

## Pupil premium strategy statement

At Hanley St Luke's our main priority is to narrow the gap between disadvantaged and non-disadvantaged pupils and to ensure that they have the cultural capital in order to succeed in life. As our children often come from language deficit backgrounds, our aim is to address this language barrier in order that they can excel and flourish.

Note – we are aware of the new 21-22 format and will be transferring to this in due course.

### School overview

Metric	Data
School name	Hanley St Luke's
Pupils in school	445 ( 399 without nursery)
Proportion of disadvantaged pupils	45%
Pupil premium allocation this academic year (20/21 actual)	£247314
Academic year or years covered by statement	2021-24
Publish date	September 2021
Review date	July 2022
Statement authorised by	Lynne Williamson
Pupil premium lead	Charlie Martin
Governor lead	Heather Emery

### Disadvantaged pupil attainment progress scores for last academic year

Measure	Score
Reading	N/A (Due to COVID 19)
Writing	N/A
Maths	N/A

### Strategy aims for disadvantaged pupils September 2021- July 2024

Aims	Measure of success.
Identified difficulties disadvantaged pupils have with vocabulary, language development and comprehension have been addressed.	<ul style="list-style-type: none"><li>Existing language programmes Early Talk Boost, Talk Boost, Time to Talk and NELI continue to be prioritised</li><li>The 3 phase plan for Word Aware continues to be on track with milestones evaluated for success and progress shared with key stakeholders.</li><li>Word Aware is being implemented across the whole school from nursery to year 6.</li></ul>

	<ul style="list-style-type: none"> <li>• Collaborative working ensures leaders have a collective responsibility to sustain the gains made in language across the subjects.</li> <li>• All staff (including support staff) continue to be appropriately trained in how to implement, monitor and assess the teaching of language across the curriculum and deliver the requirements of Word Aware.</li> <li>• As a result of effective CPD, all staff have the requisite level of language and articulacy required for effective teaching.</li> <li>• Existing robust assessment of children’s needs in language in EYFS is continued and used consistently and constantly across the school and helps to identify areas of further development and any gaps in children’s language.</li> <li>• Identified difficulties students have with language development/ comprehension have been and continue to be addressed across the school through High Quality Teaching.</li> <li>• The expectations in relation to language outcomes for each year group are clear and all staff are aware of how these can be achieved.</li> <li>• Language development is consistent across the school and is a priority, which is addressed in all subject areas.</li> <li>• Access to high quality texts continues to be consistent across the school.</li> <li>• Reading is used to support language development in all subject areas, ensuring that pupils’ are able to build their cultural capital.</li> <li>• Development of language across the school and curriculum enables children to achieve well across the curriculum and this is reflected in results of national tests that meet government expectations.</li> </ul>
<p>Metacognition, self-regulation and self-regulated learning are explicitly addressed in class teaching across the curriculum.</p> <p>In particular:  Activating prior learning  Explicit teaching of plan, monitor and evaluate, and how to manage independent learning  Expert modelling  Appropriate level of challenge</p>	<ul style="list-style-type: none"> <li>• The recommendations set out in the EEF metacognition guidance continue to be taught explicitly throughout the school.</li> <li>• Teachers are continuously supported with quality CPD and resources to develop specific identifiable metacognitive approaches and these are rigorously evaluated for the impact on children.</li> <li>• Senior leaders ensure they provide teachers with time and support to make sure approaches have been implemented consistently.</li> <li>• Subject leaders have been and continue to be supported to ensure that they are confident in working with staff to develop metacognition strategies in their subject area.</li> <li>• Collaborative working ensures all leaders have a collective responsibility to sustain the gains made in metacognition across the subjects</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers have the professional understanding and skills to develop pupils' metacognitive knowledge in the classroom.</li> <li>• Monitoring shows metacognitive strategies, including how to plan, monitor and evaluate their learning, are consistently explicitly taught to pupils.</li> <li>• Strategies that help children to work independently with success are taught consistently and embedded across the school and curriculum.</li> <li>• Teachers have been trained to model their own thinking to help pupils develop their metacognitive and cognitive thinking skills.</li> <li>• An appropriate level of challenge to help pupils develop their own knowledge of metacognition and self-regulation is seen in the classroom and across the curriculum.</li> <li>• Assessment of pupils shows an improvement in the use of self-regulated learning skills across the curriculum and as a result, disadvantaged children are working more independently and achieving well.</li> </ul>
<p>Issues in prior learning associated with school closures as a result of COVID 19, gaps between disadvantaged and non-disadvantaged children are diminished at the end of the three years.</p>	<ul style="list-style-type: none"> <li>• Rigorous assessment of pupils' individual needs are continuously carried out across the school and curriculum.</li> <li>• Staff continue to use school's progression documents where appropriate to identify and assess any gaps in children's learning.</li> <li>• Subject leaders are aware of the needs of disadvantaged pupils' in their subject.</li> <li>• Subject leaders take collective responsibility for diminishing any gaps caused by socio- economic disadvantage, ensuring good outcomes for disadvantaged children.</li> <li>• Gaps in knowledge and learning are addressed effectively by the teachers across each year group through the use of a spiral curriculum and explicit teaching of content.</li> <li>• Skills that have been taught in relation to digital technology and remote learning continue to be embedded and developed so as to enhance the learning of disadvantaged pupils.</li> <li>• Recovery curriculum strategy has been used consistently across the school and consequently disadvantaged children achieve well across the curriculum.</li> <li>• The learning environment continues to be supportive of disadvantaged pupils' needs e.g. use of concrete resources in mathematics, access to range of resources in art.</li> <li>• Additional teaching of phonics and early reading skills continue to be in place for those disadvantaged children</li> </ul>

