and The Swaledale Alliance to embed quality taught reading sessions linking to carefully sequenced writing in all classes.

Collaborate with NYCC advisors and purchase White Rose Maths workbooks to further embed Teaching for Mastery across all year groups and raise standards in Mathematics.

Sustaining Mastery for Mathematics- Maths Hub, EEF Jigsaw Research Project Reception

Bespoke programme for current academic year

Establish 1-1 and small group interventions for disadvantaged pupils at or below age-related expectation in reading.

Establish 1-1 and small group interventions for disadvantaged pupils at or below age-related expectation in mathematics.

Wider strategies for current academic year

Invest in quality, current literature (Reception, KS1 & KS2 including fiction, non-fiction and poetry) in order to link reading and writing to wider curriculum learning and to promote reading for pleasure. This will build pupils' cultural capital.

Allocate resources to the Military Kids Club and wider service pupils' project. Promotes pupil wellbeing and SEMH for service pupils.

Subsidised and paid for wraparound care to promote punctuality, attendance, reading with adults and homework.

Support SEMH of pupils with a learning mentor.

Outcomes

Pupil progress scores for 2018/2019 (in the absence of 2019/2020 national data)

Measure	Disadvantaged	Other	Gap
Reading	-4.74	-0.68	-4.06
Writing	-5.98	-3.55	-2.43
Maths	-4.37	-1.61	-2.76
Measure	Disadvantaged	Other	Gap
Meeting expected standard in RWM at KS2	25%	49%	24%
Achieving high standard in RWM at KS2	0%	0%	0%

Aim	Outcome
Attainment at the end of Key Stage One	<p>PP performed 7.2% better than national in RWM combined and the school gap has narrowed 10.5% since 2016/17.</p> <p>What about disadvantaged in general?</p> <ul style="list-style-type: none"> • FSM pupils performed 16.9% lower than non-FSM in Reading. • FSM children were broadly in line with others in writing and 7.5% higher than national. • FSM children were in line with national in maths but 19.9% less met the standard than non FSM in school.
Progress from Key Stage One to Key Stage Two in Reading, Writing and Maths	<p>The gap between disadvantaged and non-disadvantaged pupils remains. Reading: -4.06 Writing: -2.43 Maths: -2.75. The in school gap has widened in all areas.</p>
Attainment at Key Stage Two at the higher standard in Reading, Writing and Maths and diminish the difference at EXS+ in all subjects combined	<p>25.0% of disadvantaged pupils reached EXS+ in all subjects combined. The school gap has widened.</p> <p>No disadvantaged or other children achieved the higher standard in all core subjects.</p>

Pupil progress scores for 2021/2022

Measure	Disadvantaged	Other	Gap	Impact
Reading	+0.4	+2.9	-2.5	Gap diminished by 2.24
Writing	+0.5 (pp made better progress)	+0.2	+0.3	Gap diminished by 6.1 points
Maths	+1.7	-4.7	-3.0	Progress score improved by 6.07 for dis.
Measure	Disadvantaged	Other	Gap	
Meeting expected standard in RWM at KS2	44% (this is 29% higher than in 2019)	73%	29%	Gap has slightly increased
Achieving high standard in RWM at KS2	3%	3%	0%	Positive increase of 3%

Aims	Outcome
Attainment at the end of Key Stage One	<ul style="list-style-type: none"> FSM pupils performed 25% lower than non-FSM in Reading (gap has widened at EXS+). FSM children performed 32% lower in writing (EXS+) FSM children performed 32% lower in maths (EXS+). A 34% gap between PP and other achieving EXS+ in RWM combined. <p>Disadvantaged in Key Stage One and Lower Key Stage Two are a focus in the whole school improvement plan (Priority 1)</p>
Progress from Key Stage One to Key Stage Two in Reading, Writing and Maths	The gap between disadvantaged and non-disadvantaged pupils has diminished in all areas except maths (very significantly in writing).
Attainment at Key Stage Two at the higher standard in Reading, Writing and Maths and diminish the difference at EXS+ in all subjects combined	<p>44% of disadvantaged pupils reached EXS+ in all subjects combined (29% more than in 2019). The school gap between PP and other has widened slightly due to the significantly improved performance of all groups.</p> <p>One disadvantaged and one other pupil achieved the higher standard in RWM. In 2019, no disadvantaged or other children achieved the higher standard in all core subjects.</p>

