

St Chad's C of E Primary School

Pupil Premium Strategy Statement

2022-23



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
School name	St. Chad's Church of England Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	8.74% (18 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022 2022 - 2023 2023 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	J. Matthews (Acting Head of School)
Pupil premium lead	J. Matthews
Governor / Trustee lead	I. Renard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,585
Recovery premium funding allocation this academic year	£3,190
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	£34,775

Part A: Pupil premium strategy plan

Statement of intent

What are our ultimate objectives for our disadvantaged pupils?

At St. Chad's CofE Primary School, we recognise 'disadvantaged' encompasses an array of factors which can affect achievement and limit access to cultural capital and enrichment opportunities. We also recognise that not all children who are underachieving are eligible for pupil premium funding, while some pupils may be eligible for pupil premium funding and are not underachieving. Equity for all pupils of St Chad's is at the heart of our strategy and our pupils' needs drive our strategy. With high-quality teaching at the heart of our approach, our intention is that our strategy will benefit the non-disadvantaged pupils alongside their disadvantaged peers. Quality-first teaching is proven to have the greatest impact on closing the disadvantage attainment gap.

We believe that our disadvantaged pupils should be supported to achieve success academically, socially, emotionally and physically, alongside their peers. We aim to ensure that every child departs St. Chad's excited about learning and determined to succeed through the highest quality education and equipping children with confidence, resilience and a passion for justice and equality. We prioritise equality of opportunity and the development of key skills and attributes, in order to realise children's ambitions and improve future employability. Our children are nurtured and empowered to thrive academically whilst championing kindness and fairness in their lives.

Our ultimate objectives for disadvantaged pupils:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils so that they make increasingly good progress year on year and make or exceed national expectations.
- We recognise that across the country, there is a reading deficit (DfE 2017: only 31% of children read daily at home) and that language is the attainment gap. Our ambition, therefore, is for all children to become good readers and to develop high quality oracy skills with a rapidly growing vocabulary.
- To provide fair and equal opportunities to participate and achieve in all areas of the curriculum, including the wider curriculum and extra-curricular activities, to the same extent as their peers.
- To provide effective in school support to remove the barriers faced such as low attendance, lack of social or cultural capital and poor basic skills. We seek to

work in partnership with disadvantaged pupils, their families and external partners, to assess, plan, monitor and evaluate support and interventions, in order to positively impact on individual progress, achievement and wellbeing.

How does our current pupil premium strategy plan work towards achieving these objectives?

To achieve these objectives, St. Chad's is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high-quality teaching, supported by academic or needs based interventions and wider non-teaching strategies.

At St. Chad's CE Primary School, the first step in addressing underperformance for any pupil is through Quality First Teaching, applying the most effective teaching and learning pedagogy such as a mastery approach in maths, the explicit teaching of reading and introducing a framework for oracy and vocabulary development. As our aspirations are high for all of our children, we avoid the use of traditional differentiation which can cap learning by teaching to the top and scaffolding learning appropriately. We support teaching staff through CPD opportunities and a rigorous appraisal system that focuses on coaching for staff development and improvement to ensure all teaching is good or better.

Internal data suggests that core subject progress and attainment for our disadvantaged children is lower than that of their peers. Therefore, timely, targeted interventions in these areas are central to this plan, alongside other specific interventions based on identified need. This plan demonstrates that we offer children access to small group or 1:1 teaching focussed on overcoming barriers, gaps in learning and accelerating progress.

Finally, there is both internal data and academic literature, evident in the 'Activity in this academic year' section, which highlights the need for equality of opportunity, pastoral support and attendance intervention to meet the needs of our disadvantaged children, especially for our adopted children. As such, funding is directed to ensuring that high quality pastoral care is available to support the most vulnerable children and their families through Thrive sessions, restorative practice and access to our Family Support Social Worker or school Counsellor. We also provide opportunities for children to participate in enrichment events and allocate funding towards payment for activities, educational visits and residentials for our disadvantaged pupils, ensuring equality of opportunity.

What are the key principles of our strategy plan?

