

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | Queen's Drive Infant School |
| Number of pupils in school | 230 |
| Proportion (%) of pupil premium eligible pupils | 26% |
| 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 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Sarah Skinner |
| Pupil premium lead | Emma Talbot |
| Governor / Trustee lead | Hussain Qureshi |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £80,025 |
| Recovery premium funding allocation this academic year | £7830 |
| 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 | £87,855 |

Part A: Pupil premium strategy plan

Statement of intent

At Queen's Drive Infant School we believe that every child can fulfil their individual potential both academically and socially through good teaching and learning opportunities, effective engagement with families and a personalised approach to meet children's needs. In order to achieve this, we make sure that appropriate provision is made for all pupils who belong to vulnerable groups, ensuring that the needs of such pupils are assessed and addressed. We place a high emphasis on supporting children in the basic skills of reading, writing and maths in order for them to make accelerated progress and overcome barriers to learning so that these pupils achieve similar outcomes to their peers. We support staff, parents and the child in unpicking these barriers to learning. The school takes pride in providing a rich and varied curriculum so that children are engaged and achieve well.

We will allocate pupil premium funding to support any pupils or groups of pupils our school identifies as socially disadvantaged. At Queen's Drive we see raising the attainment of disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment for all pupils rather than seeing some groups of learners as having less potential. Eg, using a therapeutic behaviour policy (STEPS), ongoing assessment.
- Having an individualised approach to addressing barriers to learning at an early stage. Eg, Family Support Worker, play therapy, phonics catch up, 'Word Aware'
- Focusing on high quality teaching in the classroom. Using training to make sure staff deliver at least good teaching in every lesson to all learners including disadvantaged, able, gifted and talented.
- Effective deployment of staff to support disadvantaged children who have fallen behind their peers with similar starting points, to receive frequent or daily intervention.
- School leaders make decisions based on detailed data analysis, made use of a range of research such as the Education Endowment Foundation and evidence of outstanding practice from similar schools to our own.
- Funding enables the school to plan a support programme for the children. Expenditure is reviewed, planned and implemented by academic year as shown within this plan.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | On average lower attainment and slower progress rates are made by pp/disadvantaged children compared to peers across basic skills in reading, writing and maths (lack of fluency, slower retention and recall of prior knowledge. Gap has widened since COVID-19 (gaps from Early years) |
| 2 | Pupils requiring support with language skills. This includes speech and language difficulties and lack of exposure to a wide range of vocabulary. |
| 3 | Overall Pupil premium attendance is below their peers. |
| 4 | Some PP/disadvantaged show weakness in learning behaviours. (social, emotional, resilience, determination, readiness to learn, metacognition and self regulation) |
| 5 | Limited parental engagement in learning resulting in reduced home learning in reading, lack of readiness for school. In turn pupils have limited life experiences beyond the home and community. (Limited access to books, libraries, technology) |

Intended outcomes

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

| Intended outcome | Success criteria |
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| Raise attainment and progress in phonics and reading in PP and disadvantage pupils. | <ul style="list-style-type: none"> • Children will have secure foundations in the basics of reading and phonics. • Disadvantage achieve at least in line with national data. • Disadvantaged higher attainers to reach full potential. • Rigorous assessment will be in place to identify and address needs in reading and phonics in order to move children on quickly. (through ongoing assessment) • Phonics catch up programme quickly addressing gaps in learning. • Reading comprehension small group and 1 to 1 catch up • Introduce 'Read in 10' 10 minute reading a day to build fluency opportunity to read for those learners who don't read at home. • Storytime is used effectively to target language and comprehension. • PP/disadvantaged learners have more exposure to texts to take home based around the topic or class reading texts. • Introduce 'The Write Stuff' to expose children to quality texts. • Reading Lead to monitor scaffolding and modelling within the reading session. |

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| | <ul style="list-style-type: none"> • Lessons are monitored and quality first teaching is at least good and in line with our 'Teaching Backwards' Philosophy. (setting high expectations, starting points, feedback, challenge, collaborative, demystifying the journey, looking for proof) |
| <p>Raise attainment and progress with basic number fluency in PP and disadvantage pupils.</p> | <ul style="list-style-type: none"> • Children will have secure foundations in the basics of maths. • Disadvantage achieve at least in line with national data. • Disadvantaged high achiever to reach full potential. • Rigorous assessment will be in place to identify and address needs in maths in order to move children on quickly. (fluent in 4, pre/post assessments/ challenges) • Second year of our Mastering Number work National Programme implemented in all year groups as a starter to maths. (rekenrek-, mathshub@ncetm.org) Children leave Key Stage 1 with fluency in calculation, confidence and flexibility with numbers. • PIXL therapies used within catch up tutoring and within class teaching in order to target gaps. • SLT to monitor scaffolding using rekenrek and throughout maths sessions. • Lessons are monitored and quality first teaching is at least good and in line with our 'Teaching Backwards' Philosophy. (setting high expectations, starting points, feedback, challenge, demystifying the journey, collaborative, looking for proof) |
| <p>Raise attainment and progress with writing in PP and disadvantage pupils.</p> | <ul style="list-style-type: none"> • Children will have secure foundations in the basics of writing • Disadvantage achieve at least in line with national data. • Disadvantaged higher attainers reach their expectations. • Rigorous assessment will be in place to identify and address needs in writing in order to move children on quickly. (through ongoing assessment and end of unit independent tasks) • Year 2 in delivering 'The Write Stuff' programme in order to address basic writing skills and composition. • Pupil voice shows increased confidence and enjoyment in writing. • Individual Writing tutoring in place to target misconceptions in writing and move writing on. (PIXL therapies) • Literacy lead to monitor scaffolding used during the Write Stuff lessons. • All staff are fully trained in teaching high quality handwriting using 'ISHA' training. • All children are taught using 'ISHA' strategies by all staff. Guidelines for handwriting are used across the school in all writing lessons. • Lessons are monitored and quality first teaching is at least good and in line with our 'Teaching Backwards' (setting high expectations, starting points, feedback, challenge, demystifying the journey, collaborative, looking for proof) |
| <p>Language skills in learners from EYFS, yr 1 and Yr</p> | <ul style="list-style-type: none"> • EYFS assessed using 'Silver Shoe' Language assessment and 6 week programme completed before re assessment. • Word aware intervention introduced in 2023-24 to take over from Neli programme. |

