

# Pupil premium strategy statement

## Wentworth Primary School 2022-2023



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 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	
Number of pupils in school	651
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	L.Pollock
Pupil premium lead	J.Baker
Governor / Trustee lead	J.Lawrence

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,995
Recovery premium funding allocation this academic year	£ 14,065
Pupil premium (and recovery premium) funding carried forward from previous years.	£ 0.00
<b>Total budget for this academic year</b>	<b>£150,060</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Wentworth we have high aspirations for all of our pupils, to ensure that they are challenged effectively in order to reach their full potential. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils (including those who are already high attainers) to achieve that goal, ensuring that the gap between the attainment and progress of pupil premium and non-pupil premium pupils within school is closed.

We will use an evidence-based approach to forensically research the challenges and barriers faced by our vulnerable pupils, seeking to understand and remove them. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted to address these barriers are based on extensive research on the most effective strategies provided by the Education Endowment Foundation (EEF) and follow a tiered approach. The activity we have outlined in this statement is intended to support the needs of all pupils within our school, regardless of whether they are disadvantaged or not.

To ensure our strategy is successful, we will adopt a whole school, co-ordinated approach in which all stakeholders in our school community take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. We consider how overlapping groups (SEND, young carers, EAL) may pose additional challenges to disadvantaged learners.

High-quality teaching and effective CPD is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, (social and emotional skills, early speech and language development, phonics, reading comprehension, maths and developing metacognitive and self - regulatory strategies.) This is proven to have the greatest impact on closing the disadvantage attainment gap by allowing disadvantaged pupils to make accelerated progress. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Quality-first teaching approaches will be supported by high quality, targeted academic support. A wide range of diagnostic assessment tools will be used and results analysed regularly in order to ensure appropriate intervention is delivered at the point needs are identified and that these interventions impact on pupil attainment in a positive and sustained way.

A key component of our strategy is to understand and champion 'whole child' development to ensure all of our pupils are 'Achieving Happily'. Central to this, we ensure that our pupils gain the social and emotional skills needed to access the curriculum and to develop a life-long love of learning. This is vitally important to improve the long-term aspirations and outcomes of our disadvantaged pupils.

We aim to deliver a broad and balanced curriculum to celebrate our pupils' varying talents, complemented by the offer of a wide range of extra-curricular activities to which our disadvantaged pupils are signposted. We also strive to offer a robust and extensive programme of pastoral support for our vulnerable pupils and their families, while assisting financially where possible, to ensure we support the Wentworth community as a whole.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Many children across the school have gaps in their Social and Emotional development. These challenges particularly affect our disadvantaged pupils.</b></p> <p>Pupil observations and feedback from staff, pupils and families have highlighted increased social and emotional difficulties for many of our pupils, notably due to social isolation and a lack of enrichment opportunities during previous school closures. In particular, pupils' emotional well-being, emotional self-regulation skills, coping mechanisms and ability to show empathy and understanding towards their peers have been affected. These challenges particularly affect disadvantaged pupils and have a negative effect on their current attainment and long-term prospects. Referrals for emotional support for pupils and parents have markedly increased since the pandemic.</p>
2	<p><b>Difficulties with applying effective learning behaviours - self-regulatory and metacognitive learning skills (e.g. effective retrieval).</b></p> <p>Observations and discussions with pupils and staff suggest that many of our pupils have poor metacognitive/self-regulatory skills which can lead to low attainment and limit future opportunities. Evidence suggests that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these skills.</p>
3	<p><b>Low attainment on entry to the Early Years Foundation Stage in speech, language and communication.</b></p> <p>Assessments (internal and external), observations and discussions with teachers/pupils indicate underdeveloped oral language skills and vocabulary gaps among many of our disadvantaged pupils. This is particularly evident in the Foundation Stage and in Key Stage 1 but also (to a lesser extent) in KS2.</p>
4	<p><b>Increased levels of disadvantaged pupils who are EAL learners.</b></p> <p>An increasing number of our disadvantaged pupils are EAL learners and can lack the linguistic proficiency to fully access the curriculum and to make the progress they are capable of. Pupil mobility is also greater for our EAL learners than for other groups.</p>
5	<p><b>Gaps in phonic knowledge - resulting in low attainment in reading.</b></p> <p>Assessment data (internal and external), lesson observations, and discussions with staff indicate that our disadvantaged pupils generally have greater difficulties with learning phonics than their peers. This negatively impacts their development as readers and limits access to all other curriculum areas. Our KS1 reading assessment data also indicates that our disadvantaged pupils have been impacted by school closures to a greater extent than for other pupils.</p>
6	<p><b>Gaps in mathematical knowledge (basic fluency) leading to low attainment in maths.</b></p> <p>Internal and external assessments indicate that attainment in maths among our disadvantaged pupils is below that of non-disadvantaged pupils. Previous school closures have impacted on levels of attainment in maths for disadvantaged pupils to a greater extent than for their non-disadvantaged peers. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations.</p>
7	<p><b>Increased levels of financial hardship and mental health issues experienced within the families of our disadvantaged pupils.</b></p> <p>Referrals for emotional support for pupils and parents have markedly increased since the pandemic. Increased financial hardship now also creates greater emotional challenges for some of our families.</p>

