

# Middlestone Moor Primary Academy Pupil premium strategy statement 2023

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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                                                                                                     | Middlestone Moor Primary Academy |
| Number of pupils in school                                                                                      | 258                              |
| Proportion (%) of pupil premium eligible pupils                                                                 | 35% (92/258)                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/22 – 2023/24                |
| Date this statement was published                                                                               | September 2023                   |
| Date on which it will be reviewed                                                                               | Termly                           |
| Statement authorised by                                                                                         | G Richardson (HT)                |
| Pupil premium lead                                                                                              | D Patterson (DHT)                |
| Governor / Trustee lead                                                                                         | M Tarling                        |

## Funding overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                         | £136,390 |
| Recovery premium funding allocation this academic year                                                                                                                      | £        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £136,390 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Middlestone Moor Primary Academy, our aim is that the children 'be the best they can be', regardless of any barriers they may face. This is the focus of our Pupil Premium spending. We ensure that the teaching and learning meets the needs of all of our pupils. We make appropriate provision for all groups of pupils so that they can maximise their potential.

As a school, we strive to ensure that all pupils make good progress, but historically the levels of attainment have been lower for FSM/PP children. Therefore, our key objective in using Pupil Premium funding is to accelerate progress and raise attainment.

We try to achieve these by-

- Focusing on high quality teaching and the effective deployment of support staff
- Positive learning strategies with an individualised approach, using a variety of interventions so all achieve
- Early intervention to address any barriers to learning and accelerate progress
- Having a Pupil Premium Steering group made up of staff and Governors who oversee the strategy and analyse data
- Promote regular attendance and punctuality, reducing persistent absence
- Ensure all children have access to valuable learning experiences, educational materials and technology

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                               |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | A high percentage of Pupil Premium are also SEND children so have additional needs academically which require increased levels of support and impacts on progress.                                                                                                                |
| 2                | PP children's basic skills in reading, writing and speech, language and communication upon entering the school are lower than non-PP children                                                                                                                                     |
| 3                | Social and emotional needs. Emotional resilience and self-confidence of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging. |
| 4                | Attainment of GLD for disadvantaged pupils is low compared to national other %.                                                                                                                                                                                                   |

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|   | Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; personal development is particularly low. This means they need to make more progress than their peers to catch up. |
| 5 | Attainment of the expected standard for Key Stage 1 in Reading, Writing and Maths is low compared to national other %                                                                                              |
| 6 | Parental engagement for disadvantaged pupils is low for many.                                                                                                                                                      |
| 7 | High numbers of PP/FSM children also fall into the Persistent absence category compared to other children. Particularly in Y6.                                                                                     |

## 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.

| <b>Challenge 1:</b> A high percentage of Pupil Premium are also SEND children so have additional needs academically which require increased levels of support and impacts on progress.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Intended outcome</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Success criteria</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>-Identified pupils maintain the standard of attainment they achieved at the end of the previous year.</li> <li>-Pupils receive and show impact from targeted high-quality intervention</li> <li>-Pupils are well supported within the whole class</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>-All Dis/SEN pupils make progress from their starting points. These may be small steps, but the aim is for at least expected progress.</li> <li>-Pupils have regular opportunities to rehearse, practice and consolidate key skills in R,W,M, S&amp;L, handwriting and mental and written arithmetic skills</li> <li>- Interventions are short term and measured for impact</li> <li>- Termly pupil progress meetings ensure pupils are progressing and needs are well met.</li> </ul>                                                                                                                                                                                                                                                            |
| <b>Challenge 2:</b> PP children's basic skills in reading, writing and speech, language and communication upon entering the school are lower than non-PP children                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Intended outcome</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Success criteria</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>- Those that have 'fallen behind' are speedily identified and, following targeted intervention, make progress/catch up</li> <li>- Pupils learn well and show consolidation of basic skills</li> <li>- Pupils receive and show impact from targeted high-quality intervention</li> <li>- Pupils are well supported within the whole class</li> <li>- Pupils engage in regular reading of high-quality texts throughout the curriculum, and are read with/too frequently.</li> <li>- % of children achieving ARE standards in writing have been identified as a target, the profile of this will be raised in school.</li> <li>- Children build upon previous learning and are regularly encouraged to revisit learning to help transfer information into the long-term memory.</li> </ul> | <ul style="list-style-type: none"> <li>-All Dis/SEN pupils make progress from their starting points. These may be small steps, but the aim is for at least expected progress.</li> <li>-Pupils have regular opportunities to rehearse, practice and consolidate key skills in R, W, M, Oracy, handwriting, times tables and mental and written arithmetic skills.</li> <li>- Interventions are short term and measured for impact</li> <li>- A love of reading is fostered resulting in all pupils enjoying reading a wide range of texts</li> <li>- Termly pupil progress meetings ensure pupils are progressing and needs are well met</li> <li>- Children regularly revisit prior learning during all lessons. Classroom environments provide meaningful prompts for this.</li> </ul> |