	<p>that need it in EYFS, KS1 and into KS2 where necessary to ensure that all children develop the reading skills needed to access the curriculum at a young age.</p> <ul style="list-style-type: none"> <li>• Use of rigorously evaluated interventions delivered by teachers and support staff continue to be in place to address the gaps caused by socio- economic disadvantage.</li> <li>• High quality on-going CPD and resources ensure that all staff have high expectations of ALL pupils, including those who are disadvantaged.</li> <li>• The deployment of support staff continues to be rigorously evaluated so that it supplements rather than supplants high quality teaching.</li> <li>• As a result of the strategies in place, disadvantaged pupils develop detailed knowledge and skills across the curriculum and as a result achieve well. This is reflected in results in national tests.</li> </ul>
<p>The impact of socio-economic disadvantage including the identified needs linked to social and emotional learning are always explicitly addressed in class teaching across the curriculum and are evident in monitoring and pupil discussions.</p>	<ul style="list-style-type: none"> <li>• Relevant recommendations from involvement in Behaviour Hub Core programme which further enhance existing practice to support children with most challenging social and emotional needs will be implemented, monitored and evaluated rigorously.</li> <li>• Teachers continue to be supported with high quality CPD to develop SEL approaches across the curriculum and these are rigorously evaluated to ensure a positive impact on children.</li> <li>• Positive relationships are maintained with parents; to make sure that all families are held in high regard by the school and feel a sense of belonging to the school community. Good communication is achieved through face to face and through Class Dojo.</li> <li>• The effects of social deprivation continue to be counterbalanced to enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts.</li> <li>• Monitoring shows that increased numbers of Pupil Premium children are accessing clubs and attendance is in line with Non PP pupils so they have access to experiences that they would not otherwise have access to, addressing socio economic disadvantages and developing cultural capital.</li> <li>• There continues to be a strong take up by disadvantaged pupils of the opportunities provided by the school and the most disadvantaged consistently benefit from this.</li> <li>• Support to encourage reading for pleasure, educational trips and out of school study opportunities continue to be provided to promote attainment for disadvantaged pupils at all ages.</li> </ul>
<p>High quality teaching of phonics is embedded across EYFS/KS1, leading</p>	<ul style="list-style-type: none"> <li>• Embed high quality teaching of phonics across the school</li> </ul>

<p>to an increased number of disadvantaged children making the expected standard.</p>	<ul style="list-style-type: none"> <li>• Phonics is taught in line with the government guidance by selecting and following a systematic synthetic phonics programme which best suits our school.</li> <li>• Targeted academic support of Phonics is embedded across the school, including structured interventions such as small tuition groups and 1:1 support and same day, in-class interventions, where sessions are explicitly linked to daily lessons</li> <li>• Teacher- led targeted group teaching</li> <li>• Same day teaching of Phonics to enable children to catch-up</li> <li>• Effective deployment of teaching assistants to support phonics.</li> <li>• High quality texts which are well matched to the phonics phase being taught.</li> <li>• Setting within year groups where there is a range of phases being taught.</li> <li>• Setting across year groups for differently taught phases (post-covid)</li> </ul>
<p>Barriers to learning these priorities address</p>	<p>Ensuring that children have a good level of language and the appropriate vocabulary to meet national expectations.</p> <p>Encouraging children to work more independently through having metacognitive strategies.</p> <p>Implementing a recovery curriculum which is able to diminish the gap between disadvantaged and non-disadvantaged children.</p> <p>Addressing the social and emotional issues which often cause a barrier to teaching and learning for our children.</p> <p>Ensuring high quality phonics is being taught in order to best support our children in their journey to reading successfully.</p> <p>Lack of engagement or focus due to dis-regulation, low self-esteem and impact of trauma.</p> <p>Improving outcomes in EYFS.</p>
<p>Projected spending</p>	<p>£247314</p>