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**Reduced opportunities to participate in enrichment activities outside of school.**

Many of our disadvantaged pupils have limited life experiences beyond their home life and immediate community. This issue has been exacerbated by previous school closures and Covid-19 restrictions. Increased financial hardship now also creates greater challenges for some of our families in providing their children with opportunities to enrich their learning.

## 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
<p><i>To implement a whole-school Nurture culture within routine educational practices to improve the quality of social and emotional (SEL) learning. (Aligned with the school behaviour policy)</i></p> <p><i>(Nurturing Kent Programme - NurtureUK).</i></p> <p><i>To implement The Boxall Profile assessment tool at a whole school level to identify and address gaps in pupils' SEL development.</i></p> <p><i>Improved and sustained wellbeing for pupils in our school.</i></p>	<p>All stakeholders have a secure understanding of the 6 Principles of Nurture and how they benefit all learners but particularly disadvantaged pupils.</p> <p>SEL approaches introduced into routine educational practices and supported by professional development and training for staff. (In alignment with the whole school behaviour policy).</p> <p>Improved Boxall Profile scores. Gaps in pupils' SEL development addressed.</p> <p>Improved levels of wellbeing demonstrated by qualitative data from pupil voice, teacher observations and pupil, teacher and parent surveys.</p>
<p><i>To implement the <a href="#">Zones of Regulation</a> curriculum across the school to teach pupils to identify feelings, energy and alertness levels in themselves and others and provide them with a toolbox of strategies to help them to regulate emotions and improve their wellbeing.</i></p> <p><i>Pupils develop and use their own personal toolkit to help them regulate their emotions and support self-care.</i></p>	<p>All stakeholders have a secure understanding of the Zones of Regulation Curriculum and how it benefits all learners but particularly disadvantaged pupils.</p> <p>Self-Regulatory approaches introduced into routine educational practices and supported by professional development and training for staff. (In alignment with whole school behaviour policy)</p> <p>Pupils can recognise and better regulate their own emotions, behaviour and motivation towards learning, using their personal Zones of Regulation toolkit.</p> <p>(Qualitative data from pupil voice, teacher observations and pupil, teacher and parent surveys.)</p>

