



Westfield Primary School  
Pupil Premium  
2020-2021



# Westfield Primary School

## Pupil Premium

2020 - 2021



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Pupil Premium

For the academic year 2020 - 2021 Westfield should receive the following funding for our Pupil Premium cohort

<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
<b>Pupils in year groups reception to year 6 recorded as Ever 6 FSM</b>	<b>£1,320</b>
<b>Pupils in years 7 to 11 recorded as Ever 6 FSM</b>	<b>£935</b>
<b>Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority</b>	<b>£1,900</b>
<b>Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order (PP+)</b>	<b>£2,300</b>
<b>Pupils of Service families (Service Pupil Premium - SPP) Service</b>	<b>Pupil premium per pupil</b>
<b>Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence</b>	<b>£300</b>

HM Government and other government departments use the term “Disadvantaged pupils” for funding reasons and to describe the cohort of pupils in the official funding chart, which determines the amount of centrally funded Pupil Premium and Service Pupil Premium Funding each school receives directly into their delegated budget for the school to spend on specified interventions and must be held accountable for, in terms on what the funds have been allocated for.



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<i>Financial Year</i>	<i>Amount of Pupil Premium Funding</i>						
		<b>2015 – 2016</b>	<b>2016 – 2017</b>	<b>2017 – 2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<b>2020-2021</b>	£188,208						
<b>2019-2020</b>	£171,600						
<b>2018- 2019</b>	<b>£196.680</b>						
<b>2017 – 2018</b>	£175,560						
<b>2016 - 2017</b>	<b>£147,840</b>						
<b>No of FSM or Forever6</b>		117/436 26.8%	139/491 28.3%	146/483 30.2%	149/466 32%	130/461 (Jan Census) 28%	145/451 32% (9.9.20 SchPk) (34% including PP+)
<b>No. of Looked After pupils (PP+)</b>		2	3	5	4 (+ 3 not funded)	0	9 PP+ children (2 of which are PP also)
<b>No of Service Family pupils</b>		1	1	0	0	0	0

Source: 2015-16: School Profile 29-6-16 (PA Raw Data), 2016-17: School Profile 28-6-17 (PA Raw Data), 2017-18: Results Database Summer Term (Pupil Data) 2018-2019 Secure Access; 2019-2020 ScholarPack; 2020-21 ScholarPack Autumn term

**Rationale**

Westfield School is committed to inclusion and to removing any potential barriers (physical or otherwise) to learning and participation. We provide a broad and balanced curriculum for all pupils and respond to pupils' diverse learning needs. We believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference and recognises the achievements of all children.



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Year Group Autumn 2020	Number of eligible PP children (6/10/2020)		
Reception	19/56	34%	+2 PP+
Year 1	13/55	24%	+1PP+
Year 2	16/60	27%	+1PP+ and including 1 PP+
Year 3	22/52	42%	including 1PP+
Year 4	21/71	30%	
Year 5	20/74	27%	+1PP+
Year 6	30/83	36%	+1PP+

**SATs Results from July 2019** (2020 SATs, EYFS Profile and Phonics Check cancelled by the Department for Education due to the Covid 19 pandemic and subsequent lockdown).

**Year 6**

	<b><u>All children</u></b>	<b><u>PP children</u></b>
<b><u>Reading</u></b>	67%	39%
<b><u>Writing</u></b>	78%	39%
<b><u>Maths</u></b>	78%	50%
<b><u>Combined</u></b>	60%	24%
<b><u>GPS</u></b>	74%	47%

**Year 2**

	<b><u>All children</u></b>	<b><u>PP children</u></b>
<b><u>Reading</u></b>	67%	48%
<b><u>Writing</u></b>	59%	38%



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<b>Maths</b>	70%	48%
<b>Combined</b>	55%	33%

### Phonics

	<b><u>All children</u></b>	<b><u>PP children</u></b>
<b><u>Year 1</u></b>	81%	73%
<b><u>Year 2</u></b>	90%	95%

### EYFS GLD

	<b><u>All children</u></b>	<b><u>PP children</u></b>
<b><u>GLD</u></b>	75%	73%

### Covid 19 Pandemic 2020/2021

During the national lockdowns, we continued to support our PP children.