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| <p>2 will be in line of their peers.</p> | <ul style="list-style-type: none"> • Talk Boost used for learners in key stage 1 where needed. • Word aware timetabled each day and vocab development at the heart of all lessons. • PP/disadvantaged learners show increase in word use and understanding. • PP/disadvantaged learners able to access curriculum though increased understanding of vocabulary. • Understanding of vocabulary when reading texts is increased. • Key organisers in place for Science to help with vocab understanding. • MENA language group in place to provide accelerated learning for those new to English. |
| <p>Improve life experiences and opportunities so PP/disadvantaged learners are participating in the school's rich extra-curricular offer</p> | <ul style="list-style-type: none"> • Prioritise places available during after school sports club. • Monitor after school clubs to make sure at least 50% of PP are accessing. • Staff are aware of PP/ disadvantaged learners are promote clubs to the parents. • PP lead will be clear of the activities PP learners really enjoy to promote out of school opportunities. • WOW Days are used in class as part of engaging children in topics, reading and writing. • All learners will join the local library and PP/disadvantaged children will get regular visits. (library bus/local library) |
| <p>PP/disadvantaged children will show a want and readiness to learn in the school day. (metacognition and self regulation)</p> | <ul style="list-style-type: none"> • Continue our second year of our Therapeutic Behaviour Policy adopted and all staff trained. • PIXL wellbeing therapies used during 'Time to Talk' • Children assessed using SDQ model to find appropriate intervention required. • Children selected and attend Drawing and Talking therapy sessions within the school day. • 'Time to Talk' intervention used for children to overcome barriers to learning. • Lego therapy deployed, staff trained and running. • Well being/ mental health training for SENDCO and Family Support Worker (FSW) • Pupil voice within the school from PP/disadvantaged children shows resilience, enjoyment and a love for learning. • Parents engage with our Family Liaison Officer in order to create a stable home environment for children. • Staff are re trained in new evidence and strategies around meta cognition and self regulation within their classroom teaching. • Early help Assessments are completed quickly and early in education in order to tackle barriers for learning. • Continued Whole school training in new Behaviour Policy based around the 'STEPS' Approach. (Cambridge Local Authority) • Refer families for support through the 'Mental Health Support Team (MHST) |

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| <p>Improve attendance (persistent absence and children who are late arriving in school)</p> | <ul style="list-style-type: none"> • Offer a before school club for those children who are persistently late or with persistent absence. • Family support worker to have a check list of children to make home visits for children with 3 days absence. (Safe and Well check) • Family support worker/admin to make phone calls if child doesn't turn up for school. • AO2 meetings with parents and workshops with the child and parent to reinforce the benefits from being in school and the impact time out of school has on a child's learning. • AO3 group parent meeting. Training and understanding for parents spanned over a 4 week programme. • Inviting parents to workshops and coffee mornings in school to develop relationships with hard to reach families. • Send home leaflet 'Working together for school Attendance' • Incentives such as certificates and prizes for good attendance. Eg, weekly prize basket for class attendance. |
| <p>Parental Engagement for PP/disadvantaged learners is positive.</p> | <ul style="list-style-type: none"> • Attendance at parents evening of PP/Disadvantaged learners is at or above their peers. • Parents/ carers surveys show engagement with school and school life. • Parents read with their child most nights. • Help videos are available in order to increase parental understanding of the basics in phonics, reading, writing and maths. • Story cafes are re-introduced after COVID-19 to encourage parents to engage in reading with their child. PP lead to monitor and encourage PP parents to attend. • Showcases re-introduced after COVID-19 to encourage parents to see the outcomes their child has produced. PP lead to monitor and encourage PP parents to attend. • Parental workshops (face to face) to share processes in understanding phonics/reading, writing and maths. • Key organisers provided for parents to show key language needed during each topic. • Parents are clear on the strategies and schemes used in order to teach phonics, reading, writing and maths. They are provided with half termly newsletters to keep them informed of the curriculum. |

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: £32,121.36

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <i>Pupil premium lead</i> | <p>Modelling lessons for staff (Early Career teachers) and team teaching together to improve Quality First teaching.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • EEF, Lesson Study. • EEF, Maximising Quality first teaching • ECT training materials from Peterborough. <p>Time used effectively to monitor vulnerable children within school. 1 to 1/small group discussions with children about their learning. (working in the classroom)</p> | 1,2,3,4,5 |
| <i>Pupil premium conference and training.</i> | Annual pupil premium conference in order to keep up to date with the latest strategies and government information. | 1,2,3,4,5 |
| <i>Drawing and Talking Therapy ongoing training updates and Supervision time for teachers delivering programme,</i> | <p>The number of children within the school with emotional and wellbeing concerns causing barriers to learning has increased.</p> <p>The programme runs for 12 weeks for children. Staff delivering programme often require Supervision and ongoing training.</p> | |
| <p><i>3rds year of 3 implementing our Whole school Training for Write Stuff writing programme.</i></p> <p>Planning and training for staff, modelling and developing practice through visits to outstanding schools.</p> | <p>The school has not been able to close the gap in reading and writing year on year and discussions with staff at moderation showed a concern in the standard of:</p> <ul style="list-style-type: none"> • basic skills in writing, • enjoyment for writing • stamina in writing. <p>We looked into a new way of delivering our writing which was basic skills based, used high quality text models and followed our 'Teaching Backwards' approach to learning.</p> <p>Before last year ss a school we were delivering our writing through our Reading Programme (Read, Write Inc) However over the years completing the scheme, discussions with children and teachers we have found the writing scheme doesn't hold the same successes as the phonics and reading programme. We found the writing stages rushed not giving time for editing, little focus on the basic skills in writing and writing ideas were uninspiring and lacked enjoyment.</p> <p>We researched many writing programmes and decided on a programme called 'The Write Stuff' by Jane Considine. It used the building blocks in order to teach writing successfully through high quality modelling, vocabulary exploration, secure scaffolding which leads children to build confidence and enjoyment in writing.</p> | 1, 2, 4 |

The programme helps children with their metacognition and self regulation unpicking learning and giving children the skills to go on to become independent writers. Teachers will support pupils in how to 'plan, monitor and evaluate their learning' (EEF)

The programme helps learners to begin with 'activating prior knowledge' that leads to 'independent practice before ending in structured reflection' (EEF – metacognition)

The programme is also developed around a love for books and fantastic stories. Our school survey showed a high lack of enjoyment for writing and in some cases writing made them feel worried as they felt they couldn't do it.

