

## Pupil premium strategy IMPACT statement for 2022-23



This statement details the strategy's impact for 2022 to 2023 academic year.

### Funding overview

Detail	Amount
Pupil premium funding allocation for 2022-23	£127,425.00
Recovery premium funding allocation 2022-23	£14,630.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for 2022-23</b>	<b>£142,055.00</b>
<b>Total budgeted cost for 2022-23</b>	<b>£202,223.25</b>

This explains the impact so far for 2022-23

Intended outcome	Success criteria	Impact in July 2023			
Improved reading, writing and maths attainment among disadvantaged pupils. (SDP priority 1 Quality of Education)	Appropriate academic support in place via quality first teaching. Accelerated progress from starting points and gaps diminished between PP and other pupils in reading, writing and maths Accelerated progress from PP pupils who have received 1:1 tuition Online resources (Mathletics, TTRS, Numbots, spag.com) are accessed for home learning & having a positive impact on progress	Reception 24 pupils (10 PP)			
			Overall	PP	Non PP
		GLD	50%	60%	36%
		CLL	58%	70%	43%
		Literacy	54%	70%	43%
		Maths	54%	60%	50%

Regular provision mapping strategically identifies most need for interventions  
 Read/Write Inc is embedded and early reading levels improved by high quality teaching of phonics  
 Levels of engagement with homework, reading, spellings are more in line as they were pre-pandemic

*Attainment of the children identified as needing free school meals was higher than non FSM children. 63% attained a GLD and 71% of the 'Ever 6' children which is almost 20% higher than national. 3 children were SEN/D and made very good progress from their starting points. They received support from SALT & Ed Psych. One child with SEN/D has moved to specialist provision and one to a resource provision.*

Year 1 phonics 26 pupils (8 PP)

	Overall	PP	Non PP
32+	85%	73%	87%

*Children who are eligible for PPG funding performed in line with similar schools nationally. 50% of pupils with SEN/D passed the screening.*

Key Stage 1 SATs results 30 pupils (11 PP)

	Overall	PP	Non PP
Reading	70%	73%	68%
Writing	53%	45%	58%
Maths	80%	73%	84%

*Children who are eligible for PPG funding performed significantly better than similar schools nationally in Reading and Maths and in line for Writing at age related expectations. Children who achieved greater depth outperformed their peers nationally in all three subjects and significantly higher in Maths. GL assessments when relevant showed good progress was made for SEN/D pupils.*

		Year 4 Multiplication Tables Check 14 pupils (8 PP)		
		Overall	PP	Non PP
	20+	79%	88%	67%
	25 (full marks)	21%	13%	33%
		Key Stage 2 SATs results 32 pupils (16 PP)		
		Overall	PP	Non PP
	Reading	64%	82%	50%
	Writing	44%	55%	36%
	Maths	68%	64%	71%
		<p><i>Children who are eligible for PPG funding performed better than similar schools nationally in Reading, Writing &amp; Maths. Children who achieved greater depth outperformed their peers nationally in Maths, Reading and in line with writing. GL assessments when relevant showed good progress was made for SEN/D pupils, 3 of which had EHCPs.</i></p>		

**Evaluation & next steps:** School leaders and governors are satisfied with outcomes for all children this year. There have been significant challenges with the levels of transience throughout the school but particularly in Years 1, 2 & 6. E.g. 12 of new pupils arrived in Y6, of which 9 were International New Arrivals, needing a significant amount of induction, pastoral support and speech and language. Additional TA support was provided for Y2 and Y6 to enable teachers to provide the appropriate support and interventions for these pupils. This funding provided this support. We have seen a significant impact from quality first teaching as well as the catch up programmes for phonics, writing and maths in KS 1.

**Next steps:** Leaders will continue to work with teachers to support them to provide Quality First Teaching, provide targeted interventions for disadvantaged pupils. Y6 outcomes in reading were significantly improved from their starting point following the implementation of 'Just Read'. Leaders will support teachers to embed the school's lesson structure to help them to assess pupils' knowledge and recall from long term memory so they can adapt their teaching. Leaders will continue to work with parents and pupils to improve levels of engagement with oracy, reading, homework and online learning platforms and hope to see a continued improvement on outcomes in all subjects but particularly writing. From consultations & questionnaires, some parents have told school that they don't understand how we teach phonics so we will put some meetings on

to provide support. Leaders and governors are concerned about the low outcomes at the end of Reception and recognise that work needs to be done with parents to engage with their child's learning, oracy and PSED. Leaders and governors are satisfied that disadvantaged pupils broadly have the same outcomes as their peers and peers nationally when leaving school so that they are prepared and well equipped for the next stage of their education. Pupils with SEN/D when not meeting age related expectations have made good and better progress from their starting points. Embed the 'think equal' programme in Early Years. Roll out the Just Read project across the school. Purchase a new guided reading scheme, providing training for staff in Y1-6.

