

Pupil premium strategy statement - Naunton Park Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	8.4% currently on roll (35) including service premium and previously CiC 5.5% currently on roll as FSM or Ever6 (23)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Gayle Fletcher
Pupil premium lead	Lara Hudson
Governor / Trustee lead	Rachael Bullingham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27530 (2023-2024)
Recovery premium funding allocation this academic year	£1715 (2023-2024)
Pupil premium funding carried forward from previous years	£12073 (from 2022-2023)
Total budget for this academic year	£41318

Part A: Pupil premium strategy plan

Statement of intent

We use the Pupil Premium and Recovery Premium to enable every child, and the whole school community, the opportunity to achieve our school vision:

Naunton Park Primary School is a safe, supportive and happy environment where every child thrives in their work and play. Our lively, vibrant and stimulating curriculum nurtures curious minds, providing opportunities for every child to flourish. As a large school with a small school feel, we support children to find their voice in the world and ensure that individuality is celebrated. At the end of their primary school journey, we would like our children to look back fondly and forward with excitement and confidence.

The use of Pupil Premium funding is most effective when used to develop high-quality teaching, including professional development of staff, targeted academic support and to implement wider strategies to address non-academic barriers to success in school, such as attendance, behaviour and social and emotional support. At Naunton Park Primary School, we believe that when children feel safe, happy, ready and have a sense of belonging, they are able to learn effectively, have confidence to access the curriculum and wider offer, and they are able to develop the skills essential for life beyond primary school.

At Naunton Park Primary School, we use the Pupil Premium and Recovery Premium to:

- improve outcomes, based on the needs of the children, drawing on evidence of effective practice, in consultation with teachers, support staff and parents.
- Improve educational attainment for all children, including disadvantaged pupils, who (on average in England) face additional challenges and do not perform as well as other children.
- ensure the school's curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities or high needs, the knowledge and cultural capital they need to succeed in life.
- support the personal development of all children, especially the most disadvantaged.
- ensure all children are able to meet the school's high expectations of behaviour, including learning behaviours.

At Naunton Park Primary School, our focus for the academic year of 2023-2024 is the second phase of our three-year "back on track" model. The school's priorities for are:

- Development of the whole school curriculum, the "Challenge Curriculum";
- Improvement of the quality of reading across the curriculum;
- Improvement of the quality of writing across the curriculum;
- Development of mastery maths;
- Development of the Early Challenge Curriculum;
- Improvement of Inclusion SEND provision.

We aim to plan and implement a Pupil Premium Strategy that is right for our children here at Naunton Park Primary School, addressing the above priorities and, through careful assessment and analysis of pupils' needs and barriers to learning, ensuring that we meet all children's needs and give all pupils the opportunity to learn and achieve well. Our current Pupil Premium Strategy meets the needs of our pupils through a range of research-informed provisions that includes support for: social, emotional and mental health needs; academic needs; and financial and emotional support for families.

We believe that children will achieve best when: they are ready to learn; feel confident, safe and secure; have effective, respectful relationships with the adults and peers around them; enjoy coming to school and have a love of learning; are engaged and motivated; and they have challenging but realistic goals based on their individual needs. Our strategy plan strives to provide this learning environment and ethos for our children, with their safety, happiness and confidence underpinning all of our plans. If children do not feel safe, happy or confident (in or out of school), then these are the barriers that our plan addresses before direct academic support is put in place. Once children are in a place to learn well, then academic support is targeted and effective, creating the ideal recipe for a child to achieve well and be ready for their next stage in their learning journey.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Internal and external assessments, observations and discussions with pupils and staff suggest that disadvantaged pupils have greater difficulty with phonics than their peers. This negatively impacts their development as readers.
2	Assessments, observations, monitoring of home reading and discussions with pupils and staff indicate underdeveloped fluency among many disadvantaged pupils. Less confidence in reading aloud and lower levels of fluency has been identified among disadvantaged pupils compared to their peers. This negatively impacts their development as readers.
3	External and internal assessments, learning walks, work scrutiny and observations show that disadvantaged pupils are not working at the depth that their peers are achieving in reading, writing or maths. The percentage of pupils in receipt of Pupil Premium achieving greater depth is below that of their peers.
4	Assessment, work scrutiny, pupil voice activities, observations and learning walks show that pupils' attainment in writing among disadvantaged pupils is below that of non-disadvantaged pupils in Key Stage 2. Work scrutiny activities have identified that opportunities for children to write in other curriculum areas is limited and does not engage the most disadvantaged pupils. This is particularly evident for boys.
5	Our assessments, observations, work scrutiny, pupil voice activities and learning walks indicate that pupils with Special Educational Needs do not achieve in line with their peers in reading, writing or maths. 7 pupils who receive free school meals (out of 23) have SEND, which equates to 30% of pupils who receive FSM. 10 pupils out of the cohort of children who are eligible for Pupil or Service Premium (35) have SEND.
6	Observations and discussions with pupils and parents suggest that the speech and language development of some pupils, most notably disadvantaged pupils in EYFS and Key Stage 1, and pupils who speak English as an Additional Language, negatively impacts their understanding and communication in lessons and during playtimes, having an impact on their attainment and progress in all subjects. This is particularly evident during transition into school in the morning and between playtime and lessons.
7	Our assessments (including pupil questionnaires and wellbeing survey), pupil voice activities and observations with pupils and families have identified social and emotional issues for many pupils. This is notably due to anxiety about the transition between home and school each morning since the COVID-19 pandemic lockdown and challenges faced socialising with other children during playtimes. These challenges particularly affect disadvantaged pupils, often having a negative impact on their behaviour and affecting their attainment.
8	Assessments, including pupil voice and analysis of data, identifies that disadvantaged pupils are not receiving the same level of experiences as their peers outside of school, particularly regarding extra-curricular activities. Discussions and feedback from parents show that some families are unable to financially contribute to additional activities without it causing stress at home. This has an impact on the wider experiences of these children to prepare them for life beyond primary school.
9	Assessments and data determined that more disadvantaged pupils were suspended in 2022-23 than non-disadvantaged pupils. This negatively impacts their social, emotional and mental health and their attainment. This also has an impact on their attendance at school.
10	Data indicates that attendance among disadvantaged pupils is lower than non-disadvantaged pupils and that they are more often late to school in the mornings than their peers. The percentage of disadvantaged pupils who were persistently absent in 2022-23 was greater than their peers. Absenteeism is negatively impacting disadvantaged pupils' progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved phonics attainment among disadvantaged pupils.	<ul style="list-style-type: none"> Year 1 and Year 2 Phonic Screening Check outcomes show that more than 80% of disadvantaged pupils pass the Phonic Screening Check at the end of Year 1 and 100% pass by the end of Year 2. All disadvantaged pupils are working within the expected stage of Sounds Write for their age group in Years Reception to Year 2.
Improved fluency among disadvantaged pupils.	<ul style="list-style-type: none"> All disadvantaged children read aloud to an adult at least 5 times a week (at home or in school). Disadvantaged pupils read with the same fluency as non-disadvantaged pupils. Disadvantaged pupils achieve the reading ELGs at the end of YR at the expected standard. Disadvantaged pupils achieve in line with their peers at the end of KS2 in reading, with the percentage of pupils achieving the expected standard positively comparing to non-disadvantaged pupils.
Increased number of disadvantaged children working at greater depth.	<ul style="list-style-type: none"> All children, particularly disadvantaged pupils, are challenged in the classroom so that they have the opportunity to work at and achieve greater depth. In Maths, disadvantaged pupils have the support and time to try the “deepen it” questions. Disadvantaged children are suitably challenged by the texts selected to read at home and in class. By the end of KS2, the percentage of disadvantaged children achieving greater depth is in line with their peers.
Improved writing attainment for all children, particularly disadvantaged pupils.	<ul style="list-style-type: none"> Planning, observations and work scrutiny is evidence that pupils have opportunities to write throughout the curriculum. Disadvantaged children achieve in line with their peers in writing by the end of KS2. Disadvantaged pupils achieve the writing ELG at the end of YR at the expected standard. Pupil voice activities and observations show that boys enjoy writing and are fully engaged with the curriculum.
Improved progress and attainment of pupils with SEND, particularly disadvantaged pupils.	<ul style="list-style-type: none"> The percentage of pupils with SEND who achieve in line with their start points by the end of KS2 aligns with their peers. Disadvantaged children with SEND make the same, or greater progress, than their peers, which is evidenced in their class books, intervention books and summative assessments. My Plan reviews show that each children with SEND makes progress against their outcomes each term.
Improved speech and language skills among disadvantaged pupils in EYFS and KS1.	<ul style="list-style-type: none"> Decrease in behaviour incidents for disadvantaged pupils in Reception, Year 1 and Year 2. Positive impact of SALT and EAL interventions on pupils’ confidence and speech and language skills. Improved attainment and progress in all subject areas of disadvantaged pupils by the end of EYFS, in Year 1 phonics and end of Year 2 attainment data.
Improved wellbeing for all pupils in school, particularly disadvantaged pupils.	<ul style="list-style-type: none"> Pupil voices activities, observations and pupil questionnaires show sustained high levels of wellbeing. Increased participation in extra-curricular activities for disadvantaged pupils, particularly those who have previously not engaged in the wider-life of the school.