<p><i>Work with <a href="#">Thinking Matters</a> to begin implementation of a whole school approach to teaching metacognition and self-regulation to raise attainment and improve learning behaviours.</i></p> <p><i>To explicitly teach pupils the metacognitive and self-regulatory skills needed to become more independent as learners (including effective retrieval skills).</i></p> <p><i>Work towards becoming a <a href="#">Thinking School</a>.</i></p>	<p>Teachers have a more secure understanding of what meta-cognitive strategies are and how they can benefit all learners but particularly disadvantaged learners.</p> <p>Teachers enhance metacognitive learning by modelling their own thought processes.</p> <p>Metacognitive strategies are used by pupils to enable them to set goals and monitor and evaluate their own academic development in order to improve independence and attainment. Pupils rely on these skills and effectively self-regulate.</p> <p>Pupils use retrieval strategies effectively to support learning.</p> <p>Taught meta-cognitive strategies are used effectively and consistently across the school.</p> <p>Improved reading, writing, maths attainment for disadvantaged pupils.</p>
<p><i>Disadvantaged pupils maintain <b>at least</b> the standard of attainment they achieved at the end of the previous year and previous key stage. (reading, writing and maths.)</i></p> <p><i>Any pupils who fall below the expected standard, make accelerated progress to ‘catch up’ or exceed prior attainment .</i></p> <p><i>Any pupils who fall below the expected standard, receive early, targeted high-quality intervention which is based on ‘whole child’ awareness and is regularly monitored and reviewed.</i></p>	<p>Improved reading, writing, maths attainment for disadvantaged pupils.</p> <p>Reduced attainment gap in reading, writing, maths between disadvantaged pupils and their non-disadvantaged peers.</p> <p>Intervention data indicates positive, sustained impact on learning, helping to accelerate progress for disadvantaged learners.</p>
<p><i>Pupils have appropriate oral language skills to succeed and can understand and use a wide range of vocabulary.</i></p> <p><i>When oral language needs are identified, early language intervention is set up.</i></p> <p><i>To reduce the attainment gap in reading, writing and maths between disadvantaged pupils and their non-disadvantaged peers.</i></p>	<p>Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils.</p> <p>Assessment data indicates that oral language interventions are effective in supporting disadvantaged learners.</p> <p>Improved reading, writing and maths attainment for disadvantaged pupils.</p> <p>Attainment gap in reading, writing and maths between disadvantaged pupils and their non-disadvantaged peers is reduced.</p>
<p><i>Pupils have secure phonological awareness and can apply this effectively to reading and writing.</i></p> <p><i>Early intervention addresses gaps in phonological awareness.</i></p> <p><i>To reduce the attainment gap in reading and writing between disadvantaged pupils and their non-disadvantaged peers .</i></p>	<p>Formative and summative assessments show improved phonological awareness among disadvantaged pupils.</p> <p>Internal and external data show improved reading, writing and phonics attainment for disadvantaged pupils.</p> <p>Attainment gap in reading and writing between disadvantaged pupils and their non-disadvantaged peers is reduced.</p>

<p><i>Pupils acquire a deep, long-term, secure and adaptable understanding of maths by using a mastery approach.</i></p> <p><i>Pupils have a secure knowledge of the multiplication tables.</i></p>	<p>Internal and external data show improved maths attainment for disadvantaged pupils.</p> <p>External data shows improved attainment for disadvantaged pupils in the Y4 Multiplication Tables check.</p>
<p><i>Pupils receive a broad and balanced curriculum enriched with memorable experiences and opportunities.</i></p>	<p>Pupils access all subjects of the curriculum and have the opportunity to practise skills and remember key knowledge.</p> <p>Curriculum-linked visits, trips and enrichment activities are planned across the school and are accessed by all pupils.</p>
<p><i>The school understands the home lives of our pupils, providing appropriate support for families, to ensure each child will be ready to learn each day.</i></p> <p><i>Pupils and families with identified social, emotional, health or financial needs are well supported by school staff so that these barriers are removed or alleviated.</i></p>	<p>Pupil and parent questionnaires show that parents and children feel valued and supported by the school community.</p> <p>Disadvantaged pupils are given the appropriate support to attend school, ready to learn.</p>
<p><i>To sustain improved attendance for all pupils.</i></p> <p><i>To build upon the good progress we've made in reducing the attendance gap between disadvantaged and non-disadvantaged pupils.</i></p> <p><i>To reduce the level of persistent absence for disadvantaged pupils.</i></p> <p><i>To continue to embed more robust systems to monitor attendance. (Regular attendance meetings, flowchart to trigger necessary responses, attendance letters home, pupil incentives for good attendance - Mr Potato Head reward system).</i></p>	<p>Sustained high attendance demonstrated by a reduction in the overall absence rate for all pupils and the reduction in the attendance gap between disadvantaged pupils and their non-disadvantaged peers.</p> <p>Reduction in persistent absenteeism for disadvantaged pupils.</p>

