

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data (updated Feb 2023) |
|---|---------------------------------------|
| School name | King Athelstan Primary School |
| Number of pupils in school | 414 |
| Proportion (%) of pupil premium eligible pupils | 24% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | 31.1.22 Re-published February 2023 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Emily Newton |
| Pupil premium lead | Louise Ross |
| Governor / Trustee lead | Caroline Dawes |

Funding overview

| Detail | Amount |
|---|----------------------------|
| Pupil premium funding allocation this academic year | £ 175,120 + £3,096 EYPP |
| Recovery premium funding allocation this academic year | £ 19,175 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 197,391 |

Part A: Pupil premium strategy plan

Statement of intent

Additional government funding, the Pupil Premium Grant, is received by schools to address underlying inequalities and to help overcome barriers to learning and so improve the progress and outcomes of vulnerable pupils.

Our aim is to give our children the very best education we can: encouraging every child to reach their full potential through a creative curriculum that is rich, broad, and offers relevant, exciting and memorable learning opportunities both within and beyond the classroom. Our ambition is to develop the cultural capital of all children by providing them with boundless opportunities, both inside and outside our vibrant and diverse primary school. By offering a vast and varied, curriculum, our children are encouraged to 'dream big,' take risks and achieve high standards in all aspects of school life.

Evidence shows that children from disadvantaged backgrounds often face additional challenges in reaching their potential and generally do not perform as well as their peers at school (HMI). Research has found that the pandemic has compounded this issue (EEF). Initial findings suggest that disadvantaged pupils have been the worst affected by school closures due to COVID-19 and the attainment gap has grown as a result of national lockdowns.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We pride ourselves on our deep knowledge of every child and their unique circumstances. We recognise this is particularly important for our disadvantaged pupils. We explore every opportunity to build strong home school relationships so that pupils, parents and staff work together to ensure excellent progress and outstanding outcomes for our disadvantaged pupils.

We have a consistent drive for high quality teaching and learning and we understand that collaborative partnerships between staff, parents and pupils are essential in order to ensure shared knowledge and expertise to ensure best practice, particularly for the significant group of pupils who are both PPG and SEND.

Our PPG strategy is based on the Education Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:

1. Quality Teaching

We understand that the best available evidence indicates that high quality teaching is the most important lever schools have to improve outcomes for their pupils. We focus on developing the knowledge and skills of all staff to enable adaptations to teaching in order for it to meet the needs of all pupils.

The importance of language and literacy is evident in the resources and training which we have invested in. The knowledge and skills associated with effective verbal communication and fluent reading are important not only to pupils' attainment in English but to their learning across the curriculum and their success and happiness outside education. Teachers' PPA is covered by qualified teachers in specialist subjects (Art, Music, PE, French) in order to ensure children have the very best quality of provision and extended provision through additional opportunities, building their cultural capital.

2. Targeted Academic Support

The school has detailed provision maps in place to provide targeted support for pupils with additional needs and for those who require additional support or challenge. Teachers are skilled at identifying the needs of the children in their classes and the school has moved towards a whole school map of evidence-based interventions to ensure maximum impact on pupils and to enable the early identification of additional needs. The school understands that it is important that the attainment and progress of disadvantaged pupils is a shared responsibility. Integral to this is the development of best practice in relation to the deployment of teaching assistants. There is a cycle of TA training arranged by the SENCO across the year and TAs are trained with teachers during INSET days to ensure a consistent approach and to upskill our valuable support staff. All TAs and NNEBs are trained in our school SSP, Read Write Inc, and have had extensive training in colourful semantics, precision teaching and inclusive classroom practice, which focuses on readiness to learn and key approaches such as the PACE (Playfulness, Acceptance, Curiosity and Empathy) model.