- Delight Art boxes delivered to PP children
- Regular phonecalls from a member of staff
- Socially distanced visits
- Individual packs of work delivered/sent if they were SEND too
- Lent laptops to some families
- Gave food vouchers
- Ordered the food vouchers from the Covid Summer Food Fund
- Organised links from 2 charities for both frozen and fresh food packages to those in need
- Focus on physical and mental well-being
- Focus on reading for pleasure through YouTube videos of teachers reading books
- Time capsule project September 2020 to discuss and process emotions links to the pandemic



## Pupil Premium Expenditure 2020-2021

Following the extended lockdown and subsequent closure of schools (for the majority of pupils) due to the Covid 19 pandemic, we are especially aware of the need for specific support for all, but particularly for our vulnerable pupils. Note some costs fit into multiple categories. To improve outcomes for our most vulnerable children, our planned Pupil Premium/Pupil Premium + expenditure will be spent on the following:

Use of Funding	Approximate Cost	Desired outcome	Impact																																																																																
HLTAs to support key marginal children in Yrs 1-6 to support progress and attainment of PP/PP+ children	30% of 38.5 hours X 3 £22,500	Improvement in progress measures and attainment for PP children and PP+ children. To diminish the difference between PP/PP+ and 'All' children. PP/PP+ children to make accelerated progress. PP/PP+ combined levels (SATs) to be above 24% (2019) and nearer to 51% (National PP 2019)	<p>Expected progress for a term is 2 points on ScholarPack (teacher assessment). Expected progress when comparing test results to prediction is 0.</p> <p><b>Summer: Reading</b></p> <table border="1"> <thead> <tr> <th colspan="5">Reading</th> </tr> <tr> <th>PP</th> <th>% at age related (TA)</th> <th>Progress Measure (SP)*</th> <th>% 100+ NTS test</th> <th>Progress Measure (Test)</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>23</td> <td>6.77</td> <td>31</td> <td>4.9</td> </tr> <tr> <td>Year 2</td> <td>53</td> <td>7.73</td> <td>47</td> <td>3.4</td> </tr> <tr> <td>Year 3</td> <td>50</td> <td>6.8</td> <td>30</td> <td>3.4</td> </tr> <tr> <td>Year 4</td> <td>48</td> <td>7</td> <td>59</td> <td>6</td> </tr> <tr> <td>Year 5</td> <td>56</td> <td>7.18</td> <td>50</td> <td>0.3</td> </tr> <tr> <td>Year 6</td> <td>45</td> <td>8.34</td> <td>52</td> <td>5.2</td> </tr> </tbody> </table> <p>PP children have made accelerated progress in every year group.</p> <p><b>Writing</b></p> <table border="1"> <thead> <tr> <th colspan="5">Writing</th> </tr> <tr> <th>PP</th> <th>% at age related (TA)</th> <th>Progress Measure (SP)*</th> <th>% Expected (TA)</th> <th>Progress Measure (Test)</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>23</td> <td>6.39</td> <td>23</td> <td>3.3</td> </tr> <tr> <td>Year 2</td> <td>42</td> <td>6.26</td> <td>42</td> <td>-4.4</td> </tr> <tr> <td>Year 3</td> <td>36</td> <td>6.05</td> <td>36</td> <td>-1.7</td> </tr> <tr> <td>Year 4</td> <td>26</td> <td>6.54</td> <td>26</td> <td>-2.4</td> </tr> <tr> <td>Year 5</td> <td>32</td> <td>6.36</td> <td>32</td> <td>-6</td> </tr> <tr> <td>Year 6</td> <td>31</td> <td>7.72</td> <td>31</td> <td>-3.4</td> </tr> </tbody> </table> <p>Within this academic year, PP children have made at least expected progress in every year group. Progress from last KS is lower than expected.</p>	Reading					PP	% at age related (TA)	Progress Measure (SP)*	% 100+ NTS test	Progress Measure (Test)	Year 1	23	6.77	31	4.9	Year 2	53	7.73	47	3.4	Year 3	50	6.8	30	3.4	Year 4	48	7	59	6	Year 5	56	7.18	50	0.3	Year 6	45	8.34	52	5.2	Writing					PP	% at age related (TA)	Progress Measure (SP)*	% Expected (TA)	Progress Measure (Test)	Year 1	23	6.39	23	3.3	Year 2	42	6.26	42	-4.4	Year 3	36	6.05	36	-1.7	Year 4	26	6.54	26	-2.4	Year 5	32	6.36	32	-6	Year 6	31	7.72	31	-3.4
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**Maths**

<b>Maths</b>				
PP	% at age related (TA)	Progress Measure (SP)*	% 100+ NTS test	Progress Measure (Test)
Year 1	38	6.93	54	12.1
Year 2	63	7.37	74	-3.8
Year 3	50	6.35	35	-0.9
Year 4	43	7.05	50	3.4
Year 5	32	6.18	35	-6
Year 6	45	7.41	28	-8.9

Within the academic year, PP children in every year group have made at least expected progress. With regards to progress from

