



PUPIL PREMIUM STRATEGY

2021--24

Liscard Primary School – September 2021

Pupil Premium Grant

The primary aim of the school is to ensure that all children are able to access all aspects of the school's provision in order to achieve the highest standards of achievement and the greatest possible progress in relation to children's individual starting points.

The Pupil Premium Grant (PPG) is funding provided to schools in addition to the main school funding. It is allocated according to the number of pupils on-roll who are eligible for Free School Meals (FSM), a smaller amount allocated according to the number of children from service families and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

It is for each school to decide how the PPG is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils from low-income families. Since September 2012, this information must be published on the school website.

Please see below for information regarding how the PPG was spent in the last financial year, the impact of this funding, and the plans for future spending.

Pupil Premium Strategy Statement

Executive Summary

The Pupil Premium Strategy holds the school leaders to account for the money allocated to support Pupil Premium children to achieve as well as their peers. There are barriers Pupil Premium children can encounter that prevent them from achieving well.

Key Barriers to Learning

At Liscard Primary School, we have identified the following:-

- **Attendance** – Children fall behind when they do not attend school every day. Children whose attendance is 90% or lower are considered to be persistent absentees miss so much school that they have gaps in their learning. During the last academic year, 40% of Pupil Premium children were persistent absentees.
- **Language Gap** – Many children starting school lack confidence in their ability to develop their speaking and listening skills. If they do not develop their language through social interactions, they do not make the progress.
- **Reading** – Where children do not have access to regular reading and phonics practice or the opportunity to enjoy listening to books being read to them, they fall further behind.
- **Personal and Social Education** – As the result of lockdown children in the Early Years have taken time to be able to follow routines, work independently on learning tasks for a short period of time and to persevere when learning is challenging.

Evidence Used to Identify These Issues

Attendance is recorded on a Management Information System called Arbor. The Attendance Officer scrutinises individual children's attendance on a daily basis. Persistent absentees attendance is a key focus.

The phonics tracker is used to monitor the attainment and progress of all children in the Early Years and Key Stage 1.

Electronic programmes such as Accelerated Reader and Bug Club provide regular assessments so that learning gaps can be identified and addressed.

Approaches to Close the Gaps

We follow a tiered approach based on the research by the Education Endowment Fund (EEF).

Regular training in staff meetings about strategies to improve teaching and children's learning has enabled the celebration and sharing of good practice. Ensuring an effective teacher is in front of every class who encourages all children to be aspirational is the key to rapid improvement.

The current arrangement of four teaching groups in each year group, rather than three large classes ensures there is targeted improvement. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress.

Breakfast club encourages children to come into school and be ready for learning. Afterschool enrichment clubs for target children have improved pupil progress and attainment.

Wider strategies such as support children's social emotional and mental health give the best chance for children to do well.



The Education Endowment Fund Guide to Pupil Premium (June 2019)

Research Evidence to Support Chosen Approach

We use the research from the Education Endowment Fund to frame our approach to closing attainment and progress gaps. We have used the EEF benchmarking tool (Making the Difference for Disadvantaged Benchmarking and Reflection) to evaluate the impact of previous Pupil Premium spend.

School Overview

Metric	Data
School name	Liscard Primary School
Pupils in school	724 (aged 2 – 11 years)
Proportion of disadvantaged pupils	38% Pupil Premium – Years 1-6
Pupil Premium allocation this academic year	£329,435 (£1,385 per child) (£2410 per adopted child)
Academic year or years covered by statement	2021- 24
Publish date	September 2022
Review date	July 2023
Statement authorised by	Sue Talbot
Pupil Premium lead	Lindsey Moran
Governor lead	Anna Dollard

Year 6 Outcomes for 2021/2022 – End of Key Stage 2

Pupil Premium Pupils → 41 (46.1%)

Non Pupil Premium Pupils → 48 (53.9%)

Attainment 2022 shows the percentage of pupils who were working at the expected level for Year 6. A number of online assessments were used, for example, Accelerated Reader, Learning by Questions etc

Data is based on Teacher Assessments. Provisional Key Stage 2 SAT data is also listed with the caveat that one child's third paper result has not been received yet. Adding the raw scores of Paper 1 and 2 indicates the child is already at age related. The score from Paper 3 could move the child to achieving greater depth.