Legend for action plan below:

Actions taken

Impact

=> Intended Impact

£97,000 to notionally allocate for the 2022/2023 academic year (service premium is on a separate document)

Quality First Teaching for All (£32, 055)

<p>Priority 1</p>	<p>Develop rigorous and challenging early reading teaching through a consistently delivered, high-quality systematic synthetic phonics programme (£8855):</p> <ul style="list-style-type: none"> • Further embed Little Wandle Letters and Sounds Revised for refresher training and duplicate resources of decodables for home reading in addition to the ebooks to increase uptake (£5000) • Purchase catch-up resources for key stage two (£2000) • Weekly staff coaching provided by Deputy Headteacher and English Lead (£1855) 		
<p>Outcome</p>	<p>Disadvantaged pupils will quickly acquire decoding skills that will enable them to build language comprehension</p>	<p>Success Criteria</p>	<p>Disadvantaged pupils will outperform national average the PSC and all pupils will meet the PSC recheck.</p>

Milestones	2020/2021	2021/2022	2022/2023
	<p>Autumn Phonics books organised (decodables). All staff fully trained and implementing whole school phonics pedagogy with Letters and Sounds accredited training. 90.2% of Year 2 pupils passed the autumn 2020 PSC 80% of Pupil Premium Pupils compared to 95% of others (-15% gap)</p>	<p>Autumn Little Wandle SSP implemented across school (all staff completed CPD updates Modules 4 and 6). Extra daily phonics sessions to ensure pupils in KS1 were on track by December 2020 and gaps from previous lockdowns diminished. Identified as a model school to share best practice with ECTs and trainees for Red Kite Alliance 93% of Year 2 pupils passed the autumn 2021 PSC 86% of PP children met the standard (+6% since last year). 96% of others met the standard. A gap of -10% which has reduced by 5% since last year. 83% of FSM pupils met the standard compared to 78% at the end of 2019. 95% of Y3 have met the PSC. 91% of disadvantaged learners met the standard.</p>	<p>Autumn Rapid Catch-Up programme launched (Y2+) and all staff completed the new module to support implementation. Y3 and Y4 team re-trained in Little Wandle (modules 1, 2, 3, 5, 6 and Catch-Up) and designated support staff trained to deliver Rapid Catch-Up to pupils in KS2. Rapid Catch-Up age-appropriate decodables and teaching resources purchased.</p>

	<p>Spring</p> <p>Reception Phonics</p> <p>Increase of 25% of pupils on track in phonics at the end of spring term</p> <p>Reading</p> <p>Year 1: On average, disadvantaged pupil premium (FSM Ever 6) children in Year 1 are achieving in line national average</p>	<p>Spring</p> <p>Little Wandle electronic assessment tool implemented and used by all staff to quickly identify chn needing immediate individual or group Keep-Up interventions in reception and KS1.</p>	<p>Spring</p>
	<p>Summer</p> <p>Reading</p> <p>Pupil Premium children achieved an average standardised score of 101.25 which places them within the national average;</p> <ul style="list-style-type: none"> • PP Boys outperformed their female peers with an average standardised score of 107.25 compared to girls who averaged 90.75 (8 out of the 12 PP were girls); • Looking at the average standardised scores, it is evident that the disadvantaged pupil premium children are being slightly outperformed by their non-PP peers with a difference of 4.75; • A large majority of PP children achieved or exceeded the expected standard. 	<p>Summer</p> <p>Physical copies of the Little Wandle resources ordered to ensure pupils have access to both eBooks and reading books at home to support parental engagement.</p> <p>85% of pupils passed the PSC with 82% of FSM Ever 6 meeting the standard.</p> <p>Our expertise in the Little Wandle programme used to support an external support for out-of-area school in their initial implementation of the programme.</p>	<p>Summer</p> <p>=> All PP pupils meet the PSC in Year 1.</p>