We have been looking at how we can create a want and love for writing and feel this can be done through high quality texts and writing focuses based around key experience. *Jonathon Douglas, (Director of the National Literacy Trust) agrees in our vision that, 'research consistently finds that children who enjoy writing do much better at school,'*

Embedding 'The Write Stuff strategy into whole school practice in order to raise attainment and enjoyment in writing within reluctant writers.

Data for writing over the past few years has been mid 60% at the end of Key Stage 1. However, Reading and phonics attainment has always been a lot higher. It was clear from discussions with staff and learners that writing was even lower than usual expectations. Attitudes to writing were also low with children expressing they didn't enjoy writing lessons, they worried about their writing and they found writing difficult.

This attitude was even more exaggerated in some of our PP children.

The Write Stuff is a writing Programme based on two guiding principles; teaching sequences that slide between experience days and sentence lessons, with modelling at the heart of them. The lessons are built around a high quality text. Experience days build children's knowledge and language/vocabulary around themes within the text.

Sentence lessons are broken into bite-sized chunks and taught under the structural framework of clear success criteria. At the end of a sentence lesson the teacher selects children's own sentences that after the unit become the model/WAGOL. Once sentence lessons are complete the children should be fully supported in language and sentence structures in order to write an independent piece based around the story.

The programme supported our own pedagogy of supporting language development within the school. Promoting whole class teaching but using flexible groups, partner work so that learners can share language.

Children are supported through lessons through scaffolding where needed. Children targeted at greater depth are extended through a guided success criteria.

We recognise that this will be a 3 year rolling programme before we can truly see the impact of the programme in our school.

In the first year of delivery – We trained our staff using the 5 day training programme. Staff worked with the planning to deliver units. On going drop ins helped staff to evaluate the programme for their class.

In Year 2 delivering the programme we will focus on aspects of the programme teachers have identified as requiring further input. We will

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| | also look at further practice of the programme and get teachers to share the good practice with each other. | |
| <p>Ongoing Whole school RWI training/ monitoring programme delivered through Ruth Miskin consultant 3 sessions a year.</p> <p>Mentor/ consultants to Work with tutors in discussing disadvantage children's needs.</p> | <p>'Qualified teachers tend to get the better results when delivering phonics interventions, indicating that pedagogical expertise is a key component of successful teaching of reading' (EEF- Phonics) Evidence points to the importance of 'high quality implementation' of phonics (EEF-phonics)</p> <p>We believe that ongoing training in phonics develops teacher expertise. Teachers learn to reflect on their practice and delivery of phonics, think about next steps in teaching children and how to tweak lessons according to the children's needs..</p> <p>Training is fed through staff meetings and drop in sessions over each half term by the RWI lead and consolidated with 3 yearly visits by RWI consultant to update on the latest research and techniques.</p> <p>This academic year we will be training more of our teaching assistants to deliver the programme.</p> <p>We will also be using more of the online teaching videos in order to address misconceptions in teaching of phonics quickly.</p> | 1, 2, 3, 4, 5 |
| <p>Raising performance management profile in order to address individual teacher's weaknesses therefore improving Quality First Teaching.</p> <p>Using 'Early career framework to help support Early career teachers in the school.</p> <p>Using the National College online training resource.</p> <p>Peterborough Learning Partnership training platform for teachers.</p> | <p>We know that 'high quality teaching improves outcomes' (EEF- Professional development)</p> <p>From subscribing to the National College online training our staff get up to date training that is relevant in their professional teaching journey. They will be able to unpick the 'mechanisms' to their teaching which is specific to them.</p> <p>Time will be allocated throughout each term in order for staff to focus on the targets they have set within their Performance management and any other areas of development that arise through ongoing self monitoring and team teaching.</p> <p>Research shows that Professional development, 'Builds knowledge, motivates staff, develops teaching techniques and embeds practice' (EEF-PD)</p> <p>We have 2 ECT teachers within the school that will be provided support not only through the ECT providers programme but also through our own experienced mentors and staff. This will be achieved through access to good lessons and modelling of aspects of teaching that require support, like transition and behaviour management. Where helpful we will use the National College alongside other training providers for the school (eg. Learning Partnership) Evidence supports that developing Early Career teachers leads to higher Quality First Teaching. Other PD will be covered under the needs of the Whole School Development Plan.</p> <p>Upper pay scale staff will be released to support less experienced teachers.</p> <p>Training will include: attachment theory, overcoming barriers, EAL, pupil premium, challenge and flow in lessons, computing, SEND/ using provision map, Storytime and comprehension.</p> | 1,2,3,4,5 |
| <p>Family Liaison Officer extra hours retained in</p> | <p>'When the process of engaging families worked well, there were a number of benefits, including improved communication pathways</p> | 3,4,5 |

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| <p><i>order to continue to support families.</i></p> | <p><i>between families and schools/colleges'</i> (DFE- Engaging Parents and Families')</p> <p>Over the past couple years we have found that parents and families requiring support in our school has risen dramatically. In 2021-22 we helped 41 families through our Family Liaison Support Officer. Our Family support worker has helped with aspects from housing, finance, food and bills to adult mental health and wellbeing. Early Help Assessments have increased within the setting showing the non-judging, approachable nature of the job.</p> <p><i>'Having a family Support Worker in our setting has 'allowed school(s) to intervene early and more effectively tackle issues which may be impacting upon children's education.'</i> (DFE- Engaging Parents and Families')</p> <p>We see this need to support our most vulnerable families continuing within our school over the coming years.</p> | |
| <p><i>Teaching Assistant training based around literacy, numeracy and barriers to learning.</i></p> <p><i>Lesson Study by EYFS trained consultant</i></p> | <p>Evidence suggests that where TA's have the most effective impact on learning is when they are equipped with training and knowledge of the education in the classroom. They have the skills to aid learners on 1 to 1 or small group activities taking lead from the teacher. (EEF- teaching Assistants)</p> <p>This is a 3 year initiative which will support with phonics, writing and maths concepts. Teachers will provided activities where by TA's support rather than simply manage tasks.</p> <p>Sharing best practice between TA's giving time for their own Professional development creates value to their role for example in phonics and handwriting.</p> | 1, 2 ,4,5 |
| <p><i>Embedding the Mastering Number Programme</i></p> <p><i>3rd year embedding</i></p> <p><i>Time for staff to observe each other for development and other schools on the programme.</i></p> | <p>Through moderation in each year group discussions and assessments have shown that children failing to reach Key Stage Expectations and not fluent in number sense and calculation. The school has been working with the Cambridge Maths Hub over the past year in tackling making maths sticky. Therefore, when we heard about the project to tackle fluency and number sense we were fully on board.</p> <p>The program is funded through the Maths Hub. However key year group leaders will require time for training, disseminating the program and monitoring impact over the year.</p> <p>EEF suggest evidence shows that <i>'mastering learning approaches are effective, leading to an additional 5 months progress'</i>.</p> <p>The Mastering Maths Program has been shown to improve cognition in maths through its techniques and use of equipment. This support with cognition is paramount in grasping and retaining aspects of number.</p> | 1, 2, 4 |
| <p><i>Continued training for new and present whole school staff in delivering our 'Teaching backwards</i></p> | <p><i>'Good teaching is the most important lever schools have to improve outcomes for disadvantages pupils'</i> (EEF guide to Pupil premium)</p> <p>We feel it is essential that Quality First Teaching is good or above in our school. In order to achieve this we continue to improve our classroom practice through ongoing PD using the 'Teaching Backwards Approach'. (Mark Burns and Andy Griffith - Starting points, demystifying the</p> | 1,2,3,4,5 |