The table above indicates that Pupil Premium children made better progress than their peers in writing but not in reading and mathematics.

Provisional Key Stage 2 Data – July 2022

SUBJECTS	Teacher Assessment				Test Scaled Scores			
	Pre Key Stage	Towards	At	Greater	<100	100+	110+	Average
Reading	1 (1.1%)	13 (14.8%)	50(56.8%)	16 (18.2%)	15(16.9%)	73 (82%)	26 (29.2%)	106.3
Writing	1(1.1%)	19(21.3%)	62(69.7%)	7 (7.9%)	23(25.8%)	65 (73%)	20 (22.5%)	104.2
Mathematics	1(1.a%)	22(25%)	47(53.4%)	10(11.4%)	18(20.2%)	70 (79%)	27 (30.3%)	105.6
Science			78(87.6)					
R,W&M			56(62.9%)					

Strategy Aims for Disadvantaged Pupils

Below are the key priorities for spending Pupil Premium. They relate to the barriers as outlined in the executive summary at the beginning of this document.

Measure	Activity
Priority 1	To improve language acquisition using explicit strategies to extend vocabulary in language rich environments and further develop children's expressive and receptive language (VOICE 21).
Priority 2	To develop pupil independence (metacognition and self-regulation)
Barriers to learning these priorities address	Children's oral language and communication skills as assessed on entry to the school indicate a significant gap (as identified by assessment tools such as Wellcomm).
Projected spending	£106,519

Teaching Priorities for Current Academic Year 2022-23

Aim	Target	Target date
Progress in Reading	Achieve better than national average progress scores at the end of KS2	July 2023
Progress in Writing	Achieve better than national average progress scores at the end of KS2	July 2023
Progress in Mathematics	Achieve better than national average progress scores at the end of KS2	July 2023
Phonics	Increase the number of Pupil Premium children reaching the expected standard in	July 2023

	Phonics so that there is no gap between PP and non PP	
Attendance	Reduce the number of disadvantaged children categorised as persistent absentees from 59	July 2023

Targeted Academic Support for Current Academic Year 2022-23

Measure	Activity
Priority 1	Continue with the Rapid groups and Pupil Premium groups in English and maths so that disadvantaged children have maximum opportunity to make better than expected progress
Priority 2	Provide early interventions and support for the youngest children on entry to the school so that attainment in phonics, reading and writing increases
Barriers to learning these priorities address	Attendance every day at school – Attendance in Early Years is lower than the rest of the school Not all parents feel they have the knowledge and understanding to support their child in reading and phonics
Projected spending	£120,948

Wider Strategies for the Current Academic Year

The following table provides a detailed breakdown as to how the Pupil Premium funding will be spent to achieve the key priorities listed above.

Pre-school F1 / F2 / - Barriers and Planned Provision	
Additional Speech and Language to support vulnerable pupils who are causing concern – weekly visits from Speech Therapist to increase attainment and progress in phonics, reading and writing.	£1,697
Part funded increased staffing in Pre-school /F1 - Teaching Assistants (TAs). 1: 4 – 1: 10 adult ratio to target Pupil premium children to increase attainment and progress in English and Maths.	£28,418
Part funding towards increased staffing in F2 providing 3 full-time TAs, 1 part time TA to target PPG families and increase attainment and progress in English and Maths.	£8,474
Part funding towards a TA to provide management cover to allow Year Leader to work with staff and parents providing workshops and small group work (Targeting Pupil Premium families.)	£7,898
Sub Total	£46,487
Years 1 – 6	
Part funding of 4 full-time additional teachers per year group for PPG pupil's Rapid group, to increase attainment and progress in English and Maths.	£70,047
1 to 1 online tuition support to address any learning gaps for new Year 6 cohort (focus SPaG and writing)	£35,026
Small group support to address any learning gaps with target pupils (PPG & LAC)	£17,500
Part funding of Accelerated Reader Programme Years 2 – 6, purchasing new books to inspire and develop daily reading and response.	£2,359
Music tuition offered to LAC and FSM pupils half price – subsidy of £67 per child.	£8,074
Sub Total	£133,006