<p>Priority 2</p>	<p>To improve standards across the whole curriculum (£25, 800): Use online platforms and partnership networks EdShed (£600) Reading Eggs (£1300), The Beacon Cluster (£650), Swaledale Alliance, (£500), Pobble (£500) - Extensive teacher development around reading that is linked to carefully-sequenced writing SLE and English Lead’s time (£4500) Subject leadership release time HLT and supply costs to cover at least three whole days of subject leader time to allow for accurate and effective monitoring (£17, 750)</p>		
<p>Outcome</p>	<p>Pupils will draw on content from carefully chosen texts through reading sessions. Writing will be strategically planned, sequenced and build on prior learning (allowing time to respond to ongoing feedback). More able disadvantaged pupils will be identified and challenged in each class.</p>	<p>Success Criteria</p>	<p>Diminish the difference in progress between disadvantaged and other by 2.0 (3.0) (This is an ambitious target due to specific pupil premium outcomes at the end of the last academic year). Diminish the difference in progress between disadvantaged and other in Writing by 1.0 (2.0).*</p>
<p>Milestones Year 6 team to input assessment data into a ready reckoner to monitor progress towards targets.</p>	<p>2020/2021</p> <p>Autumn POBBLE Pilot Scheme in Key Stage Two Long term planning for sequences of writing with James Durran (English Advisor) Link texts identified in curriculum planning, poetry spine planned and quality literature embedded in wider curriculum e.g. PSHE and Science</p>	<p>2021/2022</p> <p>Autumn Internal moderations booked in as well as regular sharing of best practice in books in staff writing training (pupils premium focus). Full launch of 3Cs writing approach and CPD delivered by English Lead with a focus on carefully planned sessions around high-quality and engaging core texts.</p>	<p>2022/2023</p> <p>Autumn</p>

	<p>Spring</p> <p>English Hub SLE supported English lead implementing the 3Cs approach to writing across school.</p> <p>Reading</p> <p>Years 2 – 6: On average, disadvantaged pupil premium pupils are performing broadly in line with their non-disadvantaged pupil premium peers.</p>	<p>Spring</p> <p>English Lead recruited to be a NYCC Lead Moderator for KS2 external moderations. Relevant updates shared with staff. New approach to whole-class reading sessions CPD delivered by English Lead; new teaching sequence is underpinned by research, Rosenshine’s Principles of Instruction and a focus on vocabulary and fluency development every lesson.</p>	<p>Spring</p>
	<p>Summer</p> <p>3Cs writing approach launched at the start of summer 1</p> <p>Reading</p> <ul style="list-style-type: none"> • The majority of Y2 PP pupils are working at the expected or above (62.5%) with a small minority working at greater depth (12.5%). • There is a gap of 28.1% exists between the EXS+ attainment of PP children compared to their non-PP peers. The reason for this is that a larger proportion of non-PP are working at greater depth. • The same number of PP pupils and non-PP are working towards the expected standard, although the percentages demonstrate a gap between the two groups. • The margin between PP boys and girls is minimal: 60% of PP girls are achieving the expected standard. 66.6% of PP boys are achieving the expected standard with one of these boys achieving greater depth. 	<p>Summer</p> <p>English Lead employed by NYCC to be a Lead Moderator for KS2 external writing moderations and undertook additional training – expertise shared with staff ahead of Beacon Cluster moderations across Y1 to Y6. Remote Beacon Cluster moderation via Teams and Pobble.</p> <p>=> Diminish the difference in progress between disadvantaged and other to 1.0</p> <p>We achieved beyond this target. PP Ever 6 pupils outperformed others in terms of progress.</p>	<p>Summer</p> <p>=> There will be no significant gap between Pupil Premium and others</p>

Priority 3	Further embed Teaching for Mastery across all year groups to raise standards in Mathematics (£7400). <ul style="list-style-type: none"> • Extensive CPD for EYFS and key stage one staff with Jigsaw Maths Research Project (£2000) additional hours and resources. • Release time for maths leads' NPQSL face-to-face days (£1400) • Invest in the complete set of White Rose resources (£3500 per year) and companion resources: Classroom Secrets, I See Reasoning and Master the Curriculum (£500) 		
Outcome	There will be a clear calculation policy, monitoring and planning of number sense and a cohesive approach to delivering Maths No Problem in its 5 steps. More able disadvantaged pupils will be identified and challenged in each class.	Success Criteria	Diminish the difference in progress between disadvantaged and other by 1.0 (2.0)
Milestones	2020/2021	2021/2022	2022/2023
	Autumn New staff have had paid for MNP CPD as part of their induction. All staff have had 2 days of externally delivered maths CPD. Numicon and Success @ Arithmetic interventions in place Joined EEF Jigsaw White Rose Maths Trial to raise standards in Reception Sustaining Mastery in Mathematics project with the Maths Hub.	Autumn Extensive White Rose maths training undertaken and we moved over to the new scheme with fidelity.	Autumn White Rose Maths launched across school with full fidelity to the scheme (Maths No Problem removed). WRM 2022 scheme implemented and individual workbooks purchased for all pupils.
	Spring Became an EEF Partner Project School for the disadvantaged maths tutoring over the last 18 months. Overall PP children are performing above the national average in maths in Year 3.	Spring Designated support and teaching staff began training for First Class at Number intervention.	Spring