## 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

**Budgeted cost: £ 71,233**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Funding for an experienced teacher to work as an advocate for vulnerable</i>	Evidence highlights the importance of fully understanding the barriers our disadvantaged pupils face in order to provide support to overcome them.	1, 2, 3, 4, 5, 6, 7, 8

<p>learners. Teacher to scrutinise school data and make evidence-informed decisions to prioritise what to implement to overcome learning barriers for disadvantaged pupils. Effective implementation of strategies to ensure positive change is sustained.</p>	<p><a href="#">EEF guide to Pupil Premium</a></p> <p><a href="#">Selecting Interventions - EEF Toolkit</a></p> <p>Effective implementation is vital for making positive and sustained change.</p> <p><a href="#">Implementation - EEF</a></p>	
<p><i>Funding to support participation in the National Nurturing Schools Programme (NNSP) (18 months)</i></p> <p><i>To begin to embed a whole-school nurture culture within school to promote healthy outcomes for our disadvantaged pupils, focusing on social and emotional development alongside academic learning.</i></p> <p><i>To introduce the <a href="#">Boxall Profile® Online</a> assessment tool.</i></p>	<p>Pupil observations and feedback from staff, pupils and families have highlighted increased social and emotional difficulties for many of our pupils, notably due to social isolation and a lack of enrichment opportunities during previous school closures. In particular pupil's emotional well-being, emotional self-regulation skills, coping mechanisms and ability to show empathy and understanding towards their peers have been affected. These challenges particularly affect disadvantaged pupils and have a negative effect on their current attainment and long term prospects. Referrals for emotional support for pupils and parents have markedly increased since the pandemic.</p> <p>"There is significant research to show that a nurture approach to education has a significantly positive impact on improving social emotional skills, wellbeing, attendance, and the behaviour of children and young people who did not experience this good start."</p> <p><a href="#">The Catie Report - A Countywide Approach to Inclusive Education - 2001</a></p> <p><a href="#">EEF Guidance report -Improving Social and Emotional Learning in Primary Schools</a></p> <p><a href="#">Social and Emotional Learning - EEF Toolkit</a></p>	<p>1, 2, 3, 7, 8</p>
<p><i>Implementation of the <a href="#">Zones of Regulation</a> curriculum across school to teach pupils to identify feelings, energy and alertness levels in themselves and others and provide them with a toolbox of strategies to help them regulate their emotions and improve their wellbeing.</i></p>	<p>Pupil observations and feedback from staff, pupils and families have highlighted increased social and emotional difficulties for many of our pupils. In particular pupil's emotional well-being, emotional self-regulation skills, coping mechanisms and ability to show empathy towards their peers. These challenges particularly affect disadvantaged pupils and have a negative effect on their current attainment and long term prospects. Referrals for emotional support for pupils and parents have markedly increased since the pandemic.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers)</p> <p><a href="#">EEF -Improving Social and Emotional Learning in Primary Schools</a></p> <p><a href="#">Social and Emotional Learning - EEF Toolkit</a></p>	<p>1, 2, 3, 7</p>