**GPS**

<b>GPS</b>				
PP	% at age related (TA)	Progress Measure (SP)	% 100+GPS test	Progress Measure (Test)
Year 1	23		31	-1.9
Year 2	42		58	-5.6
Year 3	50		48	7.4
Year 4	30		50	1.3
Year 5	32		35	-0.5
Year 6	41		28	-2.7

**Combined**

PP (TA)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% Combined	23	37	32	22	21	31

**Spring:**

**Reading**

<b>Reading</b>				
PP	% at age related (TA)	Progress Measure (SP)*	% 100+ NTS test	Progress Measure (Test)
Year 1	15	4.46	31	3.3
Year 2	47	5.52	47	2.7
Year 3	41	4.35	32	1.5
Year 4	35	4.83	64	7.3
Year 5	42	5.12	53	0.9
Year 6	38	6.03	52	-1



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PP Reading progress is accelerated in all year groups especially Years 2, 5 and 6 (Teacher assessments). The progress is within half a term of 'All' children. PP Test progress for Reading is accelerated in all year groups except 5 and 6.

**Writing**

	Writing			
PP	% at age related (TA)	Progress Measure (SP)*	% 100+ (TA)	Progress Measure (Test)
Year 1	15	4.39	15	-0.2
Year 2	32	4.73	32	-4.9
Year 3	27	3.65	27	-3.5
Year 4	22	4.96	22	-1.2
Year 5	26	4.47	26	-4.9
Year 6	24	5.34	24	-4.6

Since September, the expected progress (TA) is 4. All year groups except Year 3 show accelerated progress this academic year.

**Maths**

	Maths			
PP	% at age related (TA)	Progress Measure (SP)*	% 100+ NTS test	Progress Measure (Test)
Year 1	38	4.93	54	2.2
Year 2	63	5.53	71	3.4
Year 3	36	4.45	36	-1.9
Year 4	43	5.4	50	6.6
Year 5	32	4.12	37	-4
Year 6	31	5.24	28	-6.1

PP children have made accelerated progress (TA) this year (over 4) and in half of the year groups, the test data supports this.

**GPS**





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<b>GPS</b>				
PP	% at age related (TA)	Progress Measure (SP)	% 100+GAPS test	Progress Measure (Test)
Year 1	15		31	1.9
Year 2	42		65	3
Year 3	45		50	1
Year 4	39		55	6.1
Year 5	26		37	0.8
Year 6	34		28	-5.1

PP children in most year groups have made accelerated progress (Test).

**Combined**

PP (TA)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Combined	15	26	27	17	21	24

Most year groups are at or within one child of 24% combined (school 2019 PP results). These assessments were completed 3 weeks after the full return to school.

**Autumn:**

**Reading**

<b>Reading</b>				
PP	% at age related (TA)	Progress Measure (SP)*	% 100+ NTS	Progress Measure (Test)
Year 1	8	2.42	33	4
Year 2	69	3.75	50	3.3
Year 3	52	3.35	33	-1.5
Year 4	50	3.41	64	8.1
Year 5	42	3.83	53	3.1
Year 6	40	4	53	9

PP children are making accelerated progress generally in reading but their attainment is mixed depending on the cohort.

**Writing**



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<b>Writing</b>				
PP	% at age related (TA)	Progress Measure (SP)*	% 100+ (TA)	Progress Measure (Test)
Year 1	25	2.42	25	4.8
Year 2	56	3.56	56	-3.8
Year 3	33	2.55	33	-1.7
Year 4	27	3.18	27	-1.3
Year 5	26	3.3	26	-3.5
Year 6	30	3.47	30	-3.4

PP children have made accelerated progress this term and therefore are closer to their prediction but not quite there. (COVID disruption).

**GPS**

<b>GPS</b>				
PP	% at age related (TA)	Progress Measure (SP)	% 100+GAPS test	Progress Measure (Test)
Year 1	25	NA	33	3
Year 2	63	NA	69	2.5
Year 3	48	NA	52	6.3
Year 4	41	NA	55	8.6
Year 5	32	NA	37	5
Year 6	33	NA		

The test progress measures are all positive and show accelerated progress.

**Maths**



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Maths				
PP	% at age related (TA)	Progress Measure (SP)*	% 100+ NTS test	Progress Measure (Test)
Year 1	50	2.92	58	4.1
Year 2	69	3.75	75	8.4
Year 3	52	3.3	38	-0.4
Year 4	59	3.82	50	5
Year 5	37	2.77	37	-1.5
Year 6	43	3.6		

PP children have made accelerated progress in class this term and this is reflected in most test progress measures across the school.