**Challenge 3:** Social and emotional needs. Emotional resilience and self-confidence of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.

| Intended outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <ul style="list-style-type: none"> <li>- Pupils families are well supported to enable them to help their child</li> <li>- Use of school communication tools enables parents/carers to speak to staff regarding concerns</li> <li>- SENCO ensures pupils are correctly identified and intervention is effective</li> <li>- SLT work together to identify need and allocate support to alleviate barriers to learning</li> <li>- CPOMS is effective in recording concerns and support</li> <li>- Teachers know their children well and can support them in their learning and development</li> <li>- Soft start to the day in the Nest for children who need it.</li> <li>- Pupils show resilience in their learning and daily school life.</li> </ul> | <ul style="list-style-type: none"> <li>- Pupils attend Lego therapy to learn to socialise</li> <li>- Use of the Nest for those who struggle to regulate their emotions, they will be supported by a member of staff to integrate back into whole class teaching.</li> <li>- Pupils attend social stories interventions to learn how to make positive relationships and manage their emotions/behaviours</li> <li>- Regular 'catch ups' with DHT</li> <li>- Pupils receive support from external services if required</li> <li>- Staff are seen to encourage pupils to develop age appropriate independence</li> <li>- Pupils show they are resilient and able to learn from their mistakes both in learning and more widely.</li> </ul> |

**Challenge 4:** Attainment of GLD for disadvantaged pupils is low compared to national other %. Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; personal development is particularly low. This means they need to make more progress than their peers to catch up.

| Intended outcome                                                                                                                | Success criteria                                                                                                                                                                                                                                                                                                       |
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| <ul style="list-style-type: none"> <li>- To increase the % of disadvantaged children achieving GLD at the end of YR.</li> </ul> | <ul style="list-style-type: none"> <li>- % increases for disadvantaged children at the end of YR.</li> <li>- Gaps identified from on entry assessments.</li> <li>- Difference between our disadvantage % and the % of national other.</li> <li>- Targeted interventions for groups of disadvantaged pupils.</li> </ul> |

**Challenge 5:** Attainment of the expected standard for Key Stage 1/2 in Reading, Writing and Maths is low compared to national and non-PP.

| Intended outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <ul style="list-style-type: none"> <li>- To increase the % of disadvantaged children achieving the standard in the re-sit phonics screening check</li> <li>- Those that have 'fallen behind' are speedily identified and, following targeted intervention, make progress/catch up</li> <li>- Pupils receive and show impact from targeted high-quality intervention</li> <li>- Children build upon previous learning and are regularly encouraged to revisit learning to help transfer information into the long-term memory.</li> </ul> | <ul style="list-style-type: none"> <li>- % of disadvantaged children achieving the standard in the phonic screen increases.</li> <li>- Specific gaps in phonic knowledge identified through regular assessment of phonics.</li> <li>- Targeted interventions for groups of disadvantaged pupils for accelerated progress across Key Stage 1.</li> <li>-All Dis/SEN pupils make progress from their starting points in R, W, M. These may be small steps, but the aim is for at least expected progress.</li> <li>- Interventions are short term and measured for impact</li> </ul> |