<p><i>Funding of consultancy/ training services provided by Thinking Matters to support ongoing CPD and implementation of a whole school approach to teaching metacognition and self-regulation to raise attainment and improve learning behaviours.</i></p> <p><i>Work towards gaining a 'Thinking School' accreditation.</i></p>	<p>Observations and discussions with pupils and staff suggest that many of our pupils have poor metacognitive / self-regulatory skills which can lead to low attainment and limit future opportunities.</p> <p>Evidence suggests that disadvantaged pupils appear to benefit in particular from the explicit teaching of strategies to improve metacognition and self regulation skills.</p> <p><a href="#">Meta-cognition and self-regulation - EEF</a></p> <p><a href="#">Cognitive science approaches in the classroom - A review of the evidence - EEF</a></p> <p><a href="#">Neuroscience and education - EEF</a></p> <p><a href="#">Effective Professional Development - EEF Toolkit</a></p>	<p>1, 2, 5, 6</p>
<p><i>Funding for an annual subscription to Insight Tracking.</i></p> <p><i>To embed and develop the use of <a href="#">Insight Tracking</a> as an online data tracking tool to give clear insights into attainment and progress for all pupils. This tool can be used to track the attainment and progress of our disadvantaged pupils closely.</i></p> <p><i>Funding for an annual subscription to PiXL to support summative assessment.</i></p>	<p>Evidence highlights the importance of fully understanding the barriers our disadvantaged pupils face in order to provide support to overcome them.</p> <p>'Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy. Once you have gauged the performance of your disadvantaged pupils against national benchmarks, for pupils whose attainment is below age related expectations, you should examine what could be hindering their attainment. This will involve diagnostic assessment of academic challenges, but also take account of wider challenges, such as attendance.'</p> <p><a href="#">EEF guide to Pupil Premium</a></p> <p>PiXL partnership data allows staff to benchmark pupils and tailor the curriculum to meet pupils' needs.</p>	<p>1,3,4,5,6</p>
<p><i>Funding for an annual subscription to <a href="#">Monster Phonics</a> (SSPP)</i></p> <p><i><a href="#">DfE validated Systematic Synthetic Phonics programme</a></i></p> <p><i>Access to teaching resources and continued whole school CPD to ensure high quality, consistent phonics teaching across the school.</i></p> <p><i>Purchase of more Monster Phonics reading books to support the teaching of phonics.</i></p> <p><i>Continued resourcing of an age appropriate progressive</i></p>	<p>Assessment data (internal and external), lesson observations, and discussions with staff indicate that our disadvantaged pupils generally have greater difficulties with learning phonics than their peers. This negatively impacts their development as readers and limits access to all other curriculum areas. Our external KS1 reading assessment data and internal LKS2 assessment data also indicates that our disadvantaged pupils have been impacted by school closures to a greater extent than other pupils in this area.</p> <p>'Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.'</p>	<p>5</p>



<p>phonic reading scheme to support low attaining readers in KS2.</p>	<p><a href="#">Phonics Teaching and Learning Toolkit - EEF</a></p>	
<p>Funding to purchase <a href="#">Power Maths</a> (whole-class mastery programme) resources to enhance our maths mastery teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>Internal and external assessments indicate that attainment in maths among our disadvantaged pupils is below that of non-disadvantaged pupils. Previous school closures have impacted on levels of attainment in maths for disadvantaged pupils to a greater extent than for their non-disadvantaged peers. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p><a href="#">Improving mathematics in the Early Years and KS1 - guidance report - EEF</a></p> <p><a href="#">Improving mathematics in key stages 2 and 3 - guidance report - EEF</a></p>	<p>2, 6</p>
<p>Funding for a specialist EAL teacher to assess EAL pupils and provide practical learning support for EAL pupils and their teachers.</p> <p>Funding of consultancy/ training services provided by an EAL Advisory teacher (The Education People.) This includes: Provision of EAL staff training. Training in using the Kent Steps and Bell Foundation assessment tools. Support to create a database of EAL pupils to track targets and progress.</p>	<p>An increasing number of our disadvantaged pupils are EAL learners. Pupil mobility is also greater for our EAL learners than for other groups. Targeted EAL support will enable pupils to develop linguistic proficiency in order to fully access the curriculum leading to raised attainment.</p> <p>We must embed the use of robust EAL assessment tools to accurately assess levels of language proficiency from which to set tailored learning targets. Without these tools, pupils are unable to achieve academic linguistic proficiency to fully access the curriculum and make good progress.</p> <p><a href="#">EAL - Bell Foundation</a></p>	<p>1,3,4,5,6,8</p>