3. Wider strategies

We work hard to build close working relationships with our families building trust which enables us to understand and support the unique challenges they are facing. We work with outside agencies to provide practical support that enables our disadvantaged pupils to be ready to learn and to access a wide variety of enriching experiences. We have a strong focus on our pupils' well-being and invest time and training into ensuring our pupils are able to self-regulate and develop their confidence and resilience. We recognise that adverse childhood experiences can have a profound impact on children and put in place additional ongoing support for pupils where appropriate. Nurture support is provided to children through bespoke small group sessions for children in Years 1 and 2, and 1:1 or group sessions for all children in response to needs. Nurture teaches children to:

- understand their emotions and how to regulate them;
- build their confidence (to be used in the classroom) by positive reinforcement;
- raise self-esteem;
- empower resilience to become a better learner;
- make and sustain positive relationships.

Nurture is at the heart of the pastoral care for all families at King Athelstan Primary School. *Figures from DfE January 2021

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Assessments, observations, and discussions with pupils show that attainment of our disadvantaged pupils is significantly below that of their peers. This is particularly evident in reading and writing. Disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>2019 KS2 reading outcomes showed non-disadvantaged expected standard results were 62% (national 73%) and disadvantaged were 41%. KS2 Writing results showed non-disadvantaged expected standard results were 67% (national 78%) and disadvantaged were 53%.</p> <p>2022 KS2 reading outcomes showed non-disadvantaged expected standard results were 81% (national 74%) and disadvantaged were 68%. KS2 Writing results showed non-disadvantaged expected standard results were 74% (national 69%) and disadvantaged were 32%.</p> <p>Phonics screening results below show that in 2019 and 2021 phonics pass rates for non-disadvantaged were 81% and 78%, in line with national, and disadvantaged were 65% and 70%. In 2019 the end of KS1 pass rates were 85% and 77% respectively.</p> <p>Phonics screening results below show that in 2022 phonics pass rates for non-disadvantaged were 87% and disadvantaged were 69%. In 2022 the end of KS1 pass rates were 94% and 79% respectively.</p> <p>Whilst there are improvements in outcomes in some areas, the significant gap for disadvantaged remains. <i>During Covid</i>, Teacher assessment</p> |