Whole School Provision	
Part funding of additional Level 3 TAs for each year group to provide continued small group support to increase attainment and progress in English and Maths (Targeting PPG pupils).	£69,137
Part funding for 2 Family Support workers employed to work with vulnerable and PPG families, improving attendance and punctuality and reducing pupils' barriers to learning	£14,057
Part funding of Attendance Officer to work with PPG children.	£8,363
Before and after school clubs subsidised.	£2,500
FSM pupil's contribution to school events halved. Subsidised by £15 per FSM pupil	£2,940
Additional resources to support PPG workshops and activities.	£2,950
Nurture/lunch clubs – 6 hours per week x 2 staff.	£18,000
Enrichment clubs offered to all PPG children for 1 hour twice per week	£13,850
Free Breakfast Club for FSM children	£2,425
Alternative Therapy/Support for LAC and Disadvantage – Hooves for Healing; Creating Careers etc.	£5,720
Sub Total	£149,942
Total	£329,435

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure consistency regarding high expectations and aspirations for children's learning and behaviour for learning	Middle leaders ensure key messages are shared with year group teams. Reminders about metacognition strategies. Learning walks and children's workbook share provide feedback to staff.
Targeted support	Ensure writing, reading and Maths Ready to Progress strategies deepen children's understanding, retention of knowledge and application.	Quality CPD, book scrutiny and talking to children about their learning and understanding.
Wider strategies	Improving attendance for all children with a specific focus on the attendance of PP children.	Weekly monitoring of attendance of children classed as persistent absentees; re-introduction of Attendance Hero cards and class attendance trophies.

Review: Last Year's Aims and Outcomes 2021/22

Number of Pupils and Pupil Premium Grant (PPG) Received	
Total number of pupils on roll	724
Total number of pupils eligible for PPG	211
Amount of PPG received	£1,320 per pupil
Service children PPG (x 4+)	£300 per pupil
Total amount of PPG allocated	£278,520