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| - Greater proportion of disadvantaged children reaching the expected standard in Reading, Writing and Maths at the end of Key Stage 1 | - Termly pupil progress meetings ensure pupils are progressing and needs are well met<br>- Children regularly revisit prior learning during all lessons. Classroom environments provide meaningful prompts for this. |
| <b>Challenge 6:</b> Parental engagement for disadvantaged pupils is low for many.                                                     |                                                                                                                                                                                                                      |
| <b>Intended outcome</b>                                                                                                               | <b>Success criteria</b>                                                                                                                                                                                              |
| - Families of PP children engage more in school events and the children's learning through Family Engagement afternoons.              | - Families of PP children engage more in school events and the children's learning through 'Watch me Learn' afternoons and class assemblies etc.                                                                     |
| <b>Challenge 7:</b> High numbers of PP children also fall into the Persistent absence category.                                       |                                                                                                                                                                                                                      |
| <b>Intended outcome</b>                                                                                                               | <b>Success criteria</b>                                                                                                                                                                                              |
| - Continue to monitor and improve attendance of disadvantaged pupils                                                                  | - Increased attendance for disadvantaged children and a reduction in the % of persistent absence.<br>- Reward system shared with parents and put in place to improve attendance and punctuality.                     |

## 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: £113,292.50

| Activity                                                                                                                                                                                                                                                                                                                                | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Continue to embed and monitor Sounds-Write in Reception and KS1                                                                                                                                                                                                                                                                         | EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1, 2, 4, 5                    |
| First Quality Teaching                                                                                                                                                                                                                                                                                                                  | EEF Guidance report - High-quality teaching<br><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>                                                                                                                                                                                                                                                                                                                                                 | 1, 2, 4, 5                    |
| Purchase of standardised diagnostic assessments. (NFER)                                                                                                                                                                                                                                                                                 | When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:<br><a href="#">Diagnostic assessment   EEF</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1, 2, 4, 5                    |
| Continue to work as part of the English Hub as a partner school                                                                                                                                                                                                                                                                         | The English Hub exists to provide evidence-based approaches to early language development. Encouraging best practice in systematic synthetic phonics through fidelity to one system and the use of decodable books. Promoting a love of reading through supporting whole-school reading approaches.                                                                                                                                                                                                                                                                                                                                          | 1, 2, 4, 5                    |
| Develop use of English and Maths books to record in as soon as the children are showing readiness.                                                                                                                                                                                                                                      | EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1, 2, 4, 5                    |
| Embedding dialogic activities across the school curriculum, using Voice 21. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. A member of staff has been trained and information disseminated to staff. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:<br><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>                                                                                                                                                                                                                                                                                                                                          | 2, 3, 4, 5                    |
| Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)                                                                                                                                                 | EEF Guidance report – High Quality teaching<br><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=support-for-schools/school-planning-support/1-high-quality-teaching&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=importance%20of%20cpd">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=support-for-schools/school-planning-support/1-high-quality-teaching&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=importance%20of%20cpd</a> | 2, 3, 4, 5                    |
| Implement a system for coaching and mentoring.                                                                                                                                                                                                                                                                                          | EEF Guidance report – High Quality teaching<br><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=support-for-schools/school-planning-support/1-high-quality-teaching&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=importance%20of%20cpd">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=support-for-schools/school-planning-support/1-high-quality-teaching&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=importance%20of%20cpd</a> | 1, 2, 4, 5                    |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.<br><br>We will fund teacher release time to embed key elements of guidance in school and 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:<br><a href="#">Mathematics guidance: key stages 1 and 2</a><br><br>The EEF guidance is based on a range of the best available evidence:<br><a href="#">Improving Mathematics in Key Stages 2 and 3</a>                                                                                                                                                                                                                                                         | 1, 2, 4, 5                    |
| EYFS YR To be included in termly moderation of books for writing and Maths.                                                                                                                                                                                                                                                             | EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.<br><a href="#">Improving Mathematics in Key Stages 2 and 3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1, 2, 4                       |
| Develop use of high-quality texts into EYFS continuous provision.<br>Invite parents for stay and read sessions.                                                                                                                                                                                                                         | EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.<br>EEF Guidance report – preparing for Literacy – Working with Parents to support children's learning.                                                                                                                                                                                                                                                                                                                                                                                                                     | 1, 2, 4                       |