	<p>Overall PP children are performing in line with the national average in maths in Year 6 (NTS tests).</p>		
	<p>Summer Joined the Jigsaw maths trial for reception. All staff will receive high-quality early maths CPD. Awaiting confirmation regarding control or intervention group.</p> <ul style="list-style-type: none"> • The margin between the average standardised score for PP pupils (104.7) and their non-PP peers (102.9) is minimal; • PP boys (101.9) and PP girls (103.3) averaged standardised scores very much in line with each other and their non-PP peers (non-PP boys – 104.9 and non-PP girls – 104.4). <p>=> Diminish the difference in progress between disadvantaged and other by 1.0.</p>	<p>Summer Maths Lead attended WRM conference and provided CPD for staff with a focus on the new planning and implementation of the WRM 2022 scheme.</p> <p>=> Diminish the difference in progress between disadvantaged and other by 1.5- 2.0.</p> <p>This target was not achieved. The gap remains at 3.0. HOWEVER, disadvantaged progress scores improved by 6.07 on average since 2019.</p>	<p>Summer</p> <p>=> There will be no significant gap between children eligible for the pupil premium and others.</p>

Bespoke programmes for previous academic year (£12,685)

NB, We do not use any externally provided non DfE programmes.

<p>Priority 1</p>	<p>Establish 1-1 and small group interventions for disadvantaged pupils at or below age-related expectation in reading (£8,404)</p> <ul style="list-style-type: none"> • R 1-1 phonics tuition (£4727 in Reception) • Lower Key Stage Two: Additional 1-1 reading £1,279.65 (ATA 30 minutes per day) • Upper Key Stage Two: Additional 1-1 reading £1,279.65 (ATA 30 minutes per day) • Key Stage One Extra-Curricular Reading Club (autumn term) £372.50 • Y6: Extra-Curricular Reading Club (spring and summer term) £745 		
<p>Outcome</p>	<p>Pupils not being read to/with at home will have equality of access through being read with in school.</p>	<p>Success Criteria</p>	<p>95% of pupils in reading interventions make good progress.</p>
<p>Milestones</p>	<p style="text-align: center;">2020/2021</p> <p>Autumn Letters and Sounds accredited training with St Michael’s English Hub. SENCo implementing whole school provision map of interventions. Rigorous, assessment-based intervention put in place early in September.</p> <p>Spring Meticulous organisation and allocation of decodable texts. On average, disadvantaged pupil premium (FSM Ever 6) children in KS2 are achieving</p>	<p style="text-align: center;">2021/2022</p> <p>Autumn Implemented Little Wandle Letters and Sounds Revised from autumn 1. All staff undertook modules 4 and 6 to top up L&S CPD from last year.</p> <p>Spring Academic mentor used to support 1:1 and group reading in KS2 with a focus on vocabulary and fluency.</p>	<p style="text-align: center;">2022/2023</p> <p>Autumn Additional books purchased for the LW Letters and Sounds Revised programme to support pupils who need both additional support and extra challenge. Rapid Catch-Up intervention decodables and teaching resources purchased to support in implementation of this for Y2+ pupils. LKS2 re-trained in LW ready for implementation UKS2 refreshers and Rapid Catch-Up training.</p> <p>Spring</p>