Aim	Outcome																																																																
<p>PRIORITY 1 - Continue with the Rapid groups and Pupil Premium groups in English and maths so that disadvantaged children have maximum opportunity to make better than expected progress</p>	<p>Year 1</p> <p>Phonics</p> <p>The cohort has significantly more boys than girls (52 and 38 respectively). The average score was 34.8 with 83.3% of children attaining the standard. A higher percentage of girls (84.2%) met the standard but the gender gap was small (1.5%).</p> <p>38.9% of the cohort are pupil premium. A higher percentage of non pupil premium (85.5%) met the standard. The gap is 4.5%.</p> <p>There are 12 children identified as SEN support. Seven (58.3%) achieved the standard compared to 68 (87.2%) non SEN children. The gap is 28.9%.</p> <p>All LAC (2) and EAL (1) children met the standard.</p> <table border="1" data-bbox="603 499 1388 674"> <thead> <tr> <th>PROGRESS</th> <th>All</th> <th>Male</th> <th>Female</th> <th>GAP</th> <th>Pupil Premium</th> <th>Non PP</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>6.1</td> <td>6.2</td> <td>6.1</td> <td>0.1</td> <td>6.1</td> <td>6.2</td> <td>0.1</td> </tr> <tr> <td>Writing</td> <td>5.8</td> <td>5.8</td> <td>5.8</td> <td>0</td> <td>5.6</td> <td>5.9</td> <td>0.3</td> </tr> <tr> <td>Maths</td> <td>6.2</td> <td>6.4</td> <td>5.9</td> <td>0.5</td> <td>6.1</td> <td>6.3</td> <td>0.2</td> </tr> </tbody> </table> <p>Children have made expected progress in reading and mathematics. In reading and mathematics SEN support children made accelerated progress.</p> <p>Successes</p> <p>Enrichment clubs ensured targeted children made accelerated progress.</p> <p>Curriculum coverage, particularly in the Foundation subjects.</p> <p>PSHE support for children and families.</p> <p>Well established routines.</p> <p>Good phonic outcomes.</p> <p>Development</p> <p>Modifying behaviour for learning</p> <p>Handwriting – letter formation</p> <p>Writing</p> <p>Year 2</p> <p>Phonics</p> <p>58% (51) of the cohort are girls. 91% (80) of children met the phonic screening check. A higher percentage of girls (94.1%) met the standard. The gender gap is 7.6%. A higher percentage of non pupil premium children (93.2%) met the standard. The gap is 6%.</p> <p>23.9% of the cohort are SEN Support. 76.2% SEN support met the standard which is 19.3% less than non SEN support. 1 LAC child met the standard with the second LAC child working towards.</p> <table border="1" data-bbox="603 1413 1380 1570"> <thead> <tr> <th>PROGRESS</th> <th>All</th> <th>Male</th> <th>Female</th> <th>GAP</th> <th>P Premium</th> <th>Non PP</th> <th>GAP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>6.1</td> <td>6.1</td> <td>6.1</td> <td>0</td> <td>6.6</td> <td>5.8</td> <td>+0.8</td> </tr> <tr> <td>Writing</td> <td>5.8</td> <td>6.0</td> <td>5.6</td> <td>0.4</td> <td>6.3</td> <td>5.4</td> <td>+0.9</td> </tr> <tr> <td>Maths</td> <td>5.9</td> <td>5.9</td> <td>5.8</td> <td>0.1</td> <td>6.1</td> <td>5.8</td> <td>+0.3</td> </tr> </tbody> </table> <p>All children make expected progress in reading. Pupil premium children make better than expected progress.</p> <p>Progress in writing and mathematics for all children is just less than expected. Pupil premium children make better than expected progress.</p> <p>Successes</p> <p>Journey of the cohort considering children’s SEN needs and interrupted learning from the pandemic.</p> <p>Quality and quantity of English and mathematics organisation and delivery</p> <p>Overage of Foundation subjects</p> <p>Progress in reading</p> <p>Moderation including SAT moderation</p> <p>Routines and expectations</p> <p>Development</p>	PROGRESS	All	Male	Female	GAP	Pupil Premium	Non PP	GAP	Reading	6.1	6.2	6.1	0.1	6.1	6.2	0.1	Writing	5.8	5.8	5.8	0	5.6	5.9	0.3	Maths	6.2	6.4	5.9	0.5	6.1	6.3	0.2	PROGRESS	All	Male	Female	GAP	P Premium	Non PP	GAP	Reading	6.1	6.1	6.1	0	6.6	5.8	+0.8	Writing	5.8	6.0	5.6	0.4	6.3	5.4	+0.9	Maths	5.9	5.9	5.8	0.1	6.1	5.8	+0.3
	PROGRESS	All	Male	Female	GAP	Pupil Premium	Non PP	GAP																																																									
Reading	6.1	6.2	6.1	0.1	6.1	6.2	0.1																																																										
Writing	5.8	5.8	5.8	0	5.6	5.9	0.3																																																										
Maths	6.2	6.4	5.9	0.5	6.1	6.3	0.2																																																										
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Reading	6.1	6.1	6.1	0	6.6	5.8	+0.8																																																										
Writing	5.8	6.0	5.6	0.4	6.3	5.4	+0.9																																																										
Maths	5.9	5.9	5.8	0.1	6.1	5.8	+0.3																																																										

Re-establish behaviours for learning
 Handwriting – letterjoin – knowing when to move into cursive
 Writing – frequent short write experiences
 Maths coverage – efficient calculation methods

Year 3

There is roughly an even distribution of girls and boys in this cohort. In reading 78.4% of the cohort met ARE. A higher percentage of boys (81.4%) achieved ARE in reading with the gender gap being 5.9%. The percentage of Pupil premium(75.8%) and SEN support(41.2%) was lower than their peers (4.2% and 21.8% respectively).