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| <p><i>Approach to learning'</i> (Staff meeting time)</p> | <p>journey, challenge, high expectations, catering for learners, looking for proof and feedback)</p> <p>Our key factors to focus on this year are:</p> <ul style="list-style-type: none"> • Setting High Expectation • Challenge and Flow Activities • Feedback | |
| <p>Training for 2 SLT on the barriers to learning pupils face and how we can help to overcome these through 'Relational Training'.</p> <p>Role out of strategy across the school through training sessions.</p> <p>4 days training = £877.64 x 2 people</p> | <p>Research evidence highlights the crucial influence of attuned relationships for children's healthy growth and development (Bergin and Bergin 2009, Centre for the Developing Child, Harvard University 2010). This optimal relational experience should not be isolated to their home context. Children spend just over 50% of their time in education settings and so it follows that a relational approach should permeate their educational experience also.</p> <p>We know attachment-aware/trauma-informed practice supports many of our vulnerable children. We are all acutely aware that we are living in unprecedented times navigating an unpredictable and complex social world. Approximately one in five of our children and young people currently have a probable mental health condition which has increased from one in ten in 2017 (NHS Digital 2022).</p> <p>DFE 2021, states that a whole school approach is the ideal way to develop an optimal learning context. In our school we have a high percentage of vulnerable children who have witnessed trauma and as teachers within the school we are finding ways to support these learners more challenging. The development of 'Relational Practice' over a 2 year time frame in school will lead to developing our ethos and whole school practice and eventually reflect on our school community.</p> <p>Action- Relational Practice Course run through the Virtual School in Peterborough. Thinking about how we build up relationships with children.</p> | |
| <p>2nd year of ISHA handwriting programme.</p> <p>Training catch up sessions half termly to go over the initiative and format of the lesson.</p> | <p>Whole school handwriting initiative running in it's 2nd year. The success of the programme is evident and therefore we are running it again this year.</p> <p>'Great handwriting requires self discipline, skill and quality teaching'.</p> | |
| <p>STEPS behaviour Training refresher for lead and second adult trained in system.</p> | <p>The STEPS Behavioural Management system (Cambridgeshire Local Authority) has worked well for our school offering a system based around positive engagement. All staff are trained in delivering the system (dinner staff, TA's, teachers, SLT, PE consultant teachers)</p> <p>EEF findings suggest that 'reducing challenging behaviour in schools can have a direct and lasting effect on pupils learning'.</p> <p>We are training a second leader to help in dealing with risk assessments with staff.</p> | |

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

Budgeted cost: £ 36,180.40

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p><i>Maths tutoring in small groups 2 times a week to focus on pre and post concepts that are aligned with the teaching in the classroom.</i></p> <p>(targeted to get expected or greater depth, children to reach full potential)</p> | <p>Baseline data for current year 2 children by the end of year 1 was 69% of PP children expected in maths.</p> <p>Teachers in class are using flexible grouping in order to make sure children are working on correct maths targets. This goes alongside rigorous diagnostic assessment the teachers use during pre-assessments and through on-going lessons.</p> <p>However, targeting learners to have pre/post additional maths teaching targeted around specific gaps in learning proved successful last year.</p> <p>The tutor works alongside the teacher in planning and discussions about the pupils and uses PIXL therapies in order to deliver high quality small group 30 minute sessions, three times a week outside of their maths lesson.</p> <p>Studies found from the EEF explained the impact that small group tutoring provided '<i>greater feedback from the teacher, more sustained engagement and work provided that is closely matched to learner's needs</i>' Keeping groups below 5 again showed more impact.</p> | 1, 3, 4 |
| <p><i>RWI Phonics catch up programme 1 to 1 daily catch up in order to address gaps in phonics and move children on quickly.</i></p> | <p>Our phonics catch up programme has been successful starting RWI 5 years ago in teaching gaps in phonics and moving children on quickly. Last years phonics results for year one 79% achieving expected in phonics screening check. The children will need fast track in year 2 in order to close the gap in reading before the end of year 2.</p> <p>The programme works through continual ongoing assessment alongside a two week intensive catch up programme. Some children however, will require continually support with phonics in order to continue to make progress.</p> <p>Evidence from the EEF shows high quality phonics intervention to be a very secure investment. Especially where assessment is rigorous and intervention is targeted.</p> | 1, 2, 3, 4 |
| <p>Individual writing tutoring.(Focused children to reach full potential whether exp/GD – Running using the School Led Tutoring programme grant and pupil premium funding)</p> | <p>Pupil premium success in writing has consistently been lower than non PP children in our school. Last academic year saw a significant gap between teacher assessment of PP children and non PP. We also saw a targeted greater depth PP child not achieving their goal.</p> <p>Success in writing is a priority on the school development plan this academic year. Raising attainment in our most vulnerable learners is essential as we recognise speaking, reading and writing are the building blocks to communication and success in education.</p> <p>We have chosen 1 to 1 writing tuition as evidence shows that '<i>one to one tuition can be effective, delivering approximately 5 additional months' progress on average</i>' (EEF) This method also suits our PP</p> | 1, 2, 4 |