	<ul style="list-style-type: none"> • All pupils attend school trips and take part in enrichment activities in school, particularly disadvantaged pupils. • Transitions between home and school and from playtime to class time are smooth for disadvantaged pupils, with children accessing learning at the same time as their peers.
Improved behaviour of all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Reduction in behaviour incidents logged on CPOMS. • Decrease in suspensions issued to all pupils, particularly disadvantaged pupils. • Parent questionnaires and other feedback shows that families feel well supported and school/home work together to support individual needs of children. • Staff feel confident to facilitate Restorative Conversations and these are used to effectively support pupils, individually and in groups. • Improved use of the school site, with multiple spaces being utilised, enables children to be supported at playtimes through more structured and closely supervised activities..
Improved attendance for all pupils, particularly our disadvantaged pupils, and decrease in 'lates' accrued.	<ul style="list-style-type: none"> • Unauthorised absence rate for all pupils is 0%. • The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced to 0%. • The percentage of disadvantaged pupils who are persistently absent is no greater than their non-disadvantaged peers. • AIMS meetings are held for any child who is persistently absent and, from these, attendance data improves.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11318

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds Write - CPD for staff, support for parents and resources for pupils	<p>Findings stated here: Department for Education (sounds-write.co.uk) shows:</p> <ul style="list-style-type: none"> • "The training strongly and consistently promoted systematic synthetic phonics as the prime approach to decoding print." • "The 'Sounds-Write' materials contain in-built decodable text at all appropriate stages. Additional materials evaluated as fully meeting the DfE criteria were also displayed and promoted." • "The training was very secure in promoting appropriate knowledge and understanding..." <p>Statistical evidence of impact can be found here: Microsoft Word - Research Report 2009 Really Final Version.doc (sounds-write.co.uk)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk) The average impact of phonics approaches is about an additional 5 months' progress over the course of a year. Phonics approaches are most effective for younger children, but it can be a positive approach for older children too: If an older reader is struggling with decoding, phonics approaches will still be appropriate. Where readers are struggling with vocabulary or comprehension, other interventions may be more appropriate. Approaches using digital technology tend to be less successful than those led by a teacher or teaching assistant. Studies of intensive support involving teaching assistants show slightly lower overall impact (+4 months) compared to those involving teachers, so training for TAs is essential.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>EEF's Early literacy approaches found that speaking and listening skills, together with a wider understanding of language, provides the foundation for thinking and learning and this should be prioritised. A balanced and engaging approach to developing reading (integrating decoding and comprehension skills) will create confident and competent readers. A systemic phonics programme should be implemented, which is engaging to pupils, can be adapted as required, is</p>	1, 2, 4, 5, 6

	responsive to pupils' needs, and that staff can be trained to deliver. As with high quality teaching, children should be taught strategies to use for developing and monitoring their own reading comprehension (e.g. predictions, questioning, summarising etc.) and for planning and monitoring their own writing.	
Just Reading - CPD for staff and resources for pupils	<p>Research discussed here: Why 'just reading' might make more of a difference than teaching reading – David Didau (learningspy.co.uk) shows that “20 English teachers in the South of England changed their current practice to read two whole challenging novels at a faster pace than usual in 12 weeks with their average and poorer readers ages 12–13. Ten teachers received additional training in teaching comprehension. Students in both groups made 8.5 months' mean progress on standardised tests of reading comprehension, but the poorer readers made a surprising 16 months progress but with no difference made by the training programme.”</p> <p>At another primary school, 93% of Y2 children made more than +6 months progress in a 12-week project period. 31% of the cohort made more than +25 months progress in reading accuracy. 39% of this cohort improved their comprehension age by more than +12 months.</p> <p>At this same school, 83% children in Y4 made +6 months progress in the 12-week project period. The most progress was made in comprehension, with 78% of the Y4 cohort making +25 months progress in the 12-week period while 48% of the cohort improved their accuracy by +12 months.</p> <p>More research can be found here: smbhome.uscs.susx.ac.uk_dm50_Desktop_Westbrook et al.pdf (sussex.ac.uk)</p>	1, 2, 3, 5
Talk for Reading -CPD for staff and resources for pupils	<p>The Ofsted Framework 2022 states: “a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.”</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) summarises that approaches involving digital technology can be successful in improving reading, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) states that the average impact of reading comprehension strategies is an additional 6 months' progress over the course of a year. Successful reading comprehension approaches that are carefully tailored to pupils' reading capabilities and involve activities and texts are effective and challenging but not overwhelming for children.</p>	1, 2, 3, 5, 6
Talk for Writing – CPD for staff	<p>In 2017, 2018, 2019 (and the 3-year average) KS2 attainment for 16 Talk for Writing schools (approx. 880 pupils) was higher than all schools in combined RWM: 73% of children achieved EXS+ in these 16 TFW schools compared to 63% nationally. In these 16 schools, there were 10% more children in receipt of Pupil Premium than the National Average in a school and there was also double the number of pupils who speak EAL than the National Average. For writing as a single subject, over 3 years, 86% of pupils achieved EXS+ at these 16 T4W schools at the end of KS2 compared to 77% all schools. Attainment in reading, maths and GPS as single subjects was also higher for pupils in these 16 schools.</p> <p>The Talk for Writing website says: “The data shows that Talk for Writing schools, despite serving more challenging areas, attain at a significantly higher standard than the national average. The data demonstrates that since 2016, there has been an improving picture and the impact is not just in writing. Our schools use the teaching approaches in all subjects. Children are taught the language structures they need to think and express themselves as mathematicians, scientists and historians. Our schools use the core direct teaching strategies around well-defined, cumulative curriculum, informed by formative assessment.” There is further research data to evidence the impact of TFW here: How Effective is Talk for Writing? Does Talk for Writing Work? - Talk for Writing % % (talk4writing.com)</p> <p>EEF's Early literacy approaches report found that early literacy approaches (including storytelling and introductions to different kinds of writing) led to an average impact of 4 additional months' progress, with the most effective approaches improving progress by 6 months. Although small group work can have the most impact, the study found that single interventions are unlikely to close the attainment gap, so a range of activities should be put in place along with regular assessments to develop reading and writing capabilities.</p> <p>Education Endowment Foundation EEF states that early literacy approaches, including storytelling, group reading and introductions to different kinds of writing can improve learning by 6 months.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) found that pupils need to have a clear purpose and audience for their writing, and use a number of strategies to support the writing process. The EEF recommends that teaching vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.</p>	1, 3, 4, 5, 6
Can Do Maths – CPD for staff, support for parents and resources for pupils	<p>When implemented effectively, Mastery learning EEF (educationendowmentfoundation.org.uk) found that mastery learning can add 5 months' progress to a child's learning in a year and it is most effective in primary schools and particularly in maths. The report found that a high level of success should be required before pupils move on to new content, with support and monitoring taking place before this. Collaborative learning and direct instruction are effective mastery learning approaches.</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) found that maths should be integrated into different activities throughout the day (e.g. registration and snack time) to familiarise children with maths language and make the most of the full school day. It also found that story and picture books and board games can be a powerful tool for engaging children with basic maths concepts. Additionally, manipulatives and representations should be used to engage children with mathematical ideas and that there is a clear rationale behind these. Teaching should build on</p>	3, 5