| | <p>identified that after lockdown there were gaps in children’s phonics knowledge and reading comprehension skills.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------|--|-------------|------------|-----------|------------|----------|-----|-----|-----|------------|-----|-----|-----|------------|-----|-----|-----|-------------|------------|-----------|------------|----------|-----|-----|-----|------------|-----|-----|-----|------------|-----|-----|-----|-------------|------------|-----------|------------|----------|-------|-----|-------|------------|-------|-------|-------|------------|-------|-------|-------|
| <p>2</p> | <p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>During Covid, gaps were identified in children’s arithmetic knowledge in KS2</p> <p>Teacher Assessment in 2021 showed that the number of disadvantaged who achieved expected standard were substantially lower than non-disadvantaged.</p> <p>In 2021-22 the gap for disadvantaged remains.</p> <table border="1" data-bbox="359 728 774 873"> <thead> <tr> <th>2022</th> <th>ALL</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>EYFS EXP</td> <td>76%</td> <td>56%</td> <td>83%</td> </tr> <tr> <td>Year 2 EXP</td> <td>60%</td> <td>42%</td> <td>69%</td> </tr> <tr> <td>Year 6 EXP</td> <td>75%</td> <td>42%</td> <td>90%</td> </tr> </tbody> </table> <table border="1" data-bbox="359 929 774 1075"> <thead> <tr> <th>2021</th> <th>ALL</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>EYFS EXP</td> <td>72%</td> <td>57%</td> <td>77%</td> </tr> <tr> <td>Year 2 EXP</td> <td>53%</td> <td>38%</td> <td>59%</td> </tr> <tr> <td>Year 6 EXP</td> <td>66%</td> <td>50%</td> <td>79%</td> </tr> </tbody> </table> <p><u>SATs results 2019</u></p> <table border="1" data-bbox="359 1153 805 1310"> <thead> <tr> <th>2019</th> <th>ALL</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>EYFS EXP</td> <td>72.6%</td> <td>75%</td> <td>71.7%</td> </tr> <tr> <td>Year 2 EXP</td> <td>63.9%</td> <td>36.4%</td> <td>79.5%</td> </tr> <tr> <td>Year 6 EXP</td> <td>74.1%</td> <td>64.7%</td> <td>78.4%</td> </tr> </tbody> </table> | 2022 | ALL | PP | NPP | EYFS EXP | 76% | 56% | 83% | Year 2 EXP | 60% | 42% | 69% | Year 6 EXP | 75% | 42% | 90% | 2021 | ALL | PP | NPP | EYFS EXP | 72% | 57% | 77% | Year 2 EXP | 53% | 38% | 59% | Year 6 EXP | 66% | 50% | 79% | 2019 | ALL | PP | NPP | EYFS EXP | 72.6% | 75% | 71.7% | Year 2 EXP | 63.9% | 36.4% | 79.5% | Year 6 EXP | 74.1% | 64.7% | 78.4% |
| 2022 | ALL | PP | NPP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>3</p> | <p>Weak communication skills, with under developed oral language skills and vocabulary gaps evidenced amongst disadvantaged pupils on entry in EYFS and observations, discussions and teacher assessment indicate the gap persists through the key stages.</p> <p><u>Reception Baseline 2021-22</u></p> <p>65% of cohort working at ARE for Listening and Attention and Speaking 47% PPG working at ARE for Listening and Attention and Speaking 29% PPG working at ARE for Comprehension, Reading and Writing</p> <p><u>Reception Baseline 2021-22 (all GLD areas)</u></p> <ul style="list-style-type: none"> • 47% on track to make GLD (68% in Prime areas) • PPG (17) 29% • Non-PPG (42) 55% <p><u>Reception outcomes 2021-22</u></p> <p>Listening and Attention PP 88% Speaking 75%</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>Comprehension 58%</p> <p>Writing 50%</p> <p>GLD:</p> <p>Non PP 76%</p> <p>PP 50%</p> |
| 4 | <p>Observations and discussions have noted that wellbeing and mental health can be a challenge for our disadvantaged pupils. While these emotional barriers affect many pupils, for our disadvantaged pupils, they can be complex and have a particularly detrimental effect on being ready to learn. Wellbeing and mental health are also challenges experienced by the families of our pupils too, which again impacts on children's readiness to learn.</p> |
| 5 | <p>Pupils have limited experiences beyond their home life and immediate community. This has particularly disadvantaged this group during the pandemic.</p> |
| 6 | <p>Chaotic family lives and Social Service involvement - Parental engagement can often be more challenging and sporadic due to the complex challenges that some of our family's face.</p> |
| 7 | <p>The high number of children who are both disadvantaged and also SEN children. (19% of disadvantaged children are also SEN 2021-22)</p> |

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 |
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| <p>Improved reading attainment amongst disadvantaged pupils at the end of KS2</p> <p>To ensure fallen behind children receive targeted, evidence based high-quality interventions and that results are evaluated</p> | <p>Phonics scores EYFS/KS1 are in line with national results</p> <p>Reading outcomes in 2024/5 show more than 75 % of disadvantaged children met the expected standard in KS2 (41% in 2019/20)</p> <p>100% of pupils not at expected level are shown to be making accelerated progress.</p> |