## Targeted academic support

**Budgeted cost: £48,556**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding of a speech and language teacher to provide targeted language enrichment.</p> <p>Funding for a Speech and Language HLTA to provide targeted Speech and Language support.</p>	<p>Evidence shows that targeted support in developing early language and speech skills may support disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p><a href="#">Oral Language interventions - EEF</a></p>	<p>1,3,5,6</p>
	<p>Investing in professional development for teaching</p>	

<p><i>Funding for 4 HLTAs to deliver structured Interventions across the school.</i></p> <p><b>Interventions</b>  <i>NELI (Nuffield Early Language Intervention).</i>  <i>Talking Partners</i>  <i>Gross / fine motor support</i>  <i>Handwriting intervention</i>  <i>Monster Phonics Intervention.</i>  <i>Hairy Reading Programme</i>  <i>Nessy Reading and Spelling Programme.</i>  <i>Pixl reading / maths</i>  <i>Dynamo Maths</i>  <i>Number Stacks - maths</i>  <i>ELSA (Emotional Literacy Support) intervention</i>  <i>Nurture intervention.</i></p>	<p>assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p><a href="#">Selecting Interventions - EEF Toolkit</a></p> <p>“High quality structured programmes delivered by TAs can be as effective as those delivered by teachers”</p> <p><a href="#">Making the best use of Teaching Assistants - EEF</a></p> <p><a href="#">Teaching Assistant Interventions - EEF Toolkit</a></p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p><a href="#">Small Group Tuition - EEF Toolkit</a></p>	<p>1, 2, 3, 4, 5, 6,8</p>
<p><i>Funding for 30 Hairy Reading licences and 120 Nessy Reading and Spelling programme licences to support phonics learning.</i></p>	<p>Following whole school data analysis, knowledge gaps in phonological awareness were identified in Years 2, 3, 4 and 5 pupils. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics Toolkit - EEF</a></p>	<p>3, 5</p>
<p><i>Funding for Pixl annual subscription.</i>  <i>Knowledge gaps identified from analysis of children's assessments.</i>  <i>Therapies delivered by teachers / HLTAs on targeted content from the maths curriculum.</i></p> <p><i>Funding of Number Stacks intervention resources to support children in mastering the foundations of the number system.</i></p> <p><i>Funding of Dynamo Maths diagnostic assessment and intervention licences.</i></p>	<p>Internal and external assessments indicate that attainment in maths among our disadvantaged pupils is below that of non-disadvantaged pupils. Previous school closures have impacted on levels of attainment in maths for disadvantaged pupils to a greater extent than for their non-disadvantaged peers. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support disadvantaged pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p><a href="#">Small Group Tuition - EEF Toolkit</a></p>	<p>6</p>