<p>Improved quality of teaching and learning through developing staff understanding of metacognition and memory recall. (CPD) (SDP priority 1 Quality of Education)</p>	<p>Teachers continued to practise and embed the school designed lesson structure which supports metacognitive strategies</p> <p>Experienced teachers have embedded this</p> <p>Deep dives into subjects involving work scrutinies, conversations with teachers, subject leaders and pupils show evidence of this practice to deliberately support memory recall.</p>	<p><u>Evaluation:</u> Support was provided by leaders by modelling lessons, professional discussions between subject leaders and class teachers about how to 'best fit' the lesson structure for certain subjects. From lesson observations, work scrutinies and discussions with teachers, they are practising the lesson structure we have put in place. This lesson structure is still not fully embedded but experienced teachers have expressed that they find the structure useful and the more they practise it and the children are getting used to it, the more beneficial it is proving to be.</p> <p><u>Next steps:</u> continue to embed the lesson structure in 2023-24 and provide relevant CPD for new and ECT staff. Use senior leaders and mentors to model the lesson structure for less experienced staff. Keep up to date with any new research models that are effective to support children knowing more and retrieving their knowledge from previous learning.</p> <p>Tweak our summative assessments to support teachers to identify gaps in learning so they can adapt planning for targeted pupils, particularly disadvantaged, vulnerable and SEN/D.</p>
<p>To develop the speaking &amp; listening skills of disadvantaged &amp; SEN/D pupils (SDP priority 1 Quality of Education)</p>	<p>SALT assessments &amp; support for staff &amp; parents in place across the school</p> <p>NELI programme for children in Reception &amp; into Y1 (if necessary) to be embedded.</p> <p>Assessments from the above programme evidence that children's language and early literacy skills are improved from their starting point.</p> <p>Text rich curriculum in place &amp; embedded across the school.</p>	<p><u>Evaluation &amp; next steps:</u> SALT assessments continue to take place, particularly in Early Years where there is a significant high need. Impact is that it helps teachers to give targeted and more personalised support to these pupils. This is feedback to parents to enable them to help at home. The reports also feed into any EHCP applications.</p> <p>NELI programme has been completed and this has had a positive impact on CLL for a targeted group of PP pupils in Reception, considering the very low starting point on entry into Nursery.</p>

	<p>Ongoing CPD for Teaching Assistants, ECTs to support specific teaching of vocabulary, particularly for pupils with SEN/D</p> <p>An experiential curriculum which provides life experiences for pupils. This will have a positive impact on their recall and vocabulary.</p> <p>Staff are confident teaching and modelling communication and language in Early Years and KS1</p>	<p>The intent for a text rich vocabulary is in place and is embedded in all subjects and in all classrooms.</p> <p>Leaders to work on ensuring the experiential curriculum is both progressive and supports PP and vulnerable pupils to remember more of their learning. We need to see an impact on their speech and language and then in turn, their writing.</p> <p><u>Next steps:</u> Continue to provide enriching and experiential activities to support the curriculum. Map these out in a long term plan. Ensure that teachers are exploiting these opportunities and following up with writing tasks that will give pupils the chance to use and apply the vocabulary they have learnt from the experience. Consider how we can target our SEN/D children to be included in enriching &amp; tangible experiences and so adapt their timetables when possible. Allocate a 30 minute lesson each week exclusively to oracy for children in Y1-6 and give additional support to PP &amp; SEN/D pupils. Additional modelling from EY staff for children in Nursery &amp; Reception, with increased time on the timetable for targeted communication and language lessons. Working with parents in EY for targeted stay and play sessions for communication and language. Some staff to undertake ELKLAN training for targeted interventions in EY &amp; KS1. Staff are confident teaching oracy. We have a progressive document for teaching oracy. WELCOMM training for EY staff</p>
<p>Pupils' emotional well-being is prioritised alongside their academic achievement. (SDP priority 3 Personal Development)</p>	<p>Successful completion of achievement of the Nurture Award (pilot scheme with Bridgelea AP school)</p> <p>Nurture principles written into relevant school policies</p> <p>Set up of a school central record of vulnerable pupils (VCR) which identifies &amp; contextualises levels of vulnerability</p> <p>CPD for all staff on the nurture principles</p> <p>Relevant policies reviewed and updated to reflect and include the nurture principles</p>	<p><u>Evaluation &amp; next steps:</u> The school has been through a rigorous assessment by Nurture UK and have been successful. We are now an accredited Nurture UK school. This programme has had a significant impact on all aspects of the school including the curriculum and behaviour.</p> <p>It has helped us to review and evaluate our behaviour &amp; anti-bullying policy.</p> <p>We have had a whole school approach which has been successfully driven by the pastoral team, consisting of the DSL, SENCo &amp; HLTA</p>