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| <p>Improved maths attainment at the end of KS2 and that fluency attainments improve</p> | <p>Analysis of interventions will show that interventions have had a positive impact on disadvantaged children’s learning and has helped in accelerating their progress.</p> <p>Internal assessments Fluency scores (KIRF) across the school show that disadvantaged pupil’s attainment is in line with non-disadvantaged children in 2022-23.</p> <p>100% of pupils not at expected level are shown to be making accelerated progress.</p> <p>End of Phase Maths outcomes in 2024/5 show more than 80 % of disadvantaged pupils met the expected standard</p> |
| <p>Improved oral language and communication skills</p> | <p>Assessments and observations indicate improved language skills amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence such as engagement in lessons, book scrutinies and ongoing formative assessment</p> <p><i>Accelerated progress in Comm and Lang/ ELG at the end of EYFS for disadvantaged children, who were not ARE at Baseline testing on entry in 2022/23.</i></p> <p>Phonics scores at the end of KS1 are in line with national results in 2024/25</p> |
| <p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum. There are increased opportunities for cultural capital for disadvantaged pupils to close the ‘gap’</p> | <ul style="list-style-type: none"> • The curriculum will provide pupils with and exciting, varied curriculum. • Teachers and support staff will plan a wide range of visits, hook events and experiences to inspire and enhance learning and make it memorable. • Children will be exposed to a wide range of social, cultural, enrichment and sporting |

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| | <p>experiences within and outside of the school day.</p> <ul style="list-style-type: none"> • Themed “super learning” days/weeks during the year which give the opportunity to explore other interesting areas of learning (International Day, World Book Day, Science Week). • Home learning is organised in a project-based menu to support the links between home and school to enrich the children’s learning experiences more. <p>Including :</p> <ul style="list-style-type: none"> • Music (Including instrumental lessons for a year and use of instrument at home) • After school clubs-opportunity for 100% to take part in a club after school each term • Residential school trip Y6 and 1 day outward bound trip Y4 • 100% take a position of responsibility such as: prefect, class monitor, pupil council, eco-lead, equalities lead, 1:1 reading buddy • 100% attendance on educational school and class trips • All PP children participate in one competitive sporting event throughout their time at KAP |
| <p>To achieve and sustain improved well-being and 'readiness to learn' for all pupils in our school but particularly our disadvantaged children</p> | <ul style="list-style-type: none"> • Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible. • Qualitative data from student voice, student and parent surveys and teacher observations. • Nurture 1:1 support, • Emotional Health Service involvement • Identified children are invited to: Nurture, Lego club, Forest school, drama therapy, resilience group, |

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| | drama 1:1 therapy, sensory circuits |
| Increased Parental engagement | <p>Maintain improved attendance of disadvantaged so that the gap is reduced (non-disadvantaged 94.9% disadvantaged 92.46%).</p> <p>Qualitative data from parental surveys</p> <p>Regular attendance at Parents' evenings and enrichment activities</p> |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** 2021-2022 to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,873

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>All staff engagement in 'in house' CPD to support Quality first Teaching using our experienced Teaching & Learning team.</p> <p>-24 staff meetings dedicated to Teaching and Learning</p> <p>-all EYFS, KS1 and KS2 Teachers and TAs training on Phonics (6 hours)</p> <p>-Whole staff training on Zones of Regulation at INSET</p> <p>- Mastery maths training for all KS1 and 2 TAs</p> <p>-6 Teacher CPD sessions on Inclusive</p> | <p>Evidence from Education Endowment Foundation – Maximising Learning.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>The Educations Policy Institute: Key Drivers to the Disadvantage Gap</p> <p>https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf</p> <p>“The most important school-level factor for pupil attainment is teacher effectiveness: evidence shows that the difference between being taught by a good versus bad teacher is equivalent to a whole year of learning for disadvantaged pupils.”</p> | 1,2,3,4,7 |