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| | <p><i>cohort this year as we have a number of emotional and social learners that would concentrate best from 1 to 1 tuition.</i></p> <p>To implement the programme we have used a successful, experienced teacher who works closely with the class teacher in identifying targets/steps in success. This makes sure the tutoring is embedded in class lessons.</p> | |
| <i>MENA language support group</i> | <p>Last year we had 19 pupils classed as MENA. 2022-2023 we have a rise to 23 MENA. Of these children some enter the school with very little or no English. Alongside High Quality First Teaching and peer interaction we want to provide extra basic language support to enable these learners to access the school and the curriculum.</p> <p>Providing this support in a non-threatening environment has a positive impact on the child increasing self-esteem alongside encouraging engagement within the school and the curriculum. Where we can we use their first language to support and learn English.</p> <p>We teach '100 first words' with the children which is continued on from EYFS.</p> <p>Using The British Council Resources 'Learning Time with Timmy' We hope to promote a fun experience in learning English which can also be used by parents online in the home.</p> <p>The Learning platform '2Speak English' from Purple Mash has also been successful in school settling children into school vocabulary creating self esteem and providing basic language support for the child's individual needs.</p> | 1, 2, 4 |
| <i>Word Aware Language Intervention programme in EYFS</i> | <p>This year we are trailing using 'Word Aware intervention Programme instead of NELI. NELI language programme had the successes of high performing programme however evaluating all the factors of the programme have led us to recognise that the negatives of the programme, eg length of programme, length of each lesson and impact on rest of cohort. Therefore, we have investigated a programme that is already class based in our school and running well. This will be used as an intervention for selected children.</p> <p>Our cohort enters school well below the national requirement with language and communication being a cause for concern.</p> <p>Due to lockdowns we continued the programme into year 1 and hope to continue it as a Year 1 programme for PP/vulnerable children with poor language.</p> <p>Once children have finished EYFS we will continue with our Key Stage 1 language programme called 'Talk Boost'</p> <p>EEF research has identified that '<i>studies of oral language interventions consistently show positive impact on learning including oral language skills and reading comprehension</i>' On average pupils make 5 months additional progress. For disadvantaged children may make 6 months progress with language interventions.</p> | 1,2,4,5 |

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

Budgeted cost: £ 19,608.45

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Provide home learning packs and book packs for learners with little resources at home.</p> <p>Eg, books, puzzles, games</p> | <p>Some of our PP/vulnerable learners have far fewer learning resources within the home. Providing topic books to support foundation curriculum and story books that the children are working on during 'The Write Stuff' develops a sense of excitement and pride for looking after their own resources. It also helps with learning as the children have the high-quality core books we are working on in order to read and learn from at home independently or with their parents. In the past both parents and children have valued having these. For parents it provided a straight forward window into their child's education, promoting discussions about the school day and topics.</p> <p>Resources promoting reading and writing at home have also been seen as beneficial when improving learning outcomes.</p> <p>Research from Jonathan Douglas CBE, Chief Executive of the National Literacy Trust found in his recent study that this year for the first time since 2010 records showed that children were less likely to enjoy writing. However taking a survey of increased well being of children over lockdown. He found, '<i>A quarter (23%) of children who write in their free time at least once a month said they write because it makes them feel happy or more confident and 3 in 10 (30.3%) said it helps them relax.</i></p> <p>In addition, 50% of these writers do so because it helps them feel creative and like they can express their ideas, and 1 in 7 (14.3%) said they write because it makes them feel connected to the world. NLT also provided research whereby they found that children who write at home are far more successful with writing within the school setting.</p> <p>Using this evidence our school provides learning resources which encourage free writing at home for our PP and most vulnerable learners.</p> | <p>1, 2, 4, 5</p> |
| <p>TA cooking sessions to increase wellbeing, reduce anxiety to learning, build in basic numeracy and literacy and improve confidence.</p> | <p>Collaboration and social skills Health eating and well being Pride and achievement Basic literacy skills and number work.</p> <p>All children however PP/vulnerable have an extra session of cookery every half term.</p> <p>As part of our school curriculum we offer cooking/food tech sessions for all children over the year. From discussions with children we know this is something that provides key life skills, enjoyment, develops confidence, motivation, self-resilience, collaboration, understanding of food health, fine motor control and basic numeracy and literacy skills.</p> <p>For PP children we use our food tech sessions to provide extra sessions for them. Especially with children who are finding concentration, social situations and anxiety in school a problem.</p> | <p>1, 2, 4</p> |

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| | We know from our research that these sessions benefit the learners and also provide a relaxed non-judgemental atmosphere for them to talk. | |
| <p><i>Help financially to provide individualised experiences for disadvantaged children.</i></p> <p><i>Sports Club.</i></p> <p>50% places for PP/vulnerable</p> | <p>EEF research suggests that ‘enriching education has intrinsic benefits (sometimes referred to as <u>“arts for arts’ sake”</u>). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. We feel our cookery curriculum delivers an enriching education.</p> <p>For example, Providing music tuition of a musical instrument of the child’s choice has also been extremely successful in building character and positive behaviours and collaborative skills. The tuition brings a group of ¾ children together to play an instrument in the band with an end of term performance. The self belief developed is amazing. Parental response is staggering as their perception of their child’s achievements is realised.</p> <p>Evidence:</p> <p><i>EEF, Rapid evidence assessment on attendance interventions for school aged pupils Protocol for a rapid evidence assessment Principal investigators: Jonathan Kay, Rupal Patel, Hannah Blausten, Harry Madgwick</i></p> | 2,3,4,5 |
| <p><i>Drawing and Talking sessions to combat barriers to learning.</i></p> <p><i>£444.00 per term for one adult</i></p> <p><i>£888.00 2 adults</i></p> | <p>Play therapy/Drawing and Talking within the school has been widely successful. Some of the positive impact we have seen in children has been:</p> <ul style="list-style-type: none"> • less distress and calmer at the start of school • opening up and improved communication skills • improved focus during class • positive effects on family and home life. <p>However, in some cases one cycle of the programme has not been enough. These children have greater deep rooted issues that need ongoing therapy/ FLO/ EHA.</p> <p>The therapy is very individualised to the child which EEF research guides provides higher impact. It also impacts on the child’s social and emotional learning (EEF) and metacognition and self -regulation (EEF)</p> | 3, 4, 5 |
| <p><i>Providing parental support through parent sessions delivered by SLT and subject leaders or the Family Liaison Officer based around, reading, writing, maths, PSHE healthy living and attendance and well-being.</i></p> | <p>Parental links have been a target area since the drop in parental involvement since COVID. We run a selection of activities for parents like, Story cafes, Showcases, Parent and child workshops, in house parent evenings and Parent meetings on topics and events.</p> <p>EEF research tells of how combining parental engagement with other key strategies going on in the school had a positive impact of 2 to 3 months. For example linking attendance workshops with other aspects of children’s learning.</p> <p>As a school we pride ourselves in educating our parents to what their child can achieve during early years and key stage 1. Some of our vulnerable families have shown that to have little value on early education not realising the benefits a good early education can have.</p> <p>Through engaging parents in their child’s education will hopefully increase parental aspirations of what their child is capable of achieving. EEF research shows Aspirations ‘<i>appear to be important for pupil outcomes</i>’</p> | 1, 2, 3, 5 |