The gender gaps in writing and mathematics (1.3%) are not significant.
 The pupil premium gap is wide in Mathematics.

PROGRESS	All	Male	Female	GAP	Pupil Premium	Non PP	GAP
Reading	6.4	6.4	6.4	0	6.7	6.2	+0.5
Writing	6.3	6.3	6.4	0.1	6.6	6.2	+0.4
Maths	6.5	6.5	6.7	0.2	6.8	6.4	+0.4

Both boys and girls make better than expected progress in all three subjects.
 Children in all vulnerable groups make most progress in mathematics.
 Two LAC children make better than expected progress in reading, accelerated progress in mathematics, and expected progress in writing. Two EAL children make better than expected progress in writing and expected progress in reading and mathematics.

Successes

A full year post Covid to re-establish routines and procedures.
 Enrichment clubs ensured target children made accelerated progress.
 Good behaviour management and behaviours for learning
 Cross curricular English opportunities
 Accelerated reading opportunities
 Mathematics planning – use of Numbots for rapid recall

Development

More opportunities for short burst writing
 More opportunities for supplementary reads
 Maintaining the rigour of TT Rockstar and Numbots
 Find opportunities to enhance current provision in Art and DT
 Maths coverage

Year 4

There is roughly an even distribution of girls and boys in this cohort.
 87/88 children completed the multiplication check in June 2022.
 50 (57%) children scored 25/25.
 72 (82%) children scored 23+

PROGRESS	All	Male	Female	GAP	Pupil Premium	Non PP	GAP
Reading	6.0	5.9	6.2	0.3	5.8	6.2	0.4
Writing	6.1	6.1	6.1	0	6.1	6.1	0
Maths	6.0	5.9	6.1	0.3	5.8	6.1	0.3

Progress for boys in reading and mathematics is just less than expected.
 Progress for pupil premium children is less than expected in reading and mathematics.
 The two LAC children make expected progress in reading and writing but is less than expected in mathematics.
 The two EAL children make expected progress in reading, writing and mathematics.

Successes

Pupil outcomes of the Multiplication Tables Check
 Coverage of the Foundation subjects
 Behaviour management
 ECT/mentoring
 Enrichment Club pupil outcomes

Successful residential visit

Development

Re-establish routines and expectations of behaviour

Handwriting

Spellings

Reasoning and problem solving

Diversity training (support for non-binary/transgender children)

Year 5

There are approximately the same number of boys and girls in the cohort.

In reading 80.5% of the cohort met ARE. A higher percentage of boys (82.7%) achieved ARE in reading with the gender gap being 5.4%. The gender gap in reading and mathematics is not significant.

PROGRESS	All	Male	Female	GAP	Pupil Premium	Non PP	GAP
Reading	6.5	6.5	6.4	0.1	6.7	6.4	+0.3
Writing	6.6	6.9	6.5	0.4	7.4	6.2	+1.2
Maths	6.6	6.6	6.5	0.1	7.1	6.3	+0.8

Progress for all vulnerable groups is better than expected. Boys have made good progress in writing.

Pupil Premium children have made accelerated progress in writing and mathematics.

SEN support children have made accelerated progress in writing and mathematics.

LAC have made accelerated progress in reading and writing.

The EAL child has made better than expected progress in reading and mathematics.

Successes

Focus on multiplication assisted children's knowledge and understanding of fractions

Progress in reading as identified by AR scores

Clear sequencing in maths planning

Rigour of Enrichment clubs resulting in children's accelerated progress

Behaviour management and behaviours for learning

Curriculum coverage

Integration of SPAG

Development

Short burst writing opportunities (adapt units across all subjects)

Supplementary reads/extracts

Refine history and geography objectives linking to progression maps

Grammar vocabulary and access to Year 6 SAT papers

PRIORITY 2 - Provide early interventions and support for the youngest children on entry to the school so that attainment in phonics, reading and writing increases

Foundation 1	Met Standard	Below	Well Below	GAP	Summary
All (58)	26%	57%	10%		
Early Years Pupil Premium (15)	7%	60%	33%	17%	25% more non PP met the standard More pupil premium attained below or well below.
Non Early Years Pupil Premium (43)	32%	56%	12%		PROGRESS – 93% of the cohort made expected progress (4 steps) in all areas All children made accelerated progress (5 steps) in gross motor skills.