**Combined**

PP (TA)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Combined	8	56	33	23	21	30

Most year groups are at least within one child of 24% combined (school 2019 PP results) but only one year group is above the 2019 National PP combined level of 51%.

Small intervention groups and 1:1 sessions to support progress and attainment of PP/PP+ children carried out by two intervention teachers

% of groups that are PP/PP+ = % of wages  
£33,210 (Autumn)

To diminish the difference between PP/PP+ and 'All' children. PP/PP+ children to make accelerated progress.

**Summer 2021**

**Year 5 Writing**

80% made at least expected progress

55% made accelerated progress

**Year 3**

Maths: 75% made at least expected progress, 25% made accelerated progress.

Writing: 56% made a least expected progress, 44% made accelerated progress.

GPS: 67% made at least expected progress, 33% made accelerated progress.

**Spring 2021**

**Year 1**



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			<p><b>Writing/GPS</b>  <b>All of the group made at least expected progress for the term and 12% made accelerated progress.</b>            Year 3            Writing - 79% of group made at least expected progress in the term.            GPS - 89% of group made at least expected progress in the term.</p> <p><b>Autumn 2020</b>  <b>Year 5</b>            Raw scores on tests            GAPS average score progress =6.            Reading average score progress =4.5</p> <p><b>Year 4</b>            GAPS average progress score = 3.5            Reading average progress score = 3.8</p>
<p>Extra curricular Extension Activities:            Included in activities such as school run clubs, competitive Sports;            Dance            Woking            Festivals;</p>		<p>PP/PP+ cohort are prioritised to extend their experiences of life and to support their well-being.</p>	<p>These have not been organised so far due to COVID 19.            During the Summer Term, teachers have delivered topic themed days across the school; Year 6 have led the 'Fiver Challenge' to develop economic learning; Science workshops were held; Personalised invites were sent to 15 children for free dance workshops in August including a free meal each day. Teachers have all led clubs during Summer 2. 32% of the spaces were taken by PP children. A carnival day with workshops and steel pan drum entertainment.            At the end of Spring Term, all our FSM children received an Easter Activity bag from Surrey County Council (Club 4). We also had a Well-being week to focus on how to look after ourselves. Children participated in a range of activities including on-line pantos and musicals, cooking, scavenger hunts, self-esteem boosts etc.            See also Workshops below.</p>



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multi-skills etc			
Pastoral care from Mental Health First Aider /Lianne (Emotional and social support) including Dragon's Lair at Lunchtimes	80% of wages  £23,018	A range of PP/PP+ children continue to be prioritised for support with friendships, anger management and anxiety, resulting in calmer children who are more able to manage their emotions and successfully access their learning. Dragon's Lair is open at Lunchtimes to support vulnerable children. 1:1 support sessions and nurture groups as appropriate.	Children have been identified in conjunction with class teachers to receive emotional and social support. Some children have regular slots and others are in response to changing circumstances. Children are also able to ask for extra support through our own 'bubble system'. Children know they can get extra support and so they are more focused in class. Strategies are used to support this e.g. sticker charts for motivation and reflection.
Mental Health First Aider		MHFA will support our vulnerable children and their families to help provide a more steady and secure home-life. This in turn will support the children to access school fully and make good progress.	She has worked with a variety of vulnerable children and their families: <ul style="list-style-type: none"> <li>• On-line courses for parents</li> <li>• Supports anxious children in school</li> <li>• Championed the ASD group in the school, supporting teachers and families</li> <li>• Lunchtime club for those that find this time overwhelming</li> <li>• Attends meetings with parents and professionals to support the parents</li> <li>• Nurture group as needed</li> </ul>



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		<p>This includes check-ins when children are not in school, parent workshops/courses, access/sign posting to parenting support in the community and other professionals, supporting parents to access school resources/communication such as Marvellous Me.</p> <p>Drop-in hub/phone line</p> <p>Preparing children for transition, preparing a child for change, providing individual children with social stories, now and next, visuals to support, afternoon nurture groups as appropriate.</p>	<ul style="list-style-type: none"> <li>Created transition booklets for going to new year groups and led extra transition experiences for vulnerable children</li> </ul>
Workshops	Approximately £9000 annually	The workshops booked will ensure a range of experiences for our vulnerable children to support their learning,	<p>These will be limited initially due to COVID 19.</p> <p><b>Summer:</b> Science workshops Carnival workshops The Pied Piper Theatre Company Year 4 History workshop</p>