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| <i>Providing access to the BOXALL Profile in order to unpick barriers to learning and address needs, especially PP with SEND.</i> | As a school we have found using BOXALL Profiling beneficial in unpicking barriers to learning in children where by they were having a number of difficulties in school concerning social and emotional behaviours. It then provided intervention that would help the child in order to overcome these barriers. EEF research shows that intervention targeting social and emotional becomes more effective when embedded into the learning day. BOXALL Profile suggests activities and ways in order to do this effectively in order to have a valuable impact on attitudes to learning and social relationships in school. | 1, 2, 4 |
| <i>Run the 'Time to Talk' Programme in year 1 and 2.</i> | There is evidence to show that oral language programme have high impact on learning. It also helps children to voice their feelings/emotions and needs. We have decided to re run a programme that has had success in the past in our school. Evidence: EEF, Orla language interventions (toolkit) Low cost and high impact. | 1,2,4 |
| <i>Emergency vulnerable fund. PE clothing and school uniform. Taxis, food parcels, safe guarding emergency resources.</i> | Family in crisis situation. Our disadvantaged families can become in crisis situations. In these cases we aid families with the help of the authorities and police. | 3, 5 |

Total budgeted cost: £ 87,910.21

Overspend: £55.21

Evaluation 2022-2023

Pupil Premium Spending

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£25263.11**

| Activity | Impact | Rag rating | Challenge number(s) addressed |
|--|--|------------|-------------------------------|
| <i>Pupil premium lead modelling lessons for ECTS improve quality first teaching.</i> | Both ECT's have completed their first year successfully. They have been provided with the support in order to develop their targets. | | 1,2,3,4,5 |

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| <i>Pupil premium conference and training.</i> | Annual pupil premium conference in order to keep up to date with the latest strategies and government information attended. | | 1,2,3,4,5 |
| <i>Making the Difference for Disadvantaged children CPD with 'The Norwich research school'</i> | This academic year we took part in the Government initiative in conjunction with Norwich university research School and the EEF. Taking part in this programme developed the school Pupil premium Lead and refined procedures in addressing barriers to learning for disadvantaged pupils. It also developed understanding of how to put evidence to work using the EEF toolkit and provided a support network once the course has finished. | | 1,2,3,4,5 |
| <i>Drawing and talking therapy training for Head teacher and Deputy head.</i> | Head Teacher and Deputy Head trained in Drawing and Talking therapy. 4 children have currently been through the programme. The success of the programme has been seen through how the child has settled into school. Do they seem to cope better with school life. New children selected for Autumn term. | | 1, 2, 3, 4 |
| <i>3rd year of 3 implementing our Whole school Training for Write Stuff writing programme.</i> Planning and training for staff, modelling and developing practice through visits to outstanding schools. | The school has closed the gap between reading and writing. Data shows increase in writing attainment up by 20% on previous years. Year 2 reading sits at 65% which is a slight decrease on recent years. However, writing now sits at 61%. Through moderation is it clear that improvement has been seen in: <ul style="list-style-type: none"> • basic skills in writing, • enjoyment for writing • stamina in writing. Surveys show children throughout the school are less negative when it comes to writing. They enjoy the texts that are selected. They feel supported in writing development. Next year the year 2's will have had 3 years using 'The Write Stuff' Strategy. We will be developing how to further improve vocabulary development. | | 1, 2, 4 |
| <i>Ongoing Whole school RWI training/ monitoring programme delivered through Ruth Miskin consultant 3 sessions a year.</i> <i>Mentor/ consultant to</i> | Training has taken place through staff meetings for Teachers and through weekly teaching assistant meetings. The RWI lead has met with individual staff after assessments to make sure they are aware of gaps in phonic knowledge. The RWI Consultant has provided 3 days training and monitoring over the year to help identify weaknesses in teaching and delivery. RWI portal has been used as a beneficial training tool over the year for all staff. Staff feel that it is a one stop place to go to develop skills in phonic delivery. | | 1, 2, 3, 4, 5 |

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| <p><i>Work with tutor discussing disadvantage children's needs children's needs.</i></p> | <p>79% year 1 children passed the phonics screening check this academic year. This was up by 13% on the previous year. 74% EYFS attaining expected phonics sound knowledge for end of Year. 79% Year 2 retakes passed the year 1 phonics screening check.</p> | | |
| <p><i>Raising performance management profile in order to address individual teacher's weaknesses therefore improving Quality First Teaching.</i></p> <p><i>Using 'Early career framework to help support Early career teachers in the school.</i></p> <p><i>Using the National College online training resource.</i></p> | <p>All staff on performance management have gained good or above in lesson observations. Staff have shown improvement and confidence in areas of personal development as well as school development initiatives. Staff keep a record of professional training they have completed for performance management. Whole school understanding of autism and language communication with SEND has improved. Staff are better equipped in being inclusive within the classroom for these learners. Training in EAL/MENA (children new to English) has helped with learners settling into the classroom and starting their journey in accessing the curriculum.</p> | | 1,2,3,4,5 |
| <p><i>Family Support Worker extra hours retained in order to continue to support families.</i></p> | <p>We have supported families over the past year with Early help Assessments. Having the family support worker has helped parents to identify and address barriers for the child. Through discussions parents feel supported and listened to in school. ** have been supported through Early Help. 2 have gone on to gain EHCP's. With the help of our FSW we have raised our attendance due to home visits for children on our 'Red List' and for children where they have been absent for a 3rd day. However, we still have actions in the coming year to put in place in order to improve attendance with hard to reach families. Persistent Absenteeism risen from 20% to 30%.</p> | | 3,4,5 |
| <p><i>Teaching Assistant training based around literacy, numeracy</i></p> | <p>Over the year teaching assistants have weekly training updates through face to face meetings. They are kept updated with the needs of learners and how to address these. This has meant that children's individual needs have been addressed better. Throughout observations</p> | | 1, 2 ,4,5 |