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| Classroom Practice by SENDCo | | |
| <p>Monitoring of QfT in Practice</p> <p>-Time given to subject leads and PPG lead to monitor QfT strategies in the classroom to ensure that the needs of our disadvantaged pupils are being met and that high aspirations are set.</p> | <p>Putting Evidence to Work: A School's guide to Implementation:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf</p> | 1,2,3,4,7 |
| <p>Role of the Pupil Premium Lead, monitoring and supporting staff.</p> <p>-Data analysis at least termly with foci and next steps added</p> <p>- Drop in sessions for staff to share learning and build on their knowledge</p> | <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> | 1,2,3,4,5,7 |
| <p>Continuing focus on curriculum planning, lesson design and progression</p> <p>- to recognise the need to reduce cognitive load and to reflect Rosenshein's Principles of Instruction-encouraging clarity, simplicity and the importance of retrieval practice.</p> <p>-Subject Leaders to monitor planning and curriculum maps to improve and enhance</p> <p>-SLT to assess lesson design during learning dialogues.</p> | <p>The Educations Policy Institute: Key Drivers to the Disadvantage Gap</p> <p>https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf</p> <p>EEF Blog: Five Evidence based strategies to support High Quality Teaching for pupils with SEND</p> <p>https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</p> | 1,2,3,7 |

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| <p>Development of EYFS curriculum in line with new framework to focus on books and language development</p> <p>-develop the love of reading by linking books to units of work.</p> <p>-Vocabulary included in planning, displays, T&L slides</p> | <p>Evidence from Education Endowment Foundation – Early Years Toolkit; Early Literacy Approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p> | <p>1,3</p> |
| <p>Communication training for all staff in EYFS</p> <p>-Staff CPD focused on C&L training</p> <p>-EYFS lead NSPQL project focuses on vocabulary development in Early Years</p> | <p>Evidence from Education Endowment Foundation-Early Years Toolkit: Communication and Language approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_search&search_term=Communication</p> | <p>1,3</p> |

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

Budgeted cost: £170,299

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Appropriately deploy staff to support Disadvantaged pupil's pastoral needs.</p> <p>-Nurture staff team support for identified pupils</p> <p>-NNEBx2 lunchtime support to focus language and play</p> | <p>Evidence from Education Endowment Foundation – Metacognition and Self-Regulation (+7months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> | <p>3,4,6,7</p> |

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| <p>Additional support for children requiring intervention (1:1 and small group support).</p> <ul style="list-style-type: none"> -reading with TA before school -Maths and Reading interventions led by Teaching assistants and Teachers -Small group or 1:1 intervention for vocabulary/spelling/writing led by 15 Teaching assistants -Intervention impact to be monitored and evaluated in progress meetings with individual class teachers and teaching and Learning Assistant Head half-termly. -Trained fulltime PP tutor working 1:1 with targeted children to catch up phonics in KS1 (am) and in maths KS1 (pm), using Number Sense a maths fluency skills programme developed by AfC maths consultant | <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Assistant interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF Guidance Report “Making Best Use of Teaching Assistants: ‘ to ensure that support is focused on developing the knowledge, skills and attitudes that lead to good progress, high attainment and aspirations.’</p> <p>Part funded through school led tutoring for 1 year.</p> | <p>1,2,3,4,7</p> |
| <p>Catch-Up Tutor (1:1 and small group support)</p> <ul style="list-style-type: none"> -(NTP) Qualified Teacher delivering 1:1 phonics intervention KS1 -(NTP) Qualified Teacher delivering 1:1 phonics intervention in KS2 including reading fluency and comprehension intervention. -Qualified Teacher cover to release class teachers to allow 1:1 conferencing with targeted children to identify specific next steps writing and reading comprehension to close the gap. -(NTP) Tutor delivering 1:1 maths number skills intervention based on mastery. | <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small Group Tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Mastery Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> | <p>1,2,4,7</p> |