	what children already know, with useful assessments in place to determine this. High quality targeted support should help all children learn maths (e.g. through experienced staff, CPD for staff, effect resources, brief and regular maths sessions and explicit connections between class work and interventions).	
Ethic of Excellence – CPD for staff	<p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) teaches pupils to think about their own learning more explicitly, teaching them specific strategies for planning, monitoring and evaluating their learning. Effective approaches can add 7 months additional progress to children's learning. Examples include enabling children to take greater responsibility for their learning, challenging tasks rooted in the usual curriculum content and teachers modelling their own thought processes to the children.</p> <p>A study Supporting the attainment of disadvantaged pupils: articulating success and good practice by NFER shows that improving the feedback between teachers and pupils was the most beneficial strategy adopted by almost 20% of schools in the study to increase the attainment of disadvantaged pupils. The study found that the more successful schools have developed detailed marking schemes that identify pupils' strengths, areas to focus and next steps, while pupils are given lesson time to respond to feedback or discuss it with their teacher. This is supported by evidence in the EEF Teaching and Learning Toolkit (Feedback EEF) that found that for low implementation cost, children can make 6 months' additional progress and a high impact on learning outcomes as a result of effective verbal or written feedback. The toolkit states, from research, that policies should not over specify the frequency of feedback, but can be effective during, immediately after and sometime after learning, focussing on the task, subject and self-regulation strategies. Verbal feedback showed higher impact (up to 7 additional months' progress) but it's important that feedback is also provided in response to 'correct' work as well as addressing misconceptions or errors. Formative assessment strategies allow staff to identify and address gaps in learning to improve progress and these approaches can be key to effective feedback.</p> <p>When considering teachers' workload and school feedback processes, Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk) found that high quality initial instruction reduces the work that feedback needs to do; formative assessment strategies are required to set learning intentions and to assess learning gaps (just like feedback aims to do).</p>	2, 3, 4, 5, 6, 7
Comparative Judgement - CPD for staff and access to the software/ online support	Comparative Judgement allows teachers to assess pupils' writing in a timely and consistent way. No More Marking - Assessing Primary Writing claims that 86% of writing judgements are agreed upon by teachers when using Comparative Judgement, compared to 66% of judgements when using the Teacher Assessment Framework. The system gives one nationally standardised comparative judging window per year group per year. The company also provides CPD for staff and resources to help improve writing outcomes over time.	3, 4, 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Herts Reading Fluency Project	<p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) states that children with SEND have an attainment gap with their peers twice as big as that of pupils eligible for Pupil Premium, and that children with SEND are also more than twice as likely to be eligible for free school meals. Children with SEND are most effectively supported by: creating a positive and supportive environment for all pupils without exception; staff having an understanding of individual pupils' learning needs using the graduated approach of 'assess, plan, do review'; ensuring all pupils have access to high quality teaching; and, complementing high quality teaching with carefully selected small-group/one-to-one interventions.</p> <p>The National Literacy Trust estimates that 25% of children left primary school in 2022 unable to read to the expected standard. HFL Education's site says, "Gill Jones, Ofsted Deputy Director for Early Education says, 'If pupils are not able to read to an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers.'" The organisation claims, "HFL Education's evidence-informed reading intervention is designed to support struggling readers to make swift progress towards reaching age-related expectations. The transformational teaching strategies used in the project are based on a combination of well-evidenced methods." HFL work with EEF to review and improve the programme regularly. The EEF, with HFL, have published three reading fluency resources. HFL Reading Fluency Project (hfleducation.org)</p> <p>In KS2, the Fluency Project has improved outcomes, on average, by 2 years and 3 months of progress in reading comprehension and 13 months' progress in reading accuracy during the</p>	1, 2, 3, 5, 6

	<p>project. In KS1, pupils made 17 months of progress with 76% of pupils making more than 6 months of progress within the project. 66% of KS1 pupils moved up a book band and made 11 months of progress in reading accuracy.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) found that shared book reading should be a central component of any parental engagement approach and learning activities such as letter and number formation are also linked to improved outcomes. Tips, support and resources can make home activities more effective. Book-gifting alone is unlikely to be effective, but carefully selected books plus advice and support is beneficial.</p>	
SALT	<p>According to the Oral language interventions EEF (educationendowmentfoundation.org.uk) report, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. The school uses approaches such as baseline assessments and NELI to identify the children that need additional support. Some studies also show that behavioural issues can be improved through work on oral language. Approaches that are delivered over a sustained period have greater impact, as well as those delivered one-to-one by trained staff.</p> <p>The findings from the Communication and Language Approaches study by EEF reports that some studies show slightly larger effects of communication and language support for children from disadvantaged backgrounds. Communication and language approaches can help children make 6 months' additional progress, improving vocabulary, spoken language skills and early reading skills. NELI (Nuffield Early Language Intervention) was found to improve progress by 4 months.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) has found that opportunities to develop speech and language also helps build other skills such as social awareness, relationships and problem solving.</p>	1, 2, 3, 5, 6
EAL interventions	<p>Statistics summarised in EAL and educational achievement Prof S Strand.pdf (d2tic4wvo1iusb.cloudfront.net) show that children who speak English as an additional language who are also boys, have special educational needs, are born in the summer months or are entitled to free school meals achieve lower than their counterparts. Similarly, pupils who speak English as an additional language and who have no KS1 score and/or joined their primary school in Year 5 or 6 achieve lower than those in the same circumstance who do speak English as a first language. There is no evidence that children with EAL achieve lower or higher in schools where there's a lower or greater percentage of pupils with EAL.</p> <p>Studies of communication and language approaches, as documented by Communication and language approaches by EEF consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately 6 months' additional progress over the course of a year. Studies show that schools should use a range of different approaches rather than one to secure progress. Approaches to develop speech and language are particularly beneficial for children from disadvantaged backgrounds.</p>	1, 2, 3, 4, 5, 6
Home learning, including reading	<p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) found that shared book reading should be a central component of any parental engagement approach and learning activities such as letter and number formation are also linked to improved outcomes. Tips, support and resources can make home activities more effective. Book-gifting alone is unlikely to be effective, but carefully selected books plus advice and support is beneficial.</p> <p>Rapid Evidence Assessment summary.pdf (d2tic4wvo1iusb.cloudfront.net), states that technology is key, particularly for disadvantaged pupils: It has been identified that a lack of technology is a barrier to successful remote instruction. Findings also include: teaching quality is more important than how/when lessons are delivered; peer interactions provide motivation and improve learning outcomes; supporting pupils to work independently can improve learning outcomes; and, different approaches to remote learning suit different types of content and pupils.</p> <p>Linking learning - home learning support from mainstream schools.pdf (d2tic4wvo1iusb.cloudfront.net) summarises the findings from a variety of research-based guidance reports about how schools can provide home learning support.</p>	1, 2, 3, 4, 5, 6, 7, 8
CPD for teaching partners	<p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) found: TAs should not be used as an informal teaching resource for low attaining pupils; TAs should be used to add value to what teachers do (not to replace them); TAs should be used to help pupils develop independent learning skills and manage their own learning; TAs should be fully prepared for their role in the classroom; TAs should be able to deliver high quality one-to-one and small-group support using structured interventions; evidence-based interventions should be adopted by the school to support TAs in their small-group and one-to-one work; and, explicit connections between learning from classroom teaching and structured interventions should be linked.</p> <p>Recommendations from Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) state that teaching assessments add value to the work of teachers and should not replace them. Impact on outcomes is positive when the needs of all pupils are addressed through high quality classroom teaching and where teams of teachers and TAs understand their complementary roles in the classroom. Interventions are most effective when brief, occur regularly and are maintained over a sustained period of time. Interventions are most effective when connections are made between the out-of-class learning in an intervention and classroom teaching.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) shows that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups/individuals, has a higher impact on pupils' outcomes than where the TA is used in the classroom (4 additional months progress lies between these two provisions). Where pupils are</p>	All