It is important to us that we live and breathe our School Vision: "In the light of God, we care, we share, we laugh, we learn" and our Trust Vision: "In partnership to educate, nurture and empower" for all our pupils, especially our disadvantaged

children. We understand that the most effective method of addressing disadvantage is through a strong focus on improving teaching and learning, as advocated by the EEF. Developing a sound foundation of basic skills in reading, writing and maths is essential so that children can access the wider curriculum and providing high quality pastoral support is essential to meet the wider needs of all children. We are therefore an evidence-based school and decisions and specific interventions are based on research and data around identified needs.

In order to maximise the impact of Pupil Premium funding, we use a graduated approach to identifying and addressing need alongside a robust monitoring system. The Pupil Premium funding is leveraged to benefit as many pupils as possible, including non-pupil premium children, where we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress - Over the last few years, disadvantaged children have had, on average, lower levels of attainment in reading, writing and maths than their peers on entry to KS1 and this gap continues to grow to the end of KS2. This has been exacerbated by the COVID 19 pandemic through missed learning and misconceptions/errors which may have been picked up during home learning; as well as the ongoing impact of individual covid-19 related authorised absences and other illnesses during 2021-22. The challenge therefore is in narrowing the attainment and progress gap between disadvantaged pupils and their peers. Analysis of data shows underachievement is not limited to our disadvantaged pupils, though, where pupils who were previously on track and are not disadvantaged, were also adversely affected by the pandemic and continue to require catch up support through the recovery premium.
2	Speech, language and communication needs - We have seen a significant increase in speech, language and communication needs on entry to Nursery/ Reception, where children are arriving with poor spoken language skills. These needs are also evident in each cohort across school, including throughout KS2. This has been exacerbated by limited social interactions with peers and a wider range of adults beyond their own homes over the last couple of years, and a possible increase in solitary screen time during the COVID 19 pandemic.
3	Social, emotional and mental health needs - There is an increase in the number of children with Social, Emotional and Mental Health needs, especially among our disadvantaged pupils but also across the school population. We are finding a lack of resilience and self-esteem, which is affecting children's aspirations and abilities to form positive relationships, particularly for our previously looked after children. There has also been an increase in the number of children being referred for counselling, family support and Thrive. This is having a negative on impact on attainment and progress.
4	Attendance and punctuality -

	School attendance data shows our disadvantaged pupils have lower attendance than their non-disadvantaged counterparts with some children being persistent absentees and others quite often late.
5	<p>Equality of opportunity -</p> <p>Some parents struggle financially to provide resources and opportunities to attend trips and visits and a low family income may also restrict the opportunities and experiences that can be offered out of school.</p> <p>The COVID and cost of living crisis has meant some families are now experiencing an increased financial struggle, which has exacerbated this challenge.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our 3-year strategy plan**, and how we will measure whether they have been achieved. Each intended outcome is referenced to the challenge number.

Intended outcome (Referenced to challenge number)	Success criteria
<p>1. By July 2024, disadvantaged pupils make at least expected progress in reading, writing and maths.</p> <p>1. By July 2024, data at the end of KS2 shows an increase in the percentage of disadvantaged pupils attaining the expected standard in reading, writing and maths.</p>	<ul style="list-style-type: none"> Gap will narrow in progress made between PP and non-PP children. Progress in line or exceeding expectations in all three subjects by the end of KS2, based on FFT50 targets. KS2 outcomes show an increase in the percentage of disadvantaged pupils attaining the expected standard in reading, writing and maths.
<p>2. By July 2024, all our pupils, especially our disadvantaged pupils, will have improved oral language skills and vocabulary.</p>	<ul style="list-style-type: none"> The Voice 21 pupil and staff surveys will demonstrate clear progress in beliefs, attitudes and competency against the Oracy Framework year on year. Teacher assessments against the oracy framework demonstrate clear progress and attainment for all pupils by 2024, especially our disadvantaged children. Formative assessments and observations indicate improved oral language during lessons and the rest of the school day among disadvantaged pupils. Other sources, including engagement in lessons and book scrutiny will triangulate this evidence.
<p>3. By July 2024, all pupils, particularly our disadvantaged pupils, will achieve and sustain improved wellbeing and a reduction in negative social, emotional and mental health needs.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice reporting that they feel happy, safe and valued in school / teacher observations quantitative data from our RISE (Resilience in Schools and Education) assessment tracker number of referrals to our school Counsellor, Thrive practitioner and Family Support Social Worker monitoring of the above referrals to identify impact.
<p>4. By July 2023, the attendance of</p>	<ul style="list-style-type: none"> Attendance data demonstrates the intended outcome.