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| <p>Speech and Language interventions for targeted pupils - EYFS</p> <p>-Encouraging children to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.</p> <p>-delivery of SALT packages to identified children by trained TA using EYPP</p> <p>-Reading model to support hearing children working below ARE read x3 week</p> <p>-PPG children prioritised for early morning reading and parent helpers</p> | <p>Evidence from Education Endowment Foundation-Early Years Toolkit: Communication and Language approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_search&search_term=Communication</p> | <p>1,3,7</p> |
| <p>Easter Booster Classes –targeted children provided with continuous support through Easter holiday with additional teaching by teachers</p> | <p>Evidence from Education Endowment Foundation—Teaching and Learning Toolkit: Small Group Tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | <p>1,2,4,5</p> |
| <p>Specialist teaching: -expert teaching in music, PE and art</p> | <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Mastery Learning</p> | |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 24,219 (Incl EP, clubs and ukulele, PGL)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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|--|---|--------------------|
| <p>Work with specific outside agencies to support families i.e. Emotional Health Service, EWO (Educational Welfare Officer)</p> <p>-Nurture lead is involved in the Mental Health Trailblazer Project and rollout of parent workshops</p> | <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | <p>4,6,7</p> |
| <p>Work with specific outside agencies to identify and understand children’s specific needs. i.e. Educational psychologist, EHS and Mental Health Support Team (supported in school by our Nurture team)</p> <p>-engaging parent in understanding needs of targeted children and providing them with strategies to use at home.</p> <p>-Parent/carer workshops and individual virtual consultations run by our Educational Psychologist to support families with behaviours at home</p> <p>-All staff received training from the Educational Psychologist in September around supporting children’s emotional needs in the return to school following lockdown</p> | <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>EEF Guidance Reports: Working with Parents to Support children’s Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Our observations and discussions in previous years have demonstrated that parents/carers of disadvantaged children who fully understand their children’s needs are best placed to meet these needs (through advice and support). They will be able to have an impact upon their children’s development in a positive manner.</p> | <p>1,2,3,4,6,7</p> |
| <p>Nurture Provision.</p> <p>-Identified children are invited to: Nurture groups, Lego Therapy, Forest School, Drama therapy, Resilience group, Drama 1:1 Therapy, Social Skills, Sensory Circuits</p> <p>*costed in previous section</p> | <p>The Educations Policy Institute: Key Drivers to the Disadvantage Gap</p> <p>https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf</p> | |

| | | |
|--|---|----------------|
| <p>Monitoring of attendance</p> <ul style="list-style-type: none"> -parent's evenings, after-school clubs, school trips and class trips. | <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | <p>4,5,6,7</p> |
| <p>Engage with external agencies to provide opportunities for in school and after school clubs</p> <ul style="list-style-type: none"> - one 'free' after-school club per term per disadvantages child - music – ukulele in Year 4 | <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> | <p>4,5</p> |
| <p>Trips and visits – organise trips linked to curriculum & support financially if necessary</p> <ul style="list-style-type: none"> -Financial support for trips for pupil premium children - Curriculum led class trips - Residential that are organised and financial support is offered for key families | <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>The Education Policy Institute: Key Drivers to the Disadvantage Gap</p> <p>https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf</p> <p>“A range of studies show that educational experiences outside of the classroom benefit attainment, and skills crucial to school performance, including motivation, behaviour and self-esteem – factors that have been linked to the gap.”</p> | <p>4,5,6</p> |

Total budgeted cost: £ 197,391

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The 2021-2022 end of year summative assessments showed that PP and non PP progress was very similar, with the exception of KS1 writing progress.

With few exceptions, the additional measures and support put in place for our Pupil Premium children resulted in highly engaged learning.

| 2021-22 Average Steps Progress (Matched data only) | | | | |
|---|--------|---------|---------|-------|
| <i>* Expected: 6 steps Summer 2021- Summer 2022</i> | | | | |
| KS1 | Cohort | Reading | Writing | Maths |
| Disadvantaged | 27 | 6.1 | 5.4 | 5.9 |
| Non-disadvantaged | 72 | 6.2 | 6.1 | 6.2 |
| KS2 | | | | |
| Disadvantaged | 69 | 6.3 | 6.3 | 6.3 |
| Non-disadvantaged | 154 | 6.1 | 6.2 | 6.2 |