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		well-being, confidence and self-esteem.	Well-being Warriors workshop Life Bus <b>Spring:</b> On-line panto On-line musicals On-line magic show 52 lives well-being workshop Centrepiece project (The Lightbox) <b>Autumn:</b> Artist in Residence (Y5/6) Y6 Motivational Day School Panto KS1/EYFS Perform for Schools workshops David Tricks Magic Road Safety
Cost contribution towards trips	NA	PP/PP+ children have been enabled to access trips to broaden their experiences and aspirations. This will also support the children to access more learning successfully in school.	<b>These have not been organised so far due to COVID 19 but money has been set aside to support this when trips resume.</b>
CPD for Quality First Teaching and Targeted Interventions	£3600 (RWI) £500 Educare	PP children to benefit from trained adults to support their specific needs such as Trauma-informed school training, emotion coaching, TAMHs	<b>RWI Phonics - Training and books</b> Reading progress across the school has been positive and children in KS1 have responded well to the RWI programme. 80% of Year 2 passed the phonics check in November 2020 (delayed from Summer Term in Year 1). Those that didn't pass, took an unofficial resit in June 2021. 92% of all Year 2 have now passed the Phonics Check - 95% of PP in Year 2 have passed the Phonics Check.



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		training, safeguarding training (e.g. ACES), drawing and talking therapy, writing and attachment training.	
Now Press Play subscription and VR headsets	£1800 £9500	PP/PP+ children to benefit from immersive story-telling and an engaging hook into learning via the use of VR headsets.	The children have enjoyed using these across the school and it has increased their range of experiences.
Tranquillity Cove - sensory room	NA	PP/PP+ children benefit from having prioritised access to the sensory room to help support emotional needs.	When incidents have happened of children being angry, this has helped to calm them and ready them to re-engage in classroom learning.
Calm areas, boxes and story sacks	NA	PP/PP+ children to benefit from priority access to calm down areas in the classroom and individual calm down boxes/packs as appropriate. Story sacks are available to children who experience significant incidents in their life such as death, imprisonment of a relative.	These have been used as appropriate to enable children to manage their feelings regarding different situations in their lives.





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<p>Support staff to support friendship groups, social skills interventions, restorative approaches in response to incident</p>	<p>30% of wages £67,830</p>	<p>Children will be confident to make and maintain friendships in and out of school. They will be able to resolve issues independently.</p>	<p>The restorative approach is used across the school. Some children do this independently but some need adult support to scaffold the process. They are able to take part in the discussions.</p>
<p>Inclusion Leader</p>	<p>30% of wages £14,320</p>	<p>To liaise with parents and guardians and other professionals involved with PP+ children. To facilitate regular meetings with PP+ families to discuss the child's needs and progress. To develop policies and procedures to support PP+ in conjunction with the SLT team. To communicate with Children's Services. All of this will lead to productive and effective relationships with the children and their</p>	<p>The Inclusion Leader has positive working relationships with the parents and she has facilitated meetings and progress through the communication between parents and teachers. Some accelerated progress can be seen in one family in particular that was supported by the Inclusion Leader.</p>



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		families in order for the children to attain and make progress in school.	
Support children to continue learning during COVID disruption	NA	Ensure children are able to learn about home during periods of isolation through different means e.g. paper copies delivered; loans of electronic equipment.	When bubbles have shut due to COVID or when children are isolating due to an outside contact, work has been sent home via email, SeeSaw, website. We have 9 devices to loan out during bubble closures (Autumn Term). Teachers have organised paper versions to be delivered as necessary so that the children have been able to continue with as little disruption as possible. The set work has been differentiated accordingly. January: Over 20 devices on loan. In the Summer Term, devices were continued to be loaned out to families with children isolating at home.
Inclusion room in garden and furnishings/ resources	£11,000	PP/PP+ children benefit from having prioritised access to Inclusion Support in this area to support emotional needs.	Summer: in use mainly by the Inclusion Team when working with vulnerable individuals - it gives a safe, secure and inviting environment to discuss their emotions in order to improve their well-being. Spring: Used for sessions with children (well-being assistants and MFAider) Autumn: Still being renovated ready for use in Spring Term.
Art mural	£2000	Welcoming outside feature of Inclusion room to support well-being and emotional support of children.	In progress
Delight lessons Y4	3 x £1050	The workshops booked will ensure a range of experiences for our vulnerable children to	This has been booked for the Summer Term. The children enjoyed this experience and supported their Literacy progress after the latest lockdown. PP Reading attainment went up by



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Delight in Shakespeare		support their learning, well-being, confidence and self-esteem.	12% and Writing by 3% (For All children, reading attainment went up 7% and writing by 3%)
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**Total Expenditure: £201, 428**