<p>disadvantaged pupils increases and is in line with their peers or 97%+.</p> <p>4. By July 2024, the attendance of disadvantaged pupils is 97%+.</p>	
<p>5. By July 2024, disadvantaged pupils will access a wide range of enrichment experiences both in and out of school.</p>	<ul style="list-style-type: none"> • By July 2023, 97% of our disadvantaged pupils will access the enrichment opportunities for their year group. • By July 2023, pupil voice opportunities reflect increased enjoyment in school and improved attitudes to learning. • By July 2024, 100% of our disadvantaged pupils access the enrichment opportunities for their year group. • By July 2024, pupil voice opportunities reflect enjoyment in school and improved attitudes to learning. • By July 2024, social skills, independence, perseverance and teamwork are developed and evident in everyday school life.

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: £17,387.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching for all pupils, including: <ul style="list-style-type: none"> - Read, Write, Inc. - Forensic Reading - Oracy and vocabulary education - R Time - Mastery Mathematics - Challenging, scaffolded learning - Retrieval practice - Timely, effective feedback 	<ul style="list-style-type: none"> • EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD: https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf • Sutton Trust – Strong evidence of Quality of Instruction on impact on student outcomes: https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf • Luby, A. (2020) writes extensively about the positive impact of ambition and being ambitious for all children to mitigate the ‘five perspectives of poverty’. • EEF guidance on ‘Teacher Feedback to Improve Pupil Learning’: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback 	1
Instructional coaching and teacher learning communities approach to CPD.	<ul style="list-style-type: none"> • EEF guidance report on Effective Professional Development: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development • Characteristics of effective CPD: https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf 	1
Pupil Progress meetings conducted by Assessment and Inclusion Leaders at least termly to track progress of disadvantaged pupils and ensure appropriate, timely and evidenced-based interventions are put in place.	<ul style="list-style-type: none"> • Training and supporting highly qualified teachers deliver targeted support. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support • Coldwell et al., (2017) demonstrate the importance of evidence informed practice and interventions on maximising pupil progress. 	1

<p>Purchase web-based programs to be used in school and at home, e.g.:</p> <ul style="list-style-type: none"> • MyMaths • TTRS • Dyslexia Gold • IDL • Read Theory • Oddizzi <p>DfE devices supplied to disadvantaged pupils as required.</p>	<ul style="list-style-type: none"> • EEF toolkit – parental engagement: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement • EEF guide to pupil premium – targeted academic support: https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf • EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf • Read Theory: https://readtheory.org/static/pdf/RTStudy2.pdf 	1, 5
<p>SEND training for all teaching staff including but not limited to:</p> <ul style="list-style-type: none"> • QFT and reasonable adjustments • FASD • Developmental Trauma • Autism • Speech, language and communication • Dyslexia • ADHD 	<ul style="list-style-type: none"> • Special Educational Needs in Mainstream Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send • Improving Social and Emotional Learning in Primary: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel • Attachment and Child Development: https://learning.nspcc.org.uk/child-health-development/attachment-early-years • Being ACE, Attachment and Trauma informed: https://www.fagus.org.uk/a-few-tips-to-help-school-to-become-ace-aware-attachment-aware-and-trauma-informed/ • Beacon House resources: https://beaconhouse.org.uk/resources/ • STARS training - strategic partners for the Autism Education Trust, a national initiative, endorsed and partially funded by the Department for Education: http://www.starsteam.org.uk/autism-education-trust-training • Evidence base for I CAN (SLCN): https://ican.org.uk/about-us/our-evidence/ • An introduction to speech, language and communication: https://ican.org.uk/i-cans-talking-point/cpd-short-course/ 	1, 2
<p>Teaching phonics in EYFS and KS1: Embedding RWI, a DfE validated Systematic Synthetic Phonics programme to secure</p>	<ul style="list-style-type: none"> • Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF 	1, 2