	<p>receiving support from a teaching assistant, is has the most impact when the support supplements teaching and does not reduce the amount of high-quality interactions they have with their teacher in/out of class. Consistency and quality of support can be maximised through effective CPD for teaching assistants. Where teaching assistants support pupils and teachers in class, the emphasis should be on the continuity of provision for pupils so that targeted interventions then supplement and link with class work and in-class teaching. Up to 6 additional months' progress can be made by pupils receiving one-to-one or small group targeted interventions by teaching assistants who are trained to deliver specific interventions, particularly through NELI, Catch Up Literacy, Catch Up Numeracy, Abracadabra, Switch-on Reading or Talk for Literacy. Research also shows that pupils who work with teaching assistants can show improved attitudes to learning and teachers report positive effects to their workload and reduced stress.</p> <p>A study Supporting the attainment of disadvantaged pupils: articulating success and good practice by NFER shows that paired or small group additional teaching was used by 95% of schools in the study to raise the attainment of disadvantaged pupils. Almost 20% of these schools said that this was the most impactful provision put in place during the study to raise attainment.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RBL meetings	Best evidence on impact of Covid-19 on pupil attainment EEF (educationendowmentfoundation.org.uk)	All
Pastoral support and nurture intervention	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Promoting children and young people's mental health and wellbeing (publishing.service.gov.uk) summarises eight principles to promoting a whole school approach to mental health and wellbeing: curriculum teaching and learning; enabling student voice; staff development' identifying need and monitoring impact; working with parents and carers; targeted support; and, developing an ethos and environment that promotes response and values diversity.</p> <p>Promoting Emotional Health, Well-being and Resilience in Primary Schools WCPP concludes schools have a valuable role to play in identifying and meeting the needs of pupils with respect to emotional health and well-being, and that school-based activities have the potential to make significant and lasting positive impacts on children's well-being. A variety of high-quality and evidence-based programmes support school-based activities but these have the most impact when approaches are embedded within wider school systems and through teaching and learning across the curriculum.</p> <p>It has been found that improving social and emotional learning can add 4 months' progress to a child's learning in a year, as explained in Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk). This can be done by expanding children's emotional vocabulary, teaching self-regulation, social awareness, relationship skills and responsible decision-making. These strategies should be integrated and modelled through everyday teaching and a social and emotional learning programme will allow strategies to be taught, assessed and reviewed effectively. School-wide expectations and routines should also support children's social and emotional development.</p> <p>The effectiveness of Nurture Groups in improving outcomes for young children with social, emotional and behavioural difficulties in primary schools: An evaluation of Nurture Group provision in Northern Ireland - ScienceDirect summarises The Nurture Group Model places a strong emphasis on the physical environment. Furthermore, Nurture Groups are found to provide positive attachment relationships and opportunities for social learning and the development of emotional literacy.</p> <p>10 Incredible Benefits of Playing with Lego® - (childrenswellnesscentre.co.uk) report that Lego Therapy aids teamwork and social skills, communication and language skills, problem solving, maths and spatial awareness, creativity and experimentation, physical development, perseverance and management of frustrations, self-confidence, lowering anxiety and stress, patience, focus and concentration.</p>	All
Emotion Coaching	<p>Education Endowment Foundation EEF Self-regulation strategies have shown to aid successful learning and can have an impact of 5 additional months' progress in a child's learning in a year. Embedding self-regulation strategies in early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.</p> <p>Education Endowment Foundation EEF Self-regulation strategies have shown to aid successful learning and can have an impact of 5 additional months' progress in a child's</p>	

	learning in a year. Embedding self-regulation strategies in early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.	
Development of nurture spaces around the school	<p>Ofsted publication (publishing.service.gov.uk) found that nurture groups are most effective where they had a clear purpose, baseline assessments to track progress and a carefully balanced group with specific criteria for placing children in the groups. The most effective provisions were where schools sought to provide a safe, comfortable, home-like environment: One school created a nurture group classroom that was bright, welcoming and carefully designed, with chairs around a large table, a kitchen area for snacks, carpet area, areas for child-initiated play and tables for more formal learning. Music was used to create a calm atmosphere, and there were visual cues to help children understand their day and how to behave.</p> <p>The effectiveness of Nurture Groups in improving outcomes for young children with social, emotional and behavioural difficulties in primary schools: An evaluation of Nurture Group provision in Northern Ireland - ScienceDirect summarises The Nurture Group Model places a strong emphasis on the physical environment: "The nurture room sets out to provide a safe, welcoming and caring environment for learning and will replicate the home environment with a comfortable seating area, a kitchen facility for preparing food and a working area to address formal curriculum demands. A range of activities are undertaken which aim to help the young people to develop trust, communication skills and the growth of confidence and self-esteem."</p>	8, 9, 10
Play Therapy – CPD for staff and resources	Research summarised by Play Therapy Makes a Difference - Association for Play Therapy (a4pt.org) shows that play therapy helps children: become more responsible for behaviours and develop more successful strategies; develop new and creative solutions to problems; develop respect and acceptance of self and others; learn to experience and express emotion; cultivate empathy and respect for thoughts and feelings; learn new social skills; and develop self-efficacy. The practice of play therapy requires extensive specialised education, training and experience. Play therapists are licensed mental health professionals, who have considerable general clinical experience. Children are referred for play therapy when other problem-solving tools have been 'used up'. A4PT's draws on the evidence that play therapy allows children to change the way they think about, feel toward and resolve their concerns.	8, 9, 10
OPAL	<p>Physical activity EEF (educationendowmentfoundation.org.uk) reports that the average additional academic progress over a year, as a result of additional physical activity, is 1 months, although participating in physical activity is likely to have wider health and social benefits. It's been established that pupils from disadvantaged backgrounds may be less likely to benefit from sport clubs outside of school (due to financial costs), but by providing physical activities free of charge in school, children can access the benefits and opportunities that might not be available to them elsewhere.</p> <p>Education Endowment Foundation EEF states that there are some indications that physical activity, including outdoor play, can support children's learning and that active outdoor play can improve children's physical growth, skills and health. The cost of introducing physical development approaches can be spread over a number of years to make it more beneficial while improving children's progress.</p> <p>Supporting school improvement through play: An evaluation of South Gloucestershire's Outdoor Play and Learning Programme states "It was evident in all participating schools that the interventions made by OPAL to both the physical and human environment enhanced and, in some cases, transformed opportunities for playing...there are accompanying benefits in an educational and wider context as children learn to get on together, enjoy school, undertake forms of exercise that involve moderate stress and moving in non-regular patterns, find time and space to recover attention."</p> <p>The-Case-For-Play-In-Schools-web-1-1.pdf (outdoorplayandlearning.org.uk)</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk) states that the average impact of engaging pupils in physical activity approaches adds, on average, 1 months' progress over a year but there are also wider benefits in terms of physical development, health, wellbeing and improvement in attendance as well as social benefits. Integration of mentoring approaches within programmes and the combination of physical activities with teaching and learning practices has a positive impact on attainment. It was found that the costs associated with physical activities arise from training for staff leading programmes, and any additional resource or equipment required, the majority of which are start-up costs.</p> <p>Reimagining outdoor learning spaces: a Futurelab handbook (nfer.ac.uk) discusses the benefit that the development of outdoor learning and play spaces can have on children's educational experiences. The report also mentions that meaningful choice and voice for learners is central to personalisation. There is "huge potential to model more transformative approaches...by putting learners at the very heart of the (re)design process, thus assuring greater choice and voice." Changes to a site's design can be a learning experience for pupils in itself.</p> <p>Education Endowment Foundation EEF 's Physical Development Approaches report states that physical development approaches aim to improve children's physical growth, skills and health through activities that may focus on a particular aspect of physical development or be more general, e.g. encouraging active outdoor play. Such approaches can benefit a child's progress by an additional 3 months in a year.</p> <p>The Play-based Learning report from Education Endowment Foundation EEF found that there is a positive relationship between play and early learning outcomes. Where there is a measurable baseline and assessment, play-based learning approaches have improved learning outcomes by approximately (and on average) 5 additional months in a year. Progress</p>	8, 9, 10