### Teaching priorities for current academic year September 2021- July 2022

Aim	Target	Target date
<p>Identified difficulties disadvantaged pupils have with vocabulary and language development / comprehension are more rapidly addressed due to whole school approach across the full curriculum.</p>	<ul style="list-style-type: none"> <li>• As a result of ongoing implementation of Word Aware giving a whole school sharp focus on vocabulary, an enhanced phonics programme and consistent high quality language comprehension, children gain the knowledge necessary to read and communicate. As a result, disadvantaged children achieve at</li> </ul>	<p>July 2022</p>

	<p>least in line with national in the phonics screening and end of KS1 and KS2 assessments in reading.</p> <ul style="list-style-type: none"> <li>• As a result of the sharp focus on language and high quality CPD, staff's own speaking, listening, writing and reading of English will support pupils in developing their language and vocabulary well and ensures that they meet national standards. All teaching of vocabulary, phonics, language comprehension and reading is at least good for all disadvantaged children.</li> <li>• The language deficit of some disadvantaged children whose language exposure is linked to their socio economic status is addressed through the explicit teaching of vocabulary across the school in all cohorts and in all subjects. As a result the breadth of vocabulary is developed enabling children to read more widely and access challenging reading in assessments so they achieve well.</li> <li>• Through high quality reading moderation CPD, staff will have enhanced skills which will enable them to further support pupil's reading, enabling them to access and achieve well.</li> </ul>	
<p>Metacognition, self-regulation and self-regulated learning are explicitly addressed in class teaching across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Sufficient time is devoted to CPD to enable all staff to develop the knowledge and understanding of metacognition through high quality professional development and resources.</li> <li>• All teachers are developing their use of metacognitive strategies throughout the year and are using the strategies and tools to develop pupils' self-regulated learning skills as evidenced in monitoring and the curriculum documentation.</li> <li>• As a result, pupils develop awareness of their strengths and weaknesses and the strategies they use to learn.</li> <li>• Evaluation of the teaching of metacognitive skills impacts on the pupils' development of self-regulated learning, motivation and perseverance</li> </ul>	<p>July 2022</p>

	<p>to tackle problems and apply strategies.</p> <ul style="list-style-type: none"> <li>Disadvantaged learners are developing as independent learners.</li> </ul>	
<p>Issues in prior learning associated with school closures as a result of COVID 19, gaps between disadvantaged and non-disadvantaged children are diminished at the end of the three years.</p>	<ul style="list-style-type: none"> <li>By the end of EYFS children use their knowledge of phonics to read with increasing accuracy and speed.</li> <li>Most Pupil Premium children achieve the early learning goals particularly in mathematics and literacy.</li> <li>Pupil Premium children achieve the national expected standard in the phonics check.</li> <li>Pupil Premium children gain the phonics knowledge, vocabulary and language comprehension necessary to aid reading so that by the end of KS1 reading progress and attainment is at least in line with the national expected standard.</li> <li>Gaps are closed between disadvantaged and non-disadvantaged children nationally as a result of children gaining the knowledge and skills they need to achieve well.</li> <li>Pupil Premium children progress and attainment in mathematics is in line with the national expected standard.</li> </ul>	<p>July 2022</p>