stronger phonics teaching for all pupils.	<ul style="list-style-type: none"> Read Write Inc. Research and Evidence: https://www.ruthmiskin.com/media/file_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf Preparing for Literacy - EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years Improving Literacy in KS1 - EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 	
Forensic reading in Years 2-6	<ul style="list-style-type: none"> Reading comprehension strategies - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies 	1, 2
Bespoke, St Chad's, reading for pleasure progression framework to improve outcomes in English.	<ul style="list-style-type: none"> Research evidence on reading for pleasure: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf Robust, longitudinal evidence to support reading for pleasure in boosting cognitive development including English and maths: https://esrc.ukri.org/news-events-and-publications/impact-case-studies/reading-for-pleasure-boosts-cognitive-development/ 	1, 2, 3, 5
Develop ambitious curriculum for writing – children at all starting points effectively challenged	<ul style="list-style-type: none"> The Education Exchange evidence and further references to support an ambitious curriculum for all: https://theeducation.exchange/an-ambitious-curriculum-for-all/ Luby, A. (2020) writes extensively about the positive impact of ambition and being ambitious for all children to mitigate the 'five perspectives of poverty'. 	1, 2
Maths Mastery approach using White Rose, the Mastering Number programme for EY and KS1 to develop fluency and flexibility with number facts and relationships, and mastery CPD	<ul style="list-style-type: none"> EEF – low-cost, high impact: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Supporting research, evidence and argument on the components of teaching for mastery: https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/ The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf 	1, 2

Embed 'Learning Means the World' curriculum - an ambitious, global, broad and balanced curriculum for Humanities and Science as an entitlement for all pupils.	<ul style="list-style-type: none"> The Education Exchange evidence and further references to support an ambitious curriculum for all: https://theeducation.exchange/an-ambitious-curriculum-for-all/ Luby, A. (2020) writes extensively about the positive impact of ambition and being ambitious for all children to mitigate the 'five perspectives of poverty'. 	1, 2, 3, 5
Voice 21 Oracy CPD - 'The Curriculum Pathway'	<ul style="list-style-type: none"> There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and future outcomes: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Voice 21 Impact Report 2016-2021: https://voice21.org/wp-content/uploads/2021/07/Voice-21-Impact-Report-2016-2021.pdf 	2, 3
'R' time to improve metacognitive and independent learning.	<ul style="list-style-type: none"> See section 3.4 - Strategies adopted by more and less successful schools: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf Metacognition and self-regulation - EEF T&L toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation 	1, 3

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

Budgeted cost: £8693.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused, small teaching groups for underachieving / disadvantaged pupils across KS1 and KS2.	<ul style="list-style-type: none"> Individual instruction - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Small group tuition - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 	1, 2

1:3 Reading intervention	<ul style="list-style-type: none"> Small group tuition - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 	1, 3, 5
1:3 Maths intervention	<ul style="list-style-type: none"> Small group tuition - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 	1, 3, 5
EYs NELI intervention	<ul style="list-style-type: none"> An evidence-based oral language intervention: https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and future outcomes: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions 	1, 2, 3, 5
Communication Trust Progression Tools Screening and Intervention for Reception, Year 2 and Year 4, plus PP children	<ul style="list-style-type: none"> There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and future outcomes: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions 	1, 2, 3, 5
1:1 RWI EY, KS1 + KS2 intervention	<ul style="list-style-type: none"> One-to-one interventions - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Teaching assistant interventions - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions 	1, 2
KS2 basic skills interventions for reading, writing and maths.	<ul style="list-style-type: none"> Teaching assistant interventions - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Small group tuition - EEF: Small group tuition Toolkit Strand Education Endowment Foundation EEF 	1, 2, 3
Purchase high interest, decodable KS2 books for 1:1 fluency intervention and home reading.	<ul style="list-style-type: none"> Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Comprehensive analysis of evidence that supports this approach and numerous links to further research evidence: https://www.dyslexics.org.uk/resources- 	1, 2, 3