	through outcomes including vocabulary, reasoning and numeracy have been evident while social, emotional and educational difficulties are also benefited.	
Music lessons	Arts participation EEF (educationendowmentfoundation.org.uk) found that arts participation (including music tuition) on other areas of academic learning can provide an additional 3 months' progress in a year. There is also a link between music development and spatial awareness for children. Opportunities also provide wider benefits, including more positive attitudes to learning and increased well-being.	8
Forest School	<p>Forest Schools: impact on young children in England and Wales - Forest Research evaluates that Forest School helps children to: build confidence; develop social skills; communicate more effectively and develop their language through sensory experiences; be motivated; gain physical skills, including physical stamina, gross and fine motor skills; and, develop knowledge and understanding, as well as an interest in and respect for the environment and our surroundings.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk) states that the average impact of engaging pupils in physical activity approaches adds, on average, 1 months' progress over a year but there are also wider benefits in terms of physical development, health, wellbeing and improvement in attendance as well as social benefits. Integration of mentoring approaches within programmes and the combination of physical activities with teaching and learning practices has a positive impact on attainment.</p> <p>Reimagining outdoor learning spaces: a Futurelab handbook (nfer.ac.uk) discusses the benefit that the development of outdoor learning and play spaces can have on children's educational experiences. The report also mentions that meaningful choice and voice for learners is central to personalisation.</p>	5, 6, 7, 8, 9, 10
Kids' Club and extra-curricular club (financial support for parents)	<p>The Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice - NFER study shows that lower performance is associated with higher absence.</p> <p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the EEF's report summarised here: Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk). The results suggest that for pupils in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment.</p> <p>Key findings from Arts participation EEF (educationendowmentfoundation.org.uk) are that arts participation approaches (both during curriculum time and through extra-curricular activities) can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Children's University EEF (educationendowmentfoundation.org.uk)</p> <p>A study Supporting the attainment of disadvantaged pupils: articulating success and good practice by NFER shows that providing extra-curricular clubs, including breakfast club, was used by almost 70% of schools in the study to effectively raise the attainment of disadvantaged pupils.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk) reports that pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. EEF suggests that schools should consider offering places free of charge or subsidised for disadvantaged pupils. The report also concludes that planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club, are more likely to offer academic benefits than sporting activities alone.</p>	6, 7, 8, 10
Trip payments	<p>Key findings from Arts participation EEF (educationendowmentfoundation.org.uk) are that arts participation approaches (both during curriculum time and through extra-curricular activities) can have a positive impact on academic outcomes in other areas of the curriculum. It also valuable in itself, adding to progress made in the arts and other subjects beyond English or maths outcomes. Improved outcomes, through research, have been identified in English, maths and science and, there is also evidence of positive links on impact between, for example, drama and writing outcomes and music with spatial awareness. Wider benefits also include attitudes to learning and increased well-being.</p> <p>A study Supporting the attainment of disadvantaged pupils: articulating success and good practice by NFER shows that arranging/subsidising trips to cultural venues was used by 81% of schools in the study to raise the attainment of disadvantaged pupils.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk) states that sometimes a sporting activity is effective to encourage children to engage in additional learning activities for other curriculum areas.</p> <p>Outdoor Education in the UK for Primary School Groups (pgl.co.uk) explains that children experience success, grow in confidence and become engaged in a variety of experiences. Children experience new opportunities that they may not experience elsewhere, particularly at school. They develop skills such as teamwork, leadership, communication, patience, perseverance, determination, resilience, respect, responsibility and independence.</p>	8, 9, 10
Breakfasts and snacks	Northumbria University and Cool Milk's research, summarised by The School & Nursery Milk Alliance (snma.org.uk) , states that milk consumption by 5-11 year olds improves overall nutritional status, cognitive functioning, dental and bone health, physical stature and body	All

	<p>compassion. Cool Milk reports that keeping hydrated aids concentration and attention. Why milk is great for children Cool Milk states 189ml of semi-skimmed milk is excellent as a mid-morning drink as it provides a nutritional boost and keeps children hydrated between breakfast and lunch; helping them to concentrate, learn and play.</p> <p>The EEF found that breakfasts clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of 2 months' progress over the course of a year. The reports summarised by Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk) states that pupils' concentration and behaviour improved in the trial too. The results suggest that academic improvements could also be as a result of the social benefits that the breakfast club environment offers.</p>	
Parent workshops and meetings	<p>Parental engagement has a positive impact on children's learning. Parental engagement EEF (educationendowmentfoundation.org.uk) states that effective engagement can improve a child's progress by 4 months in a year. Parental engagement strategies are typically more effective with parents of very young children, so schools should consider how engagement can be maintained as children get old (e.g. short sessions at flexible time) to create opportunities. Parents' aspirations also have an impact on children's aspirations and achievement over the longer term. A trial which aimed to prompt greater parental engagement than had been found when using parental intervention programmes found that text message alerts delivered a small positive impact, and at very low cost. The impact of effective parental engagement is higher for literacy than maths.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) found that schools should take time to explicitly plan how they work with parents and provide CPD for staff to do so confidently. Practical strategies to support learning at home should be shared with parents/carers, and where resources are purchased for home use, advice/support with these is essential to them making a difference to a child's learning.</p> <p>Supporting parents and carers at home - What schools can do to help.pdf (d2tic4wv01iusb.cloudfront.net) provides advice for schools about effective ways that schools and parents can work together to support home learning. For example, it identifies provide activities in a variety of formats, offering support to parents with clear guidance for them to follow, encouraging parents to know about home learning tasks that are set, building in opportunities for parents to promote self-regulation in children at home and suggestions of pedagogical principles to support parents.</p> <p>Supporting the attainment of disadvantaged pupils: articulating success and good practice by NFER found that the more successful schools in the study showed parents the curriculum that pupils are covering and show how to support their child at home.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) summarises that the way schools communicate with parents can have a positive impact on dialogue about learning (thus improving outcomes) while more sustained and intensive support, where needed, also has a positive impact on progress. Carefully planned group-based parenting initiatives (like workshops) and home visits where there is a need can be an effective approach to building relationships and improving attitudes/support to help children learn at home.</p>	All
School uniform purchasing	<p>School uniform EEF (educationendowmentfoundation.org.uk) explains that although wearing school uniform doesn't have a direct impact on outcomes, it can be successfully incorporated into a broader school improvement process, including the development of a school ethos and the improvement of behaviour. It's identified in the report that some believe that uniform promotes social equity and a sense of belonging for pupils. It has been found that pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</p>	8, 9, 10