Measure	Activity
<p>The impact of language training and explicit vocabulary teaching across the school addresses identified language deficits and as a result of vocabulary development, children are able to read more widely and are able to access challenging reading in assessments so that they achieve well.</p>	<ul style="list-style-type: none"> <li>Continue to implement the 3 phase plan for Word Aware to support the development and implementation of language across the school.</li> <li>Provide ongoing CPD related to Word Aware in line with phase implementation</li> <li>Continue to keep staff training updated for all language programmes; NELI, Time to Talk, Talk Boost and Early Talk Boost.</li> <li>Leaders continue to take responsibility for the implementation of language across their curriculum.</li> <li>All leaders monitor the implementation and teaching of vocabulary.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use assessment tools to track knowledge and use of vocabulary in context across the curriculum</li> <li>• High quality adult child interactions are prioritised to ensure staff are talking <i>with</i> children rather than just talking <i>to</i> children.</li> <li>• Evaluation of the impact of implementing explicit teaching of vocabulary through Word Aware</li> <li>• Report to governors with regards to the success of implementation and impact on pupils.</li> </ul>
<p>The impact of metacognition training and the implementation of the strategies across the school impacts on children’s self-regulated learning skills and develops their motivation and resilience, giving them the self-confidence to persevere.</p>	<ul style="list-style-type: none"> <li>• High quality professional CPD on metacognition is delivered to all staff.</li> <li>• Senior leaders provide teachers with time and support to implement metacognitive approaches consistently.</li> <li>• Teachers begin to explicitly teach children metacognitive strategies including how to plan, monitor and evaluate their learning knowledge.</li> <li>• Teachers develop the skills to model their own thinking to help pupils develop their metacognitive and cognitive skills.</li> <li>• Monitoring ensures teachers set an appropriate level of challenge to develop pupils’ self-regulation and metacognition.</li> <li>• Teachers are developing children’s independence through the use of metacognitive strategies.</li> </ul>
<p>Gaps are closed between disadvantaged and non-disadvantaged children as a result of children gaining the knowledge and skills they need to achieve well. By the end of EYFS, Year 1, KS1 and KS2, disadvantaged children achieve at least in line with national.</p>	<ul style="list-style-type: none"> <li>• Implement a roll out recovery strategy that identifies and addresses gaps in learning across all curriculum areas and deploys effective support where it is needed.</li> <li>• Ensure teaching pedagogy is supported and embedded across all subject areas.</li> <li>• Regularly review the curriculum to ensure it focuses on the priorities for disadvantaged children and includes the explicit teaching of vocabulary and the use of metacognition strategies</li> <li>• Fully embed the reviewed curriculum so that Pupil Premium children develop detailed knowledge and skills across the curriculum to ensure they achieve well.</li> <li>• Continue rigorous assessment across all areas of the curriculum to inform recovery planning and delivery.</li> </ul>
<p>Barriers to learning these priorities address</p>	<p>Children are able to read more widely and are able to access challenging reading in assessments so that they achieve well. Children have a greater vocabulary and language acquisition. Ensuring that children have the resilience and metacognitive skills to be able to succeed in their learning. To ensure the gap between disadvantaged and non-disadvantaged children is diminished.</p>
<p>Projected spending</p>	<p>£247314</p>

## Targeted academic support for current academic year

Measure	Activity
<p><b>Language development and acquisition.</b> Children make progress and attainment in line with national expectations in spoken language, reading and mathematics.</p>	<ul style="list-style-type: none"> <li>• Rigorous assessment using standardised and subject specific assessments.</li> <li>• Consistent and effective (evidence-based) interventions are maintained over a sustained period and impact evaluated.</li> <li>• Specific language interventions to address specific issues with language development and comprehension in place.</li> <li>• Interventions carefully timetabled and staff are trained so that delivery is consistent.</li> <li>• Small group tuition</li> <li>• One to one support</li> <li>• Effective deployment of Teaching Assistants in class</li> <li>• Impact of interventions is rigorously monitored.</li> <li>• Interventions do not significantly impact on curriculum equity in school.</li> <li>• Use of age related stem sentences.</li> <li>• Use of pre-teaching vocabulary for targeted support groups.</li> </ul>
<p>Monitoring shows that feedback is having the desired impact on pupil progress and sessions are linked explicitly to daily lessons.</p>	<ul style="list-style-type: none"> <li>• Progress through feedback identified during reviews and book monitoring.</li> <li>• Interventions are carefully timetabled and staff are trained so that delivery is consistent.</li> <li>• CPD is available for relevant, identified staff.</li> <li>• Book monitoring, peer reviews, learning walks and pupil voice will still take place</li> </ul>
<p><b>Closing gaps in prior learning.</b> Children achieve well across the curriculum, and progress and attainment is in line with national expected standard in phonics, reading, writing, maths and spoken language.</p>	<ul style="list-style-type: none"> <li>• Baseline assess and monitor progress.</li> <li>• Revisit prior learning at the beginning of each lesson.</li> <li>• Reading interventions (inference, switch on reading, additional phonics).</li> <li>• Maths same day intervention continue</li> <li>• Interventions do not significantly impact on curriculum equity in school.</li> <li>• Academic intervention supplements high quality teaching, not replace it.</li> </ul>
<p>Barriers to learning these priorities address</p>	<p>Ensuring children make good progress and attainment in line with national expectations in spoken language, reading and mathematics. To ensure there is consistent and effective feedback for children which has a positive impact on their learning. To close the gap in order that children achieve well across the curriculum.</p>
<p>Projected spending</p>	<p>£247314</p>