	and-further-reading-phonically-decodable-books-and-texts/ <ul style="list-style-type: none"> Research evidence on reading for pleasure: https://bit.ly/3rWH2iv 	
Additional reading support with CPD for volunteers	<ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 	1, 2, 5
Booster groups before or after school, so as not to narrow the curriculum.	<ul style="list-style-type: none"> Small group tuition - EEF: Small group tuition Toolkit Strand Education Endowment Foundation EEF 	1, 3, 5
Purchase additional books to support home reading for RWI	<ul style="list-style-type: none"> Preparing for Literacy recommendation - EEF: https://bit.ly/3dlqkLc McQuillan, Jeff & Au, Julie. (2001) examine numerous studies which show easy access to reading materials has an important influence on reading motivation at home. 	1, 2, 3, 5
Homework club to overcome identified barriers: limited quiet space or parental support.	<ul style="list-style-type: none"> Evidence shows that disadvantaged pupils typically benefit from homework; however, they face more barriers to completing homework effectively: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework 	1, 2, 3, 5

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

Budgeted cost: £8693.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive intervention	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	2, 3, 4
Outdoor learning and forest schools	<ul style="list-style-type: none"> Learning behaviours - EEF: https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours What is Forest School?: https://forestschoolas-sociation.org/what-is-forest-school/ Outdoor adventure learning - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning 	2, 3, 5
Continue to promote high expectations of	<ul style="list-style-type: none"> The DfE guidance has been informed by engagement with schools that have 	3, 4, 5

attendance and punctuality: targets, rewards, meetings and CPD Targeted attendance activities, including: <ul style="list-style-type: none"> Review and update attendance policy Incorporate attendance into transition planning Work with PP parents and students to identify specific barriers to attendance Target support based on specific barriers 	<p>significantly reduced levels of absence and persistent absence: Improving School Attendance</p> <ul style="list-style-type: none"> EEF rapid research assessment on attendance interventions: https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf and the November 2021 addendum: https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-protocol-Addendum-Nov21.pdf Research presented by organisations such as Welsh Assembly Government (2011) & Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP and disadvantaged children. 	
Investment in wellbeing spaces including the Thrive room, nurture bungalow and spiritual flourish garden.	<ul style="list-style-type: none"> Improving social and emotional learning in primary schools - EEF: https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf 	3
Family support from our Family Support Social Worker to implement Early Help Plans, improve home/school relationships, equality of opportunity and improve attendance.	<ul style="list-style-type: none"> The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence: Improving School Attendance Working with parents to support children's learning: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents 	2, 3, 4, 5
Individual pastoral support from our school Counsellor to support with SEMH needs, improve school attendance and access to learning.	<ul style="list-style-type: none"> Improving social and emotional learning in primary schools - EEF: https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf Improving School Attendance 	2, 3, 4
All children to have equal access and where necessary, funding support to access, clubs, trips, enrichment activities, breakfast club or residential.	<ul style="list-style-type: none"> What does Ofsted mean by cultural capital? (tes.com) Research brief on extra-curricular inequality: https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricular-inequality.pdf Dudman, J.; Hedges, C. & Loynes, C. (2019) demonstrate the significant positive impact of residential experiences on a range of indicators associated with self-efficacy, locus of control, progression and attainment of year 6 pupils. 	1, 2, 3, 4, 5

Think like a Pony therapy	<ul style="list-style-type: none"> Empowering children to develop confidence, resilience and powerful communication skills: https://www.thinklikeapony.co.uk/ 	3
Ensure children are fully prepared for learning e.g. purchase of uniform, coats, PE kits	<ul style="list-style-type: none"> https://www.actionforchildren.org.uk/blog/the-untold-truth-about-school-uniforms/ https://www.childrenssociety.org.uk/information/professionals/resources/the-wrong-blazer 	2, 4, 5
Development of leadership of PP through continuity of person in role and CPD opportunities.	<ul style="list-style-type: none"> The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018), highlights the importance of building leadership capacity to deliver school improvement. 	All

Total budgeted cost: £34,775

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.

Challenge 1: Attainment and progress

We have analysed the performance of our school's disadvantaged pupils during the 2021-22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Covid 19 from March 2020 to February 2021 led to national assessments being cancelled in July 2020, so performance measures have not been published and schools are not being held to account for results. Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

At KS2, data from tests and assessments suggest that, despite some strong individual performances, the attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. The attainment for disadvantaged pupils in reading, writing and maths were below their non-disadvantaged peers with 50% achieving the expected standard compared to 83%. It is important to note that the very small numbers of Pupil Premium children being analysed can skew the interpretation of the data.