Total budgeted cost: £41318

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Activity completed or underway	Link to Strategy Statement	Funding spent to date	Impact	Next steps
In-school pastoral support inc. Pastoral Lead costs, 1:1 adult support, CPD, resources, intervention programmes, family support activities	Challenge 4, 5, 6, 7, 8	<ul style="list-style-type: none"> • £20827.94 • £1110.00 	<ul style="list-style-type: none"> • 63 children from across the school are receiving regular and planned pastoral support through group/1:1 sessions and interventions. 10 of these children make up 42% of the PP cohort. • In Dec 2022, 49 children were on the pastoral register and 41 of these children were assessed in Sept and again in Dec using Rosenberg's Self Esteem Scale – 40/41 children's points increased on this scale in the three-month period, with 24 of them increasing by 5+ points. 17 of the children who started in Sept as having 'low' self-esteem were assessed as having 'universal' self-esteem in Dec 22. • 7 families are currently receiving support through the school's pastoral team, 4 of whom receive PP funding. • See impact of attendance support and family support below. 	<ul style="list-style-type: none"> • Pastoral Lead to refine timetable to ensure maximum impact for all children who need support • Recruitment for a second TP responsible for pastoral support to increase capacity and impact
Behaviour support, inc. training for staff	Challenge 3, 5, 6, 7	<ul style="list-style-type: none"> • £1550.00 	<ul style="list-style-type: none"> • External suspensions: <ul style="list-style-type: none"> - Term 1 – 5.5 days (3 different children, 2 of whom receive PP) - Term 2 – 22 days (4 different children, 1 child same as Term 1, 2 of whom receive PP) - Term 3 – 5 days (1 child, same as Term 2, no PP children) - Term 4 – 3 days (1 child, same as Term 1, no PP children) - Term 5 – 6 days (2 children, 1 child same as Term 4, no PP children) • Reduction of 18 days of external suspensions by those in receipt of PP from Term 2 to Term 3 - in Term 3 of 2022-23, the PP cohort accumulated 0 days of external suspensions compared to an accumulation of 18 days of external suspensions in Term 2 of 2022-23 for pupils in receipt of PP. • Reduction of 17 days of external suspensions by all children from Term 2 to Term 3 - of all children, there were 5 days of external suspensions in Term 3 compared to 22 days in Term 2. • In Terms 4-6 (to date), there have been 9 days of external suspensions for all children (0 in receipt of Pupil Premium). • Behaviour Lead has been appointed within the staff team and delivered 2x assemblies in Term 4 to date. A Working Group has been set up to reinstate and rejuvenate Restorative Practice throughout school and embed the school's values and new approach to behaviour support. A new policy will be written by the end of the academic year. 	<ul style="list-style-type: none"> • Review of school Relationships & Behaviour Policy and systems. • Further input/ re-delivery of Restorative Practice for all staff.

			<ul style="list-style-type: none"> • Recognition Boards are being used by all children/staff throughout the school. • Certificates are awarded every week for recognition of the school's rules and attitudes to learning. Recognition Tokens are given out by lunch and Kids' Club staff – children enjoy receiving these. • "Paul Dix" training for all staff took place, strategies of which are being implemented throughout the school, including during playtimes and at Kids' Club. • Children know more about keeping themselves & others safe in school through the introduction of Safeguarding Assemblies to all children. Information covered in assemblies has been repeated by children and implemented through everyday practice. • See above impact of pastoral support & below impact for attendance. 	
Attendance support, inc. 1:1 support for transitions, weekly attendance meetings, breakfast club	Challenge 7, 8	See pastoral support & Kids' Club payments	<ul style="list-style-type: none"> • 7% attendance increase from Term 2 to Term 3 of pupils in receipt of Pupil Premium (89.3% T2 to 96.1% T3). • More than 10% decrease in unauthorised absences from Term 2 to Term 3 of pupils in receipt of PP. • 3% attendance increase from Term 2 to Term 3 for all pupils (93% T2 to 96% T3). • In Terms 4 and 5, attendance of pupils in receipt of pupil premium has reduced slightly from Term 3 (see below re: safeguarding meetings and actions). • % of lates for children in receipt of Pupil Premium was lower in Term 5 than any other term this academic year. • Parents have been made aware of their child's attendance at 2x parent consultations and, if below 90%, have received a letter informing them of their child's attendance and the impact it has on their education. • Weekly safeguarding meetings identify persistently absent pupils – during these meetings, DSLs discuss the support currently in place for the families whose child has less than 90% and 95% attendance and plans further support as required. A formal letter has been sent to parents, along with the Attendance Policy, informing them of their child's low attendance. • Almost ¼ of the "lowest 20%" attainers in reading, writing, maths or science have an attendance of less than 90% and 40-45% of the lowest 20% attainers have an attendance of less than 95%. 	<ul style="list-style-type: none"> • Continue provisions already in place. • Ensure termly letters are sent for pupils whose attendance is <95% and <90%.
Pastoral Support - Relax Kids	Challenge 4, 5, 6, 7, 8	• £450.00	<ul style="list-style-type: none"> • Feedback from children includes: <ul style="list-style-type: none"> - "I like how you get to be calm and know how to calm down." - "I love the breathing in and out activities because it makes you calm." - "I love the movements and the games, I like being able to say nice things to people." - "I like how it always makes me feel happy after doing it." - "I feel happy because it always makes me calm and after I do it, I feel relaxed and I like the games we play especially relaxing at the end." - "I like the animal puppets – the elephant, meerkat and the owl because they tell us about different parts of our brain." 	•
Pastoral Support – Forest School	Challenge 4, 5, 6, 7, 8	• £182.00	<ul style="list-style-type: none"> • Pastoral support through Forest School is expanding, with over double the number of children accessing it currently than last academic year: <ul style="list-style-type: none"> - 9 children in 2021-22 - 14 children in Terms 1 and 2 	<ul style="list-style-type: none"> • Provide additional opportunities in 2023-24 for use of the FS area for

			<ul style="list-style-type: none"> - 20 children in Terms 3, 4, 5 and 6 • All children in school are receiving FS lessons for two terms this academic year. • Staff training for 2x members of staff is being used to deliver specific pastoral intervention through willow making in the Forest School area. 	<p>classes and groups.</p> <ul style="list-style-type: none"> • Use FS area for lunchtime provision.
Sounds Write (inc. training for staff, resources, books & plans)	Challenge 1, 2, 3	• £9052.00	<ul style="list-style-type: none"> • 70% of children in receipt of Pupil Premium were EXS+ in reading in Dec compared to 53% in Dec '21. This is the highest % of PP children working at EXS+ in reading in the last 3 years. Summer term teacher assessments TBA. • Dec '22 10% more children were reading at the expected (or higher) age than in Sept '22. • Average progress (reading age) across the school in 2 ½ months (Sept-Dec '22): <ul style="list-style-type: none"> - 7 months progress in reading accuracy; - 10 months progress in reading rate; - 4 months progress in comprehension. • Middle prior attainers in Y3 and Y6 made an average of 1y1m progress in 2½ months (reading age) in Sept-Dec '22. • All children in YR-Y2 are receiving phonics sessions following a consistent approach, enabling them to effectively build on prior learning – this has now extended to Y3 (June '23) and will be Y4 and Y5 next academic year. • Home reading books reflect and practice the sounds learned in class. • All children are reading books pitched above their reading age, so are experiencing new & more challenging vocabulary. • 17 teachers are now trained in Sounds Write planning and delivery from YR to Y4. • Y5 children are completing a second term of Just Reading ahead of Y6. • See Reading Diary book look feedback. • There is a correlation between the 'lowest 20% readers' and those that aren't reading regularly at home. • 9 of the "lowest 20% readers" receive PP funding (this is approx. 10% of the lowest 20% readers in the school). • Where children are not regularly reading to an adult at home, teachers are prioritising reading aloud to an adult in school in most classes. • EYFS Reading Teacher Assessment Summer 2023: <ul style="list-style-type: none"> - 88% EXS comprehension (all) - 100% EXS comprehension (PP – 2 children) - 88% EXS comprehension (nonPP – 58 children) - 83% EXS word reading (all) - 50% EXS word reading (PP – 2 children) - 84% EXS word reading (nonPP – 58 children) • Year 1 phonics Summer 2023: <ul style="list-style-type: none"> - 83% pass (all) - 75% pass (PP – 4 children) - 84% pass (nonPP – 55 children) • Year 2 phonics Summer 2023 (inc. Year 1 results 2022): 	<p>Training of all KS2 staff in Sounds Write for whole-school consistent approach and improvement of outcomes in KS2</p> <ul style="list-style-type: none"> • Book banding for home learning books for children in KS2 to take home • Teaching of Sounds Write in YR-Y5 next academic year. • Develop consistency across the school for those not reading regularly at home to read in school with an adult.
Just Reading	Challenge 1,3,4 Intended outcomes 1,2			
Talk for Reading training & resources	Challenge 1, 3	• £3916.07		
Home reading books	Challenge 1, 3	• £2331.72		