<p><i>Funding for training and resources to support the <a href="#">Talking Partners</a> intervention, used to accelerate progress of speaking and listening skills for all pupils with low literacy skills.</i></p> <p><i>Funding to support delivery of The Nuffield Early Language Intervention (NELI)</i></p>	<p>Evidence shows that targeted support in developing early language and speech skills may support disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>The Nuffield Early Language Intervention (NELI) has also been found to improve children’s language and early literacy skills.</p> <p><a href="#">Oral Language interventions - EEF</a></p>	<p>1,3,4</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £ 23,522**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Funding of a Family Liaison Officer.</i></p>	<p>Pupil observations and discussions with pupils and families have identified increased social and emotional issues for many pupils, notably due to social isolation and a lack of enrichment opportunities during previous school closures. These challenges particularly affect disadvantaged pupils and have a negative effect on their attainment and wellbeing. Referrals for emotional support for pupils and parents have markedly increased since the pandemic began. Increased financial hardship now also creates greater practical and emotional challenges for some of our families. The wellbeing of our disadvantaged pupils and their families therefore continue to be a priority.</p> <p><a href="#">Working with Parents to Support Pupils' Learning - EEF Toolkit</a></p> <p><a href="#">EEF -Improving Social and Emotional Learning in Primary Schools</a></p> <p><a href="#">Social and Emotional Learning - EEF Toolkit</a></p>	<p>1, 2, 3, 4, 5, 6, 7,8</p>
<p><i>Funding of ELSA (Emotional Literacy Support Assistant) training for 1 HLTA.</i></p> <p><i>Funding for ELSA-trained HLTA to provide ELSA intervention.</i></p> <p><i>Funding of a pupil Counsellor.</i></p> <p><i>Funding of a Play Therapist.</i></p> <p><i>Funding of a Midday supervisor to provide a lunchtime ‘Sanctuary’.</i></p>	<p>Pupil observations and discussions with pupils and families have identified increased social and emotional issues for many pupils following previous school closures. These challenges particularly affect disadvantaged pupils and have a negative effect on their attainment and wellbeing. Referrals for emotional support for pupils have markedly increased since the pandemic.</p> <p><a href="#">EEF -Improving Social and Emotional Learning in Primary Schools</a></p> <p><a href="#">Social and Emotional Learning - EEF Toolkit</a></p>	<p>1</p>

<p><i>Funding of a Welfare assistant.</i></p>		
<p><i>Creation of a programme of low-cost enrichment opportunities.</i></p> <p><i>Funding to enable all pupils to access enrichment opportunities to improve attainment, aspirations and long-term prospects.</i></p>	<p>Many of our disadvantaged pupils have limited life experiences beyond their home life and immediate community. This issue has been exacerbated by previous school closures and Covid 19 restrictions.</p> <p>Increased financial hardship now creates a greater challenge for some of our families in providing enrichment opportunities for their children.</p> <p><a href="#"><u>Arts Participation - EEF Toolkit</u></a></p>	<p>8</p>
<p><i>Provision of places at breakfast and after school clubs to provide wraparound care.</i></p> <p><i>Provision of school uniform / cost of school meals to ensure our disadvantaged pupils have what they need to be ready to learn.</i></p>	<p>Increased financial hardship now creates a greater challenge for some of our families to provide their children with what they need to be ready to learn effectively.</p> <p>Support with child care costs, school uniform provision and school meal provision can help to alleviate some of the barriers financial hardship creates.</p> <p><a href="#"><u>Magic Breakfast Club- EEF Evaluation</u></a></p>	<p>7</p>

**Total budgeted cost: £ 143,311**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Analysis of external attainment data from 2021/2022 suggests that, across the school, the performance of disadvantaged pupils was lower in comparison to their peers.

#### EYFS

	School 2022 (%)
GLD	<b>69</b>
Disadvantaged (10 pupils)	<b>40</b>

#### Year 1 - Phonics Screening

	School 2022 (%)
Year 1	<b>80</b>
Disadvantaged (17 pupils)	<b>41</b>

#### Year 2 SATS

	Whole cohort at end of KS1		
	R	W	M
% EXS+	80	73	72
% GDS	20	8	18

	Disadvantaged at end of KS1 (12 children)		
	R	W	M
% EXS+	42	42	50
% GDS	5	5	0

#### Year 4 MTC

	2022 (% above 20)
Year 4	<b>68</b>
Disadvantaged (13 pupils)	<b>38</b>

#### Year 6 SATS

	Whole cohort at end of KS2			
	Combined	R	W	M
% EXS+	68	77	76	77
% GDS	11	27	19	33

	Disadvantaged at end of KS2 (13 pupils)			
	Combined	R	W	M
% EXS+	46	69	54	62
% GDS	8	31	8	31

Internal data, however, suggest that good progress is being made in closing the attainment gap in phonics attainment, exacerbated by previous school closures, particularly in Year 2, 3, 4 and 5. Targeted intervention has supported this.

Internal data also suggest that progress is being made in closing the attainment gap in maths attainment (particularly with fluency). A more consistent and structured approach to teaching fluency has facilitated this.