	<p>in line with the national average. In Year 2, disadvantaged pupil premium children are performing below average.</p> <p>On average, disadvantaged pupil premium pupils are performing broadly in line with their non-disadvantaged pupil premium peers.</p>		
	<p>Summer RAG tracking system to monitor effectiveness of interventions across school.</p> <p>In Year 1 English assessments Pupil Premium children achieved an average standardised score of 101.25 which places them within the national average;</p> <p>The average standardised score for all Year 5 Pupil Premium is 106.3 which places them in line with the national average and 2.3 points above the average score of their non-PP peers who averaged 104;</p> <p>The average standardised score for all Year 6 Pupil Premium is 101.8 which places them in line with the national average and only 4.8 points below the average score of their non-PP peers.</p>	<p>Summer Physical copies of the Little Wandle resources ordered to ensure pupils have access to both eBooks and reading books at home to support parental engagement.</p> <p>Reception GLD increased to 81% as a result of improvements in Literacy and reading in particular.</p> <p>82% of FSM Ever 6 pupils passed PSC in Year 1</p> <p>62% of FSM Ever 6 achieved EXS+ in reading in KS1</p> <p>67% of disadvantaged pupils achieved EXS+ in KS2</p>	<p>Summer</p>

Priority 2	<p>Establish 1-1 and small group interventions for disadvantaged pupils at or below age-related expectation in mathematics (£4281)</p> <ul style="list-style-type: none"> • R: Numicon (£200) resources (£500) CPD (£470) 1x GTA for 1 hour per week • Y1/2: First Class @ Number (£200) resources (£500) CPD (£940) 1x GTA for 2 hour per week • Y3/4: Success @ Arithmetic (£495) CPD cost (£488) 1x ATA for 1 hour per week • Y5/6: Success @ Arithmetic (£488) 		
Outcome	Pupils progress will be accelerated through greater rapid recall, number sense and being confident with the four rules.	Success Criteria	95% of pupils make expected progress in targeted maths interventions.
Milestones	2020/2021	2021/2022	2022/2023
	Autumn SENCo produce a whole school provision map to identify strengths and gaps in maths intervention Maths lead planned bespoke CPD for support staff to ensure effective intervention and impact monitoring	Autumn	Autumn
	Spring RAG tracking system to monitor effectiveness of interventions across school.	Spring KS1 maths intervention First Class @ Number put in place.	Spring
	Summer => Diminish the difference in progress between disadvantaged and other at the end of Key Stage Two by 1.0.	Summer => Diminish the difference in progress between disadvantaged and other at the end of Key Stage Two by 1.5 - 2.0. This target was not achieved. The gap remains at 3.0. HOWEVER, disadvantaged progress scores improved by 6.07 on average since 2019.	Summer => Diminish the difference in progress between disadvantaged and other at the end of Key Stage Two by 2.5 (broadly in line)

Wider strategies for current academic year (£39,760)

<p>Priority 1</p>	<ul style="list-style-type: none"> Invest in quality, current literature (Reception, KS1 & KS2 including fiction, non-fiction and poetry) in order to link reading and writing to wider curriculum learning and to promote reading for pleasure (£10,000 across the three-year period). This will build pupils' cultural capital through access to high-quality literature. Invest in digital author visits (£500) from Seven Stories Hooks into Books for all phases (£630 per year) Book Trust Letterbox Club to promote a love of reading (£675) In school professional performances from Sowerby Music and theatrical groups e.g. pantomime and plays (£3000). <p>Total= £5138</p>		
<p>Outcome</p>	<p>Pupils' vocabulary, knowledge and understanding of the world and cultural capital will be enhanced. This will enable them to engage more readily with texts.</p>	<p>Success Criteria</p>	<p>Attainment in Reading at the end of Reception will increase; progress and attainment at the end of Key Stage One and Key Stage Two will be stronger</p>
<p>Milestones</p>	<p>2020/2021</p>	<p>2021/2022</p>	<p>2022/2023</p>
	<p>Autumn Books categorised by genre to ensure exposure to a range of text types to build knowledge and understanding of the world ATOS levels and word count identified to ensure appropriate level of challenge Award-winning, recently-published books purchased for <i>Book Clubs</i> Published authors visit virtually to promote the love of reading.</p>	<p>Autumn Tom Palmer virtual author visits with sets of books purchased linked to this visit. Book Trust Letterbox Club launched. Packs include quality books and resources linked to the curriculum.</p>	<p>Autumn Extra-curriculum reading club run by staff for free.</p>
	<p>Spring Digital author visits for all ages and phases: Sibeal Pounder, Micheal Morpurgo, P.G Bell and many more. Sets of books linked</p>	<p>Spring New Read to Me books purchased with the support of Seven Stories to curate a list of high-quality and engaging texts for pupils.</p>	<p>Spring</p>

	to visits purchased for extra-curricular reading clubs run by staff for free .		
	<p>Summer => Pupils have access to a wide range of poetry, fiction and non-fiction through their curriculum and class library</p>	<p>Summer => Pupils reading for at least 10, 15 or 30 minutes three times a week or more (as appropriate for their age and stage of development)</p>	<p>Summer => All PP children (including Reception) will have accessed extra-curricular reading: 1-1 reading support, Book Club or reading interventions/boosters including more able pupils</p>