			<ul style="list-style-type: none"> - 88% pass (all) - 100% pass (PP – 4 children) - 87% pass (nonPP – 55 children) • KS1 Reading Teacher Assessment Summer 2023: <ul style="list-style-type: none"> - 71% EXS reading (all) - 20% GDS reading (all) - 100% EXS reading (PP – 4 children) - 69% EXS reading (nonPP – 55 children) 	
YARC assessments	Challenge 1, 3	• £757.78	<ul style="list-style-type: none"> • Accurate and consistent assessments to inform planning and provide information to pupils & parents. • Training provided to teachers and TPs to effectively and efficiently implement YARC assessments. • Data shows positive impact of reading provision on pupils' reading ages. Where there isn't clear impact in this data, pupils' books, reading aloud to an adult and their NFER assessments are used to measure impact. • Data is available for leaders to monitor performance & adapt provision accordingly to improve outcomes. • See above for the impact in outcomes (most notably reading ages). 	<ul style="list-style-type: none"> • Assess focus group children in Sept and again in Dec rather than all children (it was time consuming for all children to be addressed 1:1)
Talk for Writing training & resources	Challenge 2, 3	• £76.48*	<ul style="list-style-type: none"> • A recent work scrutiny showed the following strengths and improvement to practice: <ul style="list-style-type: none"> - T4W is being consistently planned and delivered across the school - Toolkits aid children's learning and improve outcomes - Clear and visible LO provide a focus for children and are linked to the NC - Where individual targets are used, pupils' progress is clearly evident in books - Cool and Hot Writing tasks provide evidence of progress - Feedback is most effective when it links to pupils' individual targets - The quantity of writing provides pupils the opportunity to achieve the NC objectives and succeed in writing lessons - The variety of tasks enable children to achieve the NC objectives and ensures that all children experience all genres throughout their time at primary school - Literature is used to engage pupils with their writing • The following areas for development were identified and are already being planned to address: <ul style="list-style-type: none"> - Feedback and marking is not consistent across the school – this is being addressed through a review of the Feedback and Marking Policy and the creation of a Feedback and Marking Working Group - The use of individual targets is not consistent across the school, so training will be delivered to staff about the effective implementation of these next academic year - Individual targets and My Plan outcomes don't necessarily correlate – further training around this as well as Adaptive Practice will be delivered to staff. • EYFS Writing Teacher Assessment Summer 2023: <ul style="list-style-type: none"> - 77% EXS writing (all) - 50% EXS writing (PP – 2 children) 	<ul style="list-style-type: none"> • Creation of a new Feedback and Feedforward Policy. • Staff training and clear expectations about the use of individual targets.

			<ul style="list-style-type: none"> - 78% EXS writing (nonPP – 58 children) • KS1 Writing Teacher Assessment Summer 2023: <ul style="list-style-type: none"> - 58% EXS writing (all) - 2% GDS writing (all) - 75% EXS writing (PP – 4 children) - 56% EXS writing (nonPP – 55 children) • KS2 Writing teacher Assessment Summer 2023: <ul style="list-style-type: none"> - 85% EXS writing (all) - 29% GDS writing (all) - 83% EXS writing (PP – 6 children) - 85% EXS writing (nonPP – 53 children) 	
EAL teaching, support, interventions, resources & CPD	Challenge 3, 4	• £144.45	<ul style="list-style-type: none"> • 31 pupils in the school speak English as an Additional Language. 2 of these pupils receive Pupil Premium funding and 3 are on My Plans. • Assessments show that all pupils receiving 1:1 EAL intervention have made progress with their phonics this academic year. • EYFS results for EAL: <ul style="list-style-type: none"> - 100% GLD (EAL – 4 children) - 100% Expected in Reading, Writing and Maths (EAL – 4 children) - 96% GLD (nonEAL – 56 children) • Year 1 phonics results for EAL: <ul style="list-style-type: none"> - 75% pass (EAL – 4 children) - 84% pass (nonEAL – 55 children) - 0% pass (score of 32) for 1 child with receives PP and speaks EAL • KS1 results for EAL: <ul style="list-style-type: none"> - 60% EXS and 40% GDS reading (EAL – 5 children) - 72% EXS and 19% GDS reading (nonEAL – 54 children) - 60% EXS and 0% GDS writing (EAL – 5 children) - 57% EXS and 2% GDS writing (nonEAL – 54 children) - 80% EXS and 0% GDS maths (EAL – 5 children) - 67% EXS and 15% GDS maths (nonEAL – 54 children) - 60% EXS science (EAL – 5 children) - 81% EXS science (nonEAL – 54 children) • KS2 results for EAL: <ul style="list-style-type: none"> - 83% EXS and 33% GDS writing (EAL – 6 children) - 85% EXS and 28% GDS writing (nonEAL – 53 children) - 83% EXS science (EAL – 6 children) - 98% EXS science (nonEAL – 53 children) 	<ul style="list-style-type: none"> • Continue EAL interventions. • Explore further strategies to monitor progress.
PSHE curriculum resources & support	Challenge 5, 6	• £940.00	<ul style="list-style-type: none"> • All children receive regular, consistent and relevant PSHE teaching and learning through a standardised and robust curriculum (Jigsaw). The curriculum reinforces the school's values and fits with other policies including Restorative Practice, RSE and the schools safeguarding policies. 	<ul style="list-style-type: none"> • Monitoring of PSHE teaching and learning to ensure all children are accessing the

			<ul style="list-style-type: none"> Plans show that every class has a designated PSHE lesson every week. This is then supported with additional learning of PSHE through assemblies, project weeks, awareness days and interventions as required. JIGSAW ensures that all children have access to high quality PSHE education and are able to make positive choices as a result of the education they receive. They are more aware of the benefits of exercise and are active participants in physical education (including after school sports clubs). They are able to make healthy snack choices and have a healthy selection of meals on offer through our lunch menus. JIGSAW provides opportunities for children across KS1 and KS2 to explore and understand their own mental health through careful progression and crafted lessons. Encouragement for children to engage in their understanding of their own mental health comes through careful sequencing of lessons and insightful questioning to engage the learners, to challenge their thinking. Children develop their understanding of being a friend, being a friend to themselves, awareness of feelings (and those of others), building self-esteem and self-worth and identifying worries and how to seek support. Our restorative practice method of helping children understand their roles in conflicts feeds into our PSHE curriculum and, as a result, children are able to see different points of view. Awareness activities have raised the profile of PSHE and the need to support our own and others' mental health – e.g. Children's Mental Health Week, Anti-bullying Week Personal Development goes beyond the PSHE curriculum and underpins everything that the school does to support children and families. A Safeguarding Curriculum is now published on the school's website, incorporating the PSHE curriculum along with all other areas of Personal Development to raise awareness and explicitly state how children are supported and taught about their personal, social, health, emotional wellbeing and how their SEMH needs are met in school. Through a recent safeguarding pupil voice activity (June 2023), all children who took part stated that they learn in PSHE lessons how to keep themselves safe and look after their mental health: <ul style="list-style-type: none"> "Now I understand why Tom was upset because of what I did – I can see it from his point of view." "When I am feeling upset, I close my eyes and count to ten to help me calm down." "When I feel worried, I know I can tell my teacher and they will listen." 	full PSHE NC effectively.
Parent/Child Mental Health workshops	Challenge 5, 6, 7	<ul style="list-style-type: none"> See Pastoral Lead costs above 	<ul style="list-style-type: none"> 3x Parent/child mental health workshops planned for Summer Term. Session 1: <ul style="list-style-type: none"> 21 parents/families initially emailed to gauge interest and determine focus for sessions 14 parents invited to attend parent session followed by parent/child workshop 5 parents responded to the invitation 4 parents attended the information sessions and then the workshops, of which 6 children participated alongside their parents 7 parents due to attend workshops 2 and/or 3 	<ul style="list-style-type: none"> Speak to parents directly instead of email invitations