Nationally, 59% of pupils attained the expected standard, which comprises 43% of disadvantaged pupils attaining the RWM combined standard and 65% of non-disadvantaged pupils. This shows that both groups have achieved above the national average but our figures are reflective of national figures in that we must continue to improve outcomes for disadvantaged pupils to close the gap to their non-disadvantaged peers.

Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19 on outcomes, although the measures in place to boost outcomes for disadvantaged pupils have been effective in mitigating this, as progress of these pupils in RWM was strong. The measures outlined in the Activity in This Academic Year section above should continue into this academic year.

Challenge 2: Speech, language and communication needs

Good progress is being made towards this outcome in that the Voice 21 pupil and staff surveys demonstrate clear progress in beliefs, attitudes and competency against the Oracy Framework from our starting point in September 2021. Informal teacher assessments and observations against the oracy framework indicate improved oral language during lessons and the rest of the school day with a focus on our disadvantaged children.

While progress is being made, we continue to notice a significant number of children experiencing difficulties with speech, language or communication and our evaluation shows we are at risk of not being on track to fully achieve this intended outcome by July 2024. As such, we have consulted with an independent speech and language therapist to refine our strategy and purchase The Communication Trust Progression Tools for detailed screening and speech, language and communication intervention for key year groups as well as disadvantaged pupils.

Challenge 3: Social, emotional and mental health needs

One school experience and wellbeing measure is obtained through the United Against Bullying survey, which all pupils complete. This data showed that pupil behaviour and wellbeing improved throughout last year, but challenges in relation to wellbeing and mental health remain higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute, where their measure score was 2.0 on a range of 0-3, compared to 2.2 for all pupils. Despite this being 0.2 higher than the national average, we would expect a score of at least 2.5 and will be aiming for this next academic year.

Pupil voice activities show that the vast majority of pupils feel happy, safe and valued in school but that we cannot be complacent as this is fragile. There are a significant few, some of whom are disadvantaged pupils, who experience very low self-esteem and resilience and this is displayed in their behaviour and interactions with others. We continue to receive a high number of referrals to our school Counsellor, Thrive practitioner and Family Support Social Worker, showing our pupils require ongoing support to develop strategies for managing improved wellbeing independently.

Challenge 4: Attendance and punctuality

Absence among disadvantaged pupils was 2.15% higher than their peers in 2021-22 and persistent absence 13.29% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

While the overall percentage attendance of disadvantaged pupils was lower than we are striving for, the majority of disadvantaged pupils' attendance increased term on term or stayed consistently above 97%. One disadvantaged pupil received

significant support which increased incrementally throughout the year to remain effective to improve their attendance. This included rewards, pastoral support, being collected from home each day and receiving a free place at breakfast club. The pupil's attendance improved significantly each time a new level of support was introduced.

Senior leaders continue to have conversations around poor attendance with families and have implemented a robust attendance strategy that encourages good attendance and tackles issues resulting in poor attendance.

Challenge 5: Equality of opportunity

- Pupils access a wide range of enrichment experiences both in and out of school.

Last year, 100% of our disadvantaged pupils accessed the enrichment opportunities available for their year group and pupil voice activities reflected enjoyment in school and improved attitudes to learning.

We are continuing to develop our children's social skills, independence, perseverance and teamwork so that they are evident in everyday school life both in the classroom and the playground.

Conclusion

These results mean that some progress has been made towards the intended outcomes that we set out to achieve by 2024/25, particularly for challenge 2 and 3. Where accelerated progress needs to be made, we have reviewed our strategy plan and prioritised how we intend to use some of our budget this academic year.

Externally provided programmes

Programme	Provider
Team Teach positive behaviour management	Team Teach
Voice 21 'Curriculum Design Pathway'	Voice 21
United Against Bullying	Anti-Bullying Alliance
National Online Safety Certified School	National Online Safety

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding the characteristics of effective learning exemplified in the 'Learning Means the World' curriculum.
- reviewing our marking policy to develop more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant](#) to train a senior mental health lead and enhance our whole school approach to mental health and wellbeing. This will develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Launching our revised and bespoke PSHCEe curriculum for all year groups.
- Launching a Restorative Approach to relationship building and behaviour management.

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