Internal data show that good progress has been made in providing targeted interventions to support speech and language development for our disadvantaged pupils in EYFS and Year 1 and this will need to be a strong focus to assist in closing the attainment gap in this area. The introduction of 'Talking Partners' will support this.

Good progress has also been made with accurately assessing our EAL learners and providing early intervention to improve language proficiency. We will continue to build on this good progress.

Good progress has continued to be made in closing the gap in general attendance between disadvantaged and non-disadvantaged pupils. We will continue to embed more robust systems to ensure the gap is closed with regard to persistent absence.

A strong focus for this year's strategy will be upon providing the necessary Social and Emotional learning support needed to enable our pupils to learn effectively. This will be reflected in our new behaviour policy based on the 6 principles of nurture and the introduction of the Zones of Regulation Curriculum to explicitly teach pupils to regulate their emotions and behaviour.

Explicitly teaching pupils how they learn through 'Science of Learning' activities will follow this and form the foundation for teaching metacognitive strategies more explicitly throughout all curriculum subjects.

## 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

## Service pupil premium funding

<b>How our service pupil premium allocation was spent last academic year</b>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. These whole school strategies will benefit our disadvantaged pupils but are funded within other school budgets.

### This will include:

1. Purchase of Phonic Reading books from different genres to support [DfE validated Systematic Synthetic Phonics programme](#) to improve phonics attainment for all pupils. Continued whole school CPD to ensure high quality, consistent phonics teaching across the school.
2. Continuing to implement dialogic activities across the school curriculum supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary.  
[Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](#)
3. Continuing to embed the use of Mighty Writer across EYFS, KS1 and Year 3 to support sentence creation by providing a visual and interactive approach.
4. Continuing to embed a mastery approach to maths learning. Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. To access Maths Hub resources and CPD (including Teaching for Mastery training).

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:  
[Maths guidance KS1 and 2 \(publishing.service.gov.uk\)](#).

The EEF guidance is based on a range of the best available evidence:

[Improving mathematics in the Early Years and KS1 - guidance report - EEF](#)

[Improving mathematics in key stages 2 and 3 - guidance report - EEF](#)

5. Continuing to embed more robust systems to monitor attendance. (Regular attendance meetings, flowchart to trigger necessary responses, attendance letters home, pupil incentives for good attendance - Mr Potato Head reward system).

[Working with Parents to Support Pupils' Learning - EEF Toolkit](#)

6. Continuing to embed more effective practice around feedback.  
[EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
7. Continuing to offer 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 signposted to these opportunities and will be encouraged and supported to participate. The level of attendance of our Pupil Premium pupils is tracked and closely monitored by our Flo.

[Arts Participation - EEF Toolkit](#)

8. Continuing to embed a whole school staff/pupil mentoring programme to support the emotional wellbeing of our vulnerable pupils by boosting confidence/self esteem and raising aspirations.  
[Mentoring - EEF](#)

9. *Continuing to facilitate Learning Curve courses, organised by our FLO, to target hard to reach parents - often those of disadvantaged children. These courses enable parents to gain basic qualifications and understand the value of education, thereby supporting their own children.*

It is crucial to consider how to engage with all parents to avoid widening attainment gaps. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.

[Parental Engagement - EEF Toolkit](#)

[Working with Parents to Support Pupils' Learning - EEF Toolkit](#)

## **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including internal and external assessments, engagement in class, book scrutiny and conversations with parents, pupils and teachers in order to identify the main challenges faced by our disadvantaged pupils. We also evaluated why activity undertaken in previous years may not have had the degree of impact we had expected.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [Pupil Premium Guidance Report - EEF](#) to help us develop our strategy, to help us diagnose specific pupil needs and work out which activities and approaches are likely to work best in our school. We will continue to use this guidance during the implementation of activities.

We will also use the [EEF - Families of Schools Database](#) to view the performance of disadvantaged pupils in schools similar to ours and contact schools with high-performing disadvantaged pupils to learn from their approach.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure the best outcomes for our disadvantaged pupils.