Priority 2	Raising attendance, punctuality and access to the wider school offer (£13, 200): <ul style="list-style-type: none"> • Subsidise wraparound care to promote punctuality, attendance, reading with adults and homework (£5000 per year) • Funded extra-curricular (personal development) places for disadvantaged pupils (£5000) • Headteachers' time for attendance monitoring and analysis (half a day every three weeks: six days), meetings and correspondence with families (half a day every half term: three days) (£3200) • Subsidise educational visits and extra-curricular activities (increased by over 100% in light of the cost of living crisis to £5000 per year) 		
Outcome	Pupils will be more punctual and have improved attendance in general. Persistent absenteeism will be lower and all children eligible for the pupil premium will have accessed extra-curricular activities in each key stage.	Success Criteria	Reduce the proportion of disadvantaged persistent absentees (10.5% of FSM children were PAs compared to 3.5% non PP)
Milestones	2020/2021	2021/2022	2022/2023
	Autumn Focus on pupil premium girls for early intervention and Fast Track procedures 7 pupils we have been working with since summer term have gone from being persistent absentees (below 90%) to above 96%. One of them is on 100%. This demonstrates the impact our leadership actions are having.	Autumn	Autumn Top 10% of similar schools nationally for attendance (FFT Data). Below national for persistent absentees.
	Spring Funded wraparound care offered to those who were persistently late.	Spring	Spring

	<p>Summer</p> <p>Continued to refer fixed penalty notices for holidays in term time.</p> <p>Followed Fast Track procedures relentlessly all the way to the highest point of escalation.</p> <p>=> Half the number of PP persistent absentees (to 10%) compared to September 2019- March 2020 20%/10 pupils</p> <p>***From September 2020 to Christmas, there were only 6 PP persistent absentees. We were on track to meet our target prior to lockdown. Where vulnerable registration codes makes tracking unfeasible***</p>	<p>Summer</p> <p>=> No significant difference between PP and non-PP persistent absentees</p> <p>27% of disadvantaged pupils were persistent absentees. This is compared to 13% of non PP. Both groups are higher than national. Holidays postponed from Covid-19 accounted for many cases.</p> <p>Progress is being made with PP girls in many cases. Anonymised case studies were presented to governors to demonstrate this.</p>	<p>Summer</p> <p>=> No significant difference in overall attendance between children eligible for the pupil premium and others</p>
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Priority 3	Support SEMH of pupils (£15, 922): <ul style="list-style-type: none"> - A part-time learning mentor with extensive training supports pupils in removing social and emotional barriers to learning (£11,000) - Whole-staff OPAL play training and resourcing to improve the quality of play and interaction during social time (£2500) - Investment in Thrive Practitioner training for SENCO/Shadow SENCO (£1342 course cost and £1080 supply cost = £2422). 		
Outcome	Remove barriers to learning for a wide range of needs.	Success Criteria	Most pupils' wellbeing scores will improve after a block of intervention. Pupils will report feeling safer and more confident as recorded in Growing Up in North Yorkshire Survey. The number of behaviour related incidents will decrease, and pupils will be able to self-regulate more effectively. GUNY 2020 highlighted strengths in <u>Key Stage One:</u> Physical activity Support Covid-19 School and safety <u>Key Stage Two</u> 37% (28% in NYCC) responded that they feel 'happy' about growing up and body changes. 45% (34% in NYCC) responded that they have found lessons about growing up and body changes 'quite' or 'very' useful. 89% (85% in NYCC) responded that they 'mostly' or 'always' feel safe at school

Externally Provided Programmes

Below are the names of any non-DfE programmes funded by pupil premium in the previous academic years.

Programme	Provider
NIL	NIL