	<p>Set up and resource nurture room</p> <p>PP &amp; SEN/D pupils access nurture room &amp; other wider nurture activities such as music &amp; art</p> <p>CPD on mental health lead</p> <p>CPD for mental health first aiders</p> <p>Pupils assess their mental health and well-being on a daily basis using the self assessment tools</p> <p>Staff follow up with regular welfare checks with pupils</p> <p>Pastoral team, SLT and staff rigorously monitor emotional well-being of pupils, accessing external support</p> <p>Provision mapping identifies pupils for well-being interventions for 1:1 and small group nurture work</p> <p>Early Help support is provided for families</p> <p>PP &amp; SEN/D pupils can either articulate or show that they feel safe, happy and ready to learn</p>	<p>Nurture principles have been incorporated into relevant policies and documentation</p> <p>Nurture principles are valued at our school</p> <p>Nurture champions have been elected in each class, strengthening pupil leadership</p> <p>ALL pupils including those with SEN/D have an opportunity to self-assess how they are feeling and communicate this to staff in their class at various times in the school day so that staff can action and follow up.</p> <p>The nurture room has been set up, is resourced and being used for 1:1 and small group interventions and therapy sessions.</p> <p>The SENCo is mental health first aid trained</p> <p>0 permanent and fixed term exclusions.</p> <p><u>Next steps:</u> Continue to work with external agencies such as MThrive &amp; Bridgelea, Social Care to support identified pupils whilst other assessments are waiting to be done (e.g. CAMHS).</p> <p>Buy additional Educational Psychology time</p> <p>Buy in additional time from an Assistant Ed Psych to provide on going support, strategies, advice and guidance to staff and parents. Half termly welfare checks for all vulnerable children and those on the SEN/D register</p> <p>Continue to make referrals to Wood Street Mission for school uniform, provide access to breakfast club, after school club, Early Help, Christmas toy sacks and food parcels at significant times in the year.</p> <p>Continue to support parents to access online systems that can cause barriers to engagement</p> <p>Strengthen mental health first aid for some staff</p> <p>Continue with all of the above work related to nurture so that it is embedded for pupils and staff alike.</p> <p>Continue to incorporate the principles in our policies and practice</p>
<p>To close the gap between the</p>	<p>Attendance &amp; punctuality is monitored regularly and rigorously</p>	<p><u>Evaluation &amp; next steps:</u></p> <p>End of year attendance is 93.3%</p>

<p>percentage of attendance for PP, vulnerable and other children (ongoing school priority)</p>	<p>Early Help is set up with attendance targets for families</p> <p>Extremely poor attendance (below 90%) is challenged with communication with a letter &amp; invites to attend panel</p> <p>Fixed penalty notices are issued as appropriate</p> <p>Home visits &amp; community police welfare visits undertaken when appropriate</p> <p>Improve attendance levels to be more in line with pre-pandemic &gt;96%</p> <p>Improve persistent absence levels to more in line with pre-pandemic &lt;5%</p>	<p>For PP pupils 91.1%</p> <p>Persistent absenteeism (PA) is 23.2%</p> <p>School leaders and governors are disappointed with the attendance figures and we are yet to see the improvement required following on from the pandemic. However, the school is line with national average.</p> <p>There have been an increase in holidays during term time.</p> <p>Attendance has continued to be monitored regularly and rigorously but there continues to be a group of parents who struggle to get their children to attend more regularly.</p> <p>Letters and invites to panels have been set up but attendance at these meetings is poor. As an alternative, school leaders telephoned to speak to parents and they engaged with this.</p> <p>Leaders have attended webinars provided by the DfE about various ways to improve attendance including how to provide a personalised approach, how to engage with parents, how to analyse the data and what to do with it</p> <p><u>Next steps:</u> School leaders to update the policy and adapt the Local Authority policy.</p> <p>Continue to have a whole school approach for attendance.</p> <p>Staff to continue to undertake 'return to school' conversations with children.</p> <p>Issue fixed penalty notices for holidays during term time.</p> <p>Issue fixed penalty notices when children reach 10 unauthorised absences.</p> <p>Continue to work with parents and pupils. Continue to reward good attendance as well as any improved attendance.</p> <p>Ensure early intervention, purposeful analysis, offer of early help for parents.</p> <p>Attendance had been improving gradually pre-covid. This is the school's aim again.</p>
---	--	---

**Total budgeted cost: £202,223.25**

How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable

Impact