						100% made expected progress in fine motor skills and in speaking. 98% made accelerated progress in speaking. PUPIL PREMIUM – 100% made expected progress in all fine motors skills and speaking. All pupil premium children made accelerated progress in gross motor skills.
Boys	28%	38%	34%	4%		1 more boy met the required standard. The gender gap of attained below or well below was 8%. 10 boys are working well below ARE.
Girls	24%	76%	0%			
LPS F1 Previous Setting LPS pre 3	9%	59%	32%	27%		For children attaining below or well below the gap between those who attended LPS pre 3 setting and those children who attended other settings was 27%.
LPS F1 – New Starters	36%	56%	8%			

The **highest areas** of attainment were:-

Natural world – 36.2% ARE

Comprehension – 34.5% ARE

Building relationships – 34.5% ARE

Past and present – 34.5% ARE

People – 34.5% ARE

Culture & Community – 34.5% ARE

The **lowest areas** of attainment were:-

Self regulation – 27.6 ARE

Numerical patterns – 27.6% ARE

GLD – 60% (53) of children attained a good level of development. 30% (26) of children were below national expectations and 10% (9) achieving below national expectations.

30% (26) of the F2 cohort are pupil premium.

51% (45) of the cohort are boys.

59% (52) of the cohort attended LPS F1.

65% (11) of the cohort who attended pre school and F1 at LPS met the required standard.

FOUNDATION 2	Met Standard	Below	Well Below	GAP	Summary
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All	60%	30%	10%		
Pupil Premium	46%	38%	16%	17%	17% more non PP met the standard More pupil premium attained below or well below. PROGRESS – 98% of the cohort made expected progress (4 steps) in all areas All children made accelerated progress in comprehension, word reading and writing. 98% made accelerated progress in numerical patterns and 97% in number. PUPIL PREMIUM – 97% made expected progress in all areas. All pupil premium children made accelerated progress in comprehension, word reading, writing and numerical patterns. 96% made accelerated progress in number.
Non Pupil Premium	63%	29%	8%		
Boys	47%	38%	15%	25%	More girls met the required standard. The gender gap of attained below or well below was 25%.
Girls	72%	23%	5%		
LPS F1	62%	24%	14%	4%	For children attaining below or well below the gap between those who attended LPS and other settings was 4%.
Previous Setting F1	58%	36%	6%		
LPS Preschooler cohort	65%	23%	12%		