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| <p><i>and barriers to learning.</i> <i>Lesson Study</i></p> | <p>and learning walks it is clear to see support staff catering for the needs of learners.</p> <p>Support staff also feel more confident in handling children with barriers to learning as they have a support network to guide them.</p> <p>More development put in place for handling specific barriers to learning.</p> | | |
| <p><i>Embedding the Mastering Number Programme</i> <i>2nd year embedding</i> <i>Time for staff to observe each other for development and other schools on the programme.</i></p> | <p>Staff have completed their second year of the mastering number program. Through staff surveys they have said children are more confident in understanding number by end of each year group.</p> <p>Teachers feel confident in delivering the programme. They have a clear understanding of gaps in teaching and misconceptions that could arise.</p> <p>New maths co ordinator in 2023 so training essential for the new maths Lead.</p> <p>PIXL testing shows an area of strength in year 1 and 2 was basic number and simple calculation using number bonds to 20.</p> | | 1, 2, 4 |
| <p><i>Continued training for new and present whole school staff in delivering our 'Teaching backwards Approach to learning'</i> <i>(Staff meeting time)</i></p> | <p>Whole school teaching strategies are at the forefront of training over the year. We have focused on 'feedback' and 'modelling' this academic year.</p> <p>Observations and learning walks have demonstrated good use of on the spot feedback methods. This is especially so in maths, reading and writing.</p> <p>Next year the focus will be on 'challenge' and 'differentiation' for learners in relation to barriers for learning. Making sure that all learners reach their full potential, especially 'greater depth' learners.</p> | | 1,2,3,4,5 |
| <p><i>Attention and Autism Training for SENCo to roll out to all staff.</i></p> | <p>We have a large number of pupils on the Autism Spectrum. The SENDco has disseminated training over the year to support staff in handling this need for learners. From observations and learning walks it is clear staff working with children with Autism have a better understanding of how to deliver learning and address their needs.</p> <p>Behaviour is good within the school and in classrooms. (OFSTED school report 2023)</p> <p>Staff feel supported with learners.</p> <p>SENDco gets up to date training and ideas from the Autism Hub.</p> | | 1,2,4 |
| <p><i>Implementing and training of the 'handwriting Strategy by ISHA</i> <i>(Improvement in</i></p> | <p>Training for the ISHA Handwriting strategy has continued over the year. Staff have implemented 10 minute daily handwriting slot using the ISHA strategy. Guide lined paper has been purchased for all books for children and modelling paper that teachers use to write on in school.</p> | | 1, 4, 5 |

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| <p><i>school handwriting and Art)</i></p> | <p>The difference has been dramatic. Through writing moderation across the school and with other Infant Schools the improvement can be seen clearly. Letters are getting correctly formed, ascenders and descender's are not a problem and size of letter in relation to each other is now better.</p> <p>Writing data for year 2 has gone up by 20% since last year. PP learners have increased from year 1 to year 2 by 12% in writing.</p> <p>Still a way to go in tackling embedded formation errors. Which is being addressed on entry to school in EYFS.</p> | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 34739.89

| Activity | Impact | Rag rating | Challenge number(s) addressed |
|--|---|------------|-------------------------------|
| <p><i>Maths tutoring in small groups 2 times a week to focus on pre and post concepts that are aligned with the teaching in the classroom. (targeted to get expected or greater depth, children to reach full potential)</i></p> | <p>PIXL maths assessments have helped staff in identifying gaps in learning. Pre and post teaching maths concepts has helped learner's confidence in maths. This has been noticed during classroom lessons.</p> <p>18 children received Maths Tutoring over the past year in year 2. Of these 84% went to reach expected.</p> <p>57% PP learners gained expected in maths at the end of year 2. This is a rise of 20% since year 1.</p> <p>The percentage of PP children well below for maths at the end of year 1 was 28%. At the end of year 2 only 10% of PP pupils are well below in maths.</p> | | 1, 3, 4 |
| <p><i>RWI Phonics catch up programme 1 to 1 daily catch up in order to address gaps in phonics and move children on quickly.</i></p> | <p>Phonics Tutoring has aided learners in making accelerated progress in phonics and word decoding.</p> <p>In EYFS baseline of phonic knowledge by half term was 28% on track. At the end of EYFS 74% of children on track with phonics. This is with 11 new arrivals with no phonic knowledge over the year. The new arrivals have made fast track progress but enough to gain expected by the end of EYFS.</p> <p>Year 1 79% learners passed the phonics screening check this year.</p> <p>In Year 2 79% pupils who sat the phonics retake passed. Of the 5 who didn't pass 1 was a new arrival with 3 weeks of phonics tuition and the others were SEND children that have made progress on their own targets.</p> | | 1, 2, 3, 4 |

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| | <p>Last year's phonics screening check data was 66%. With retake it means 94% of the year 2 cohort have passed the phonics screening check.</p> | | |
| <p><i>Individual writing tutoring. (Focused children to reach full potential whether exp/GD – Running using the School Led Tutoring programme grant and pupil premium funding)</i></p> | <p>Of the 18 children who had writing tutoring. 73% gained expected at the end of year 2.</p> <p>Of PP learners 32% were well below in writing at the end of year 1. By the end of year 2 only 19% were well below in writing.</p> <p>PP learners who narrowly missed out on expected did so due to tenses in writing and composition of coherent pieces. This was moderated and explained through having English as an Additional Language.</p> | | 1, 2, 4 |
| <p><i>MENA language support group (9 year 2 learners)</i></p> | <p>100% of children new to English passed the phonics screening re take in Year 2.</p> <p>All learners made accelerated progress in language and vocabulary work and quickly picked up the 'First 100 Words'. 38% of learners gained expected in reading with the rest bar 1 child gaining 'working towards' expected outcomes. This was a massive achievement for learners.</p> <p>From classroom observation and discussion all learners are happy in class and confidently picking up English speaking, reading and writing.</p> | | 1, 2, 4 |
| <p><i>Run the NELI programme in EYFS</i></p> | <p>Of the current 14 children in EYFS who have completed NELI in 2022. 79% reached their GLD at the end of EYFS. However, looking at the next 12 children below those chosen on the assessment data who did not receive NELI. 83% of those children on recheck had caught up with language development.</p> <p>Of the year 1 children who had NELI in EYFS in 2021 only half have reached expected at the end of year 1 in reading, writing and maths.</p> <p>Of the year 2 children who had NELI in EYFS/year 1 in 2020. 91% have reached expected across reading and maths. 82% in writing.</p> <p>NELI is a successful programme but we've had to weigh up the amount of time the programme takes to complete (20 weeks) and costs for adults running it against the number of children that benefit from the intervention. We have also looked into the high proportion of learners under the selected children who require support for being well below their peers in language, With the 20 week programme the learners don't get opportunity to access the language provision. We are also taking into account the learners just below those who completed the programme who made progress with first quality teaching.</p> | | 1,2,4,5 |