## Wider strategies for current academic year

Measure	Activity
<p>Social and emotional learning is embedded across the school and is taught by all teachers.</p>	<ul style="list-style-type: none"> <li>• The EEF guidance report for improving social and emotional learning in primary schools is used across the school. Including the use of: 5 core skills for SEL. These include:               <ul style="list-style-type: none"> <li>- self-awareness,</li> <li>- self-management</li> <li>- social awareness</li> <li>- relationship skills</li> <li>- responsible decision making.</li> </ul> </li> <li>• Nurture provision continues and extends to KS2 making use of enhanced facilities</li> <li>• Boxall profile to continue to be used to monitor SEMH.</li> <li>• Continued use of additional classroom support for identified pupils and deployment of inclusion team.</li> <li>• Deputy Head will take on a priority role for behaviour within the whole school</li> <li>• Classroom curriculum and instruction is monitored.</li> <li>• School climate, policies and practices are monitored.</li> <li>• Family and community partnerships have been further developed.</li> <li>• Further CPD for staff.</li> <li>• Further training to embed practice.</li> </ul>
<p>PP children's attendance at extra-curricular activities is high.</p>	<ul style="list-style-type: none"> <li>• Continue to target PP children to attend extra-curricular activities and continue to monitor registers for the uptake</li> <li>• Pupil voice.</li> <li>• Continue to offer wide variety of activities, including non-academic clubs delivered by staff with specific skills in those areas.</li> <li>• Continue to monitor attendance and punctuality regularly. EWO to support identified families.</li> </ul>
<p>Attendance remains high for PP children.</p>	<ul style="list-style-type: none"> <li>• Continue with existing strategies:</li> <li>• Early help set up as required.</li> <li>• First call home followed by a text</li> <li>• Letters home to parents for identified children.</li> <li>• Safeguarding lead to monitor attendance.</li> <li>• Support and monitoring from EWO. EWO package bought from the council so that EWO is in school every Thursday to support with attendance.</li> <li>• PP lead aware of any attendance issues. Monthly attendance reports analysed and acted on.</li> <li>• Breakfast club to support parents.</li> <li>• Free breakfast club for y6 PP children and siblings.</li> </ul>

In the event of school closures the school are prepared to deliver remote learning	<ul style="list-style-type: none"> <li>• Technology is supplied to pupils' who do not have the necessary technology to access remote learning, including internet access via dongles.</li> <li>• Remote learning is delivered to high standard in line with expectations of school policy and accessible to all disadvantaged pupils.</li> <li>• Regular communication with children and parents to ensure good levels of engagement and to offer support where required.</li> <li>• Attendance of lessons is monitored every day by class teachers. Non-attendance is immediately reported to a member of SLT who then contacts home to ensure that all children are able to access remote learning.</li> <li>• All pupils Y2-6 know how to access Dojo and Zoom in order to engage in live lessons and complete their work.</li> </ul>
Projected spending	£247314

### Monitoring and Implementation

Area	Challenge	Mitigating action
Vocabulary and Language comprehension	Time – ensuring enough time is given to deliver the 3 phases of Word Aware. Not remaining a high priority due to other curriculum priorities	Careful planning of how to implement the 3 phases. CPD delivered in staff meetings and revisited regularly. Clear implementation plan. Word Aware regularly discussed at staff meetings.
Metacognition	Staff knowledge and CPD High quality delivery of metacognitive strategies and children's use of these strategies.	Provide opportunities for staff training/ peer training. Peer to peer support.
Closing the Gaps	Identify the gaps in knowledge as a result of school closure Timetabling of interventions Ensuring enough time for teaching small groups/ 1:1	Establishing a fair and effective timetable to ensure all cohort's needs are met Same day in class interventions wherever possible
Social and Emotional Learning	Staff knowledge and CPD	Provide opportunities for staff training/ peer training

### Review: last year's aims and outcomes

The outcome of the strategy is difficult to measure given that we had significant bubble closures in Autumn 2020 and then went back into lockdown in January 2021 and therefore lost over a term's education despite a highly effective remote learning strategy.