The **highest attaining** areas of development were:-

Gross motor skills - 77%

Building relationships – 69%

	<p>Comprehension – 67%</p> <p>The lowest attaining areas of development were:-</p> <p>Writing – 53%</p> <p>Listening attention and understanding – 53%</p> <p>Numerical patterns – 5%</p> <p>Successes</p> <p>All children made progress on the NELI language screening from baseline assessments.</p> <p>Comprehension skills have been embedded into the guided reading sessions resulting in children’s increased confidence with book talk.</p> <p>Concept Cat successfully supports children’s vocabulary development.</p> <p>As a result of targeted interventions phonic teaching and progress has been good.</p> <p>Maths mastery supported and consolidated children’s maths skills.</p> <p>Development</p> <p>Outdoor provision</p> <p>Develop numerical patterns planning</p> <p>Continue Magic Maths (maths mastery)</p> <p>Further develop guided reading session</p>																		
<p>Increase attendance and reduce the number of persistent absentees</p>	<ul style="list-style-type: none"> • Attendance and punctuality remains a key priority. When the pandemic restrictions were lifted many vulnerable families very frightened to send children to school – SLT and Family Support workers contacted families by phone and conducted doorstep visits. The Attendance officer has already identified children who have been absent from school . She has visited their homes and contacted specific parents regarding attendance action plans. • Attendance is regularly reviewed by the governors. Overall attendance for the academic year 2021-22 was 93.6% which was higher than the FFT national average of 92.8%. Girls’ attendance (93.9%) was higher than the boys’ (93.3%). Both were higher than the FFT national average. Attendance of FSM children(92.8%) was significantly higher than the FFT national average. Attendance of SEN support and EHCP children was above the national average. For each year group the school attendance is higher or in line with the FFT average, with the exception of Year 6 boys, non FSM children in Year 6 and SEN support children in Year 2. • Reducing the number of persistent absentee(PA) pupils continues to be a major priority for the school. The PA rate is lower than the national average apart form Year 5. In this year group there are a small number of children with attendance issues due to anxiety. The Attendance Officer, all class teachers and the Senior Leadership Team. Absence was due to illness, Covid or holidays. All parents taking children out of schools for holidays in term time were issued with fixed penalty notices (28 in total). • Persistent Absence Actions and Impact <table border="0" style="margin-left: 20px;"> <tr> <td>Autumn Term – 61 first warning letters issued</td> <td></td> </tr> <tr> <td></td> <td style="padding-left: 20px;">10 Attendance panels held</td> </tr> <tr> <td></td> <td style="padding-left: 20px;">5 fixed penalty notices issued</td> </tr> <tr> <td>Spring term</td> <td style="padding-left: 20px;">37 first warning letters issued</td> </tr> <tr> <td></td> <td style="padding-left: 20px;">42 Attendance panels held</td> </tr> <tr> <td></td> <td style="padding-left: 20px;">10 fixed penalty notices issued</td> </tr> <tr> <td>Summer term</td> <td style="padding-left: 20px;">0 first warning letters issued</td> </tr> <tr> <td></td> <td style="padding-left: 20px;">6 Attendance panels held</td> </tr> <tr> <td></td> <td style="padding-left: 20px;">8 fixed penalty notices issued</td> </tr> </table> 	Autumn Term – 61 first warning letters issued			10 Attendance panels held		5 fixed penalty notices issued	Spring term	37 first warning letters issued		42 Attendance panels held		10 fixed penalty notices issued	Summer term	0 first warning letters issued		6 Attendance panels held		8 fixed penalty notices issued
Autumn Term – 61 first warning letters issued																			
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Spring term	37 first warning letters issued																		
	42 Attendance panels held																		
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Summer term	0 first warning letters issued																		
	6 Attendance panels held																		
	8 fixed penalty notices issued																		

Progress is measured from the end of the summer term 2021 to the end of the next summer term 2022. Progress at Liscard is measured in 'steps'. We expect the majority of children to make between 5 and 6 steps progress each year.

Comparing Progress			
Year 5	Pupil Premium	Non Pupil Premium	School Gap
Reading	6.7	6.4	+0.3
Writing	7.4	6.2	+1.2
Mathematics	7.1	6.3	+0.8
Year 4	Pupil Premium	Non Pupil Premium	School Gap
Reading	5.8	6.2	-0.4
Writing	6.1	6.1	0
Mathematics	5.8	6.1	-0.3
Year 3	Pupil Premium	Non Pupil Premium	School Gap
Reading	6.7	6.2	+0.5
Writing	6.6	6.2	+0.4
Mathematics	6.8	6.4	+0.4
Year 2	Pupil Premium	Non Pupil Premium	School Gap
Reading	6.6	5.8	+0.4
Writing	6.3	5.4	+0.9
Mathematics	6.1	5.8	+0.3
Year 1	Pupil Premium	Non Pupil Premium	School Gap
Reading	6.1	6.2	-0.1
Writing	5.6	5.9	-0.3
Mathematics	6.1	6.3	-0.2

We will continue to use the Pupil Premium Grant and the school budget to continue to support children with their learning and close gaps between Pupil Premium pupils and non Pupil Premium pupils.