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| | Due to these factors we are going to trail run a new language programme in the next academic year based around our in class strategy called 'WORD AWARE' | | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 18027.00

| Activity | Impact | Rag rating | Challenge number(s) addressed |
|---|---|------------|-------------------------------|
| Provide home learning packs and book packs for learners with little resources at home. Eg, books, puzzles, games | <p>Children have had access to books throughout the year. Children are provided with books linked to topics. Children prioritised for book packs are PP and vulnerable. However, through book talk discussions it is clear those children who have no books at home. Due to this we provided a book for every child on entry into school. We also gave a book to each child at Christmas time.</p> <p>Children have spoken about books they have kept at home. They are given each week a lending library book alongside their school reading book.</p> <p>Homework packs have been given out twice in the year containing pens, pencils, books, learning aids, text books. Children have used this to complete homework tasks.</p> <p>Parents have expressed thanks for resources and high percentage say that it is helpful in encouraging home work.</p> | | 1, 2, 4, 5 |
| TA cooking sessions to increase wellbeing, reduce anxiety to learning, build in basic numeracy and literacy and improve confidence. | <p>Through our pupil survey 'Cooking' comes out as a highlight in the school calendar.</p> <p>Children enjoy attending cooking classes and the cooking lead says....</p> <p>"they come out of their shells when cooking"</p> <p>"their confidence improves over the sessions"</p> <p>"they showcase new skills"</p> <p>"they enjoy trying out new foods they haven't tried before"</p> | | 1, 2, 4 |
| <i>Help financially to provide individualised experiences for disadvantaged children.</i> <i>Sports Club.</i> | This year... <ul style="list-style-type: none"> • 53% of club places were taken up by year 2 vulnerable children. • 56% of club places were taken up by year 1 vulnerable children. | | 2,3,4,5 |

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| 50% places for PP/vulnerable | Our Family Support Worker also engaged with parents in order to place children in 'Holiday clubs' during the school breaks. | | |
| <i>Before school Reading breakfast club</i> | 10 children were invited to the before school reading club. 4 parents signed up. Of the 4 children only 1 came regularly to the club. This child has made super progress with both attendance and reading attainment. However, the club was not viable to run for children not attending. New strategic plan required to tackle lateness/absence and daily reading. | | 1,2,3,5 |
| <i>YMCA 'play therapy sessions to combat barriers to learning.</i> | Play therapy did not run this year due to the YMCA not being able to supply a Play therapist. Next year we will be using the MHST (Mental Health Support Team) in order to tackle any need. They will work with parents too. | | 3, 4, 5 |
| <i>Providing parental support through parent sessions delivered by SLT and subject leaders based around, reading, writing, maths, PSHE and well being.</i> | Feedback from parents who attended the parental sessions we have had in school have been positive. Sessions have included Expectations for end of year for each year group, Phonics session for EYFS, Reading and phonics for year 1, Online safety session, How to support your child with reading at home How to support your child with Maths. Healthy Packed Lunch Sessions for Fussy eaters. Between: 52% and 56% of EYFS parents attended meetings 46% and 49% of year 1 parents attended meetings 44% and 51% of Year 2 parents attended meetings Groups where specific parents were targeted were attended better. With an 100% attendance rate on the reading/ attendance workshops and 80% attendance on the maths/attendance workshops. Story café's and Showcases had a much higher turnout rate of parents across the year with between 73% and 86% of each class in attendance. Next step in new academic year is to strategically invite certain parents to meetings. | | 1, 2, 3, 5 |
| <i>Providing access to the BOXALL Profile in order to unpick barriers to learning and address needs, especially PP with SEND.</i> | We have only required to use the BOXAL Profile twice this academic year. However it has provided provision that has aided learners and shown progress in areas of learning. We have added the BOXALL Profile onto our Well being Provision now as a tool of intervention after a child has been assessed by SDQ. | | 1, 2, 4 |

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| <p><i>Implement 'Time to Talk' Programme in year 1 and 2.</i></p> | <p>A group of 4 children have accessed 'Time to Talk' programme this Spring/ Summer Term. The programme has been successful with the pupils.</p> <p>They have improved in confidence on the programme in many areas of speaking and communication. The intervention lead has said that the children are developing conversational strategies and confidence in sharing information about themselves. They are happy to attend sessions which take place outside core learning time.</p> | | <p>1,2,4</p> |
| <p><i>Emergency vulnerable fund. PE clothing and school uniform. Taxis, food parcels, safe guarding emergency resources.</i></p> | <p>Over the year we have supported 2 Families in crisis/ emergency situations. They have had support with living costs and transport costs to and from school.</p> | | <p>3, 5</p> |

Total budgeted cost: £ 78030.00

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 2020 to 2021 academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|----------------------------|----------------|
| Read, Write, Inc | Ruth Miskin |
| Word Aware | |
| BOXALL Profile | |
| PIXL | PIXL |
| The Write Stuff | Jane Considine |
| ISHA- Handwriting Strategy | ISHA |
| | |

PP plus for children in care

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|---|--|
| How did you spend your service pupil premium allocation last academic year? | Purchasing resources and training for TAC Pack programme in order to support communication and language with children with SEND. |
| What was the impact of that spending? | Resources purchased and training completed. Programme started and has had impact on communication, and attention for children with SEND. |