End of year attainment – expected/exceeding standard

	Year 1	Year 2	Year 4	Year 5	Year 6	Average
Maths	20%	24.3%	60.8%	57.2%	28.6%	38.18%
Maths – non PP	30.6%	39.1%	77.8%	61.5%	30.4%	47.88% (+9.7%)
Reading	25%	45.9%	47.8%	42.9%	34.4%	39.18%
Reading – non PP	33.3%	56.5%	66.7%	71.8%	34.7%	52.6% (+13.42%)
Writing	15%	29.7%	21.7%	38.1%	34.4%	27.76%
Writing – non PP	50%	39.1%	47.2%	56.4%	26.1%	43.76% (+16%)

<b>Aim</b>	<b>Outcome</b>
To show consistent improvement in EYFS PP attainment	<p>EYFS children, like so many other children, had a very disrupted first year in school and the GLD reflects this, especially when considering our school context.</p> <p>36.4% of our disadvantaged children achieved GLD compared to 42.9% of our non-disadvantaged children.</p>
High quality teaching of Phonics is embedded across EYFS and Key Stage 1 leading to an increase in the number of disadvantaged children making the expected standard	<p>High quality phonics has been embedded across the EYFS/KS1, with a clear system for teaching and assessing phonics. However, the pandemic has meant that learning time has been lost and we have been unable to utilise staff as we would have hoped due to bubbles.</p> <p>This continues to be an area for focus due to the new EYFS curriculum and because of the government change from being able to use Letters and Sounds, to needing to use an accredited phonics programme.</p> <p>Disadvantaged children are achieving well in phonics and there is a close correlation in the majority of year groups across the phases. The table in Appendix A references these achievements.</p>
Improved attainment at the end of Key Stage 1 and Key Stage 2 for Pupil Premium children, closing the gap of disadvantaged children with national at expected standard.	<p>The pandemic has meant that there has been a significant amount of learning time lost this year, which has consequently impacted on all of our children. Because of this, we are focusing on vocabulary and language over the next few years</p>

	as well as metacognition in order that our children can make as much progress as possible.																
Improved attainment at the end of Key Stage 1 and Key Stage 2 for Pupil Premium children, closing the gap of disadvantaged children with national at GDS.	The pandemic has meant that there has been a significant amount of learning time lost this year, which has consequently impacted on all of our children. Because of this, we are focusing on vocabulary and language over the next few years as well as metacognition in order that our children can have the cultural capital to succeed.																
Absence is in line with or lower than the national figures for disadvantaged children	<p>Attendance in 2019/2020 for the whole school was 90.2% and in 2020/2021 it was 93.7% which shows a 3.5% increase overall.</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> <th>Whole school (Y1-6)</th> </tr> </thead> <tbody> <tr> <td>19/20</td> <td>89.68%</td> <td>91.71%</td> <td>90.2%</td> </tr> <tr> <td>20/21</td> <td>92.45%</td> <td>94.69%</td> <td>93.7%</td> </tr> <tr> <td>Increase</td> <td>+2.77%</td> <td>+2.98%</td> <td>+3.5%</td> </tr> </tbody> </table> <p>Attendance has improved over these years although there is still a 2.24% difference between disadvantaged and non-disadvantaged children. This is why we continue to make attendance a priority in our wider strategy aims.</p>		PP	Non-PP	Whole school (Y1-6)	19/20	89.68%	91.71%	90.2%	20/21	92.45%	94.69%	93.7%	Increase	+2.77%	+2.98%	+3.5%
	PP	Non-PP	Whole school (Y1-6)														
19/20	89.68%	91.71%	90.2%														
20/21	92.45%	94.69%	93.7%														
Increase	+2.77%	+2.98%	+3.5%														

#### Appendix A

	PHONEMES – 100% of phase known	PHASE 2	PHASE 3	PHASE 5
Reception	PP (10)	70%	40%	
	Whole cohort	78%	31%	
Year 1	PP (21)	95%	57%	0%
	Whole cohort	95%	71%	14%
Year 2	PP (36)	97%	75%	58%
	Whole cohort	97%	77%	64%
Year 3	PP (29)		97%	90%
	Whole cohort		95%	90%

Exceeding or matching whole cohort

Within 10% of whole cohort