Milk	Challenge 5, 6, 7	• £251.40	<ul style="list-style-type: none"> • 5 children have milk each day funded through PP, which they drink at breaktime instead of bringing in a snack from home. • Children in KS1 have their milk after breaktime during a class story, providing a calm and restful environment to effectively transition from play to learning time. 	<ul style="list-style-type: none"> • Continue with offer next academic year
Literacy Shed access & resources		• £273.00	<ul style="list-style-type: none"> • All teachers have access to Literacy Shed to support teaching and learning of writing and reading across the school. • All teachers have used Literacy Shed resources throughout the academic year to effectively deliver reading and writing lessons to their pupils. The resources are challenging, appropriate and engaging. They meet the needs (or adapted to do so) of all learners. • All teachers in Y1-6 use Literacy Shed regularly to plan and deliver engaging lessons. • See above for reading and writing attainment data. 	<ul style="list-style-type: none"> • Renewal of Literacy Shed
SALT		• £650.00	<ul style="list-style-type: none"> • 5 children receive Speech and Language Therapy from an experienced professional in school each week. 2 of these children are eligible for Pupil Premium. 	<ul style="list-style-type: none"> • Develop ways to measure impact from baseline
Maths training, support and resources (inc. Maths review, staff training & Can Do Maths resources)		• £1694.00	<ul style="list-style-type: none"> • All teachers have received expert training from Steve Lomax through two staff meetings. • The Maths Subject Leadership team carried out a whole-school review of Maths with Steve Lomax, which then identified priorities and actions to improve outcomes. • Maths Book Looks have identified the following strengths: <ul style="list-style-type: none"> - Objectives are linked to the Can Do overviews, ensuring coverage of the NC and progression through the year groups - All children have the opportunity to 'do it', 'secure it' and 'deepen it' each lesson - All work is acknowledged by teachers - It's clear in most books whether children have worked independently or with support - LO stuck in for each lesson in most classes - Children confidently show their workings and methods - Consistency between classes in each year group - Improved practice since second training session with Steve Lomax – more specific objectives, consistent language throughout the school, specific tasks enable children to make progress, MOT evident in some books • Areas for development from book looks include: <ul style="list-style-type: none"> - EYFS team to work with Steve Lomax to build in Can Do Maths to their curriculum - Feedback must move learning on – Feedback and Marking Policy review to be completed with new policy shared Sept 2023 • Maths attainment data for the end of 2022-23 for each year group is as follows: <ul style="list-style-type: none"> - EYFS Number 95% expected - EYFS Numerical patterns 90% expected - Y1 NFER result TBA - Y1 Teacher Assessment TBA - Y2 KS1 TA - 68% EXS and 14% GDS (PP 75% EXS v nonPP 67% EXS) - Y3 NFER result TBA - Y3 Teacher Assessment TBA - Y4 NFER result TBA 	<ul style="list-style-type: none"> • A second Maths Review has been scheduled for 7/7/23 to review progress and plan next steps. • EYFS team to meet with Steve Lomax on 7th July.

			<ul style="list-style-type: none"> - Y4 Teacher Assessment TBA - Y4 Tables Check TBA - Y5 NFER result TBA - Y5 Teacher Assessment TBA - Y6 end of KS2 NC test results TBA 	
EYFS training and support (inc. EYFS Review)		<ul style="list-style-type: none"> • £432.60 	<ul style="list-style-type: none"> • Since an initial EYFS review in Term 1, behaviour in class has improved, transitions from home to school in the morning are smoother for all children and those who previously found the transition difficult now find it easier to manage. • Changes to EYFS provision includes: <ul style="list-style-type: none"> - Further development of Continuous Provision; - Change of timetable to maximise learning time (maths and phonics session timetables); - Change of playtime routines to support Continuous Provision (no timetabled playtime); - Removal of 'carpet registration' time to enable more time for Continuous Provision and improve transition from home to school in the morning; - Morning check ins with the teachers at the door; - Development of spaces in the classroom to enable effective Continuous Provision; - Steve Lomax Can Do Maths training scheduled for 7th July. • EYFS Profile data for end of 2022-23 is as follows: <ul style="list-style-type: none"> - GLD 65% (all) – 50% GLD for PP (2 children) - Listening, attention & understanding 87% expected (100% PP 2 children) - Speaking 95% expected (100% PP 2 children) - Self-regulation 82% expected (100% PP 2 children) - Managing self 78% expected (100% PP 2 children) - Building relationships 85% expected (100% PP 2 children) - Gross motor 93% expected (100% PP 2 children) - Fine motor 90% expected (100% PP 2 children) - Word reading 83% expected (50% PP 2 children) - Comprehension 88% expected (100% PP 2 children) - Writing 77% expected (50% PP 2 children) - Number 95% expected (100% PP 2 children) - Numerical patterns 90% expected (100% PP 2 children) - Past and present 100% expected (100% PP 2 children) - People, culture and communities 98% expected (100% PP 2 children) - The natural world 100% expected (100% PP 2 children) - Creating with materials 98% expected (100% PP 2 children) - Being imaginative and expressive 97% expected (100% PP 2 children) 	<ul style="list-style-type: none"> • A second EYFS Review took place on 13/6 which identified next steps with the EYFS team
Kids' Club & extra-curricular club payments		<ul style="list-style-type: none"> • £140.00 	<ul style="list-style-type: none"> • 2 families receive financial support to attend Kids' Club after school, enabling the children's parents to work without working to pay for childcare. • 1 child attended Football Club thanks to PP funding. This child does not attend any sports clubs or have any hobbies outside of school. The child finds social interactions difficult to manage. The child would not have been able to attend the club without the funding and this gave an additional opportunity for the child to develop social and team work skills. 	<ul style="list-style-type: none"> • Contact children's parents who aren't attending clubs in or out of school.

School trip payments, inc. PGL and swimming		<ul style="list-style-type: none"> • £643.03 for PGL TBC • £730.30 ex. PGL** 	<ul style="list-style-type: none"> • 3 children are attending PGL who would not have been able to attend without PP funding. • 96 trips/activities incurring a cost have been attended by all children in receipt of PP so far this academic year through 28 different trips/visitors which incurred a cost (excluding PGL). • In Terms 1-6, 81% of the PP cohort accepted the offer of at least one “free” school trips/activity this year funded using PP (excluding PGL). 58% of the total costs incurred by trips/visitors for PP pupils has been paid using the premium funding. 	<ul style="list-style-type: none"> • Share amounts with SLT & governors to determine whether this offer should continue next academic year.
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Outdoor Play and Learning	OPAL
Relax Kids	Relax Kids
Sounds Write phonics	Sounds Write

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Pastoral support Forest School interventions SALT
The impact of that spending on service pupil premium eligible pupils
<p>All children in receipt of the service pupil premium benefited from the pastoral support available in school. The development of this support during playtimes is required for the new cohort of service premium pupils.</p> <p>Bereavement support has been of a particular benefit in recent years, so further training by the pastoral team will support children as required in the future.</p> <p>Speech and Language Therapy supported children to achieve their personal targets and/or My Plan outcomes. This will continue in 2023-24.</p>

Further information (optional)

Teaching partners, teachers, lunchtime playworkers and Kids' Club playworkers have all fed their experience and ideas into this strategy. Through discussions, pupil progress meetings, data analysis, research, observations and informal/formal conferencing with staff, parents and children, the children's barriers to learning have been identified and the school's plan, outlined in this strategy, responds to these barriers.