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| Children receive decodable reading book matched to their sounds-write unit. Records of progress in reading recorded consistently. Phonic assessments completed termly and analysed. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |               |
| All staff in EYFS are aware of children's individual targets and regular review takes place against the targets that have been set.                                                 | EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.<br>EEF Guidance report – preparing for Literacy – Working with Parents to support children's learning.                                                                                                                                                                                                                                                                                                              | 1, 2, 4       |
| Regular pupil progress meetings to take place and to look at the attainment and progress of all disadvantaged pupils.                                                               | EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.<br>EEF Guidance report – preparing for Literacy – Working with Parents to support children's learning.                                                                                                                                                                                                                                                                                                              | 1, 2, 3, 4, 5 |
| Transition is well planned and pupils are well prepared for transition.                                                                                                             | In the EEF Attainment Gap 2017 report, it states that professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement<br><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a>                                                                                                       | 3, 7          |
| Further develop use of Sounds-Write in Year 1 and 2, including additional staff training to become fully trained to deliver the programme.                                          | EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.                                                                                                                                                                                                                                                                                                                                                                                                                     | 1, 2, 4, 5    |
| Targeted intervention is used to target children to achieve the re-sit phonic screening check standard at the end of Year 2.                                                        | Staff identify targeted children based on classroom performance and internal assessments.<br>EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.<br>Action research suggests that small group interventions with highly qualified staff have shown to be effective in raising attainment and accelerating progress.                                                                                                                                                     | 1, 2, 3, 5    |
| Ensure decodable reading books are matched correctly to Sounds-write units that are being taught in Reception, Year 1 and 2.                                                        | EEF Guidance report – preparing for Literacy – Working with Parents to support children's learning.<br>EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.                                                                                                                                                                                                                                                                                                              | 1, 2          |
| Ensuring staff accountability - Staff clear of children's starting points and aware of targets set for pupils                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3             |
| Transition is well planned and pupils are prepared for the transition.                                                                                                              | In the EEF Attainment Gap 2017 report, it states that the transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up.<br><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a> | 1             |
| High quality Verbal Feedback given to children by teachers and Teaching Assistants in Maths and Writing.                                                                            | Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Feedback studies tend to show very high effects on learning -<br><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/feedback/+8months">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/feedback/+8months</a>                                  | 1, 4 and 5    |

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

Budgeted cost: £15,048.75

| Activity                                                                                                   | Evidence that supports this approach                                                                                                                                                                                                                                                                                                    | Challenge number(s) addressed |
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| Disadvantaged children will be heard read to ensure that children are being heard read on a regular basis. | Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. | 1, 2, 5                       |

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|                                                                                                                                                                                                         | <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/phonics/</a>                                                                                                                                                                                                                                                                                                                       |                |
| Increase the frequency of hearing disadvantaged pupils read particularly those who are not being heard read at home.                                                                                    | In the EEF Attainment Gap 2017 report, it states that the transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up.<br><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a> | 1, 2, 5        |
| Improve the quality of social and emotional (SEL) learning.<br><br>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | 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):<br><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>                                                                                                                                                                                                                        | 3              |
| Small group behaviour intervention strategies.                                                                                                                                                          | -Education Endowment Foundation – Improving Behaviour in Schools.<br>-Establish, Maintain, restore model<br>-Identifying risk factors and Protective factors.<br>-Behaviour Implementation model                                                                                                                                                                                                                                                                                                                                      | 3              |
| Additional phonics sessions across KS2 targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.                        | 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:<br><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>                                                                                                                                                                                             | 1, 2, 4, 5     |
| Improve the quality of social and emotional (SEL) learning.<br><br>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | 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):<br><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>                                                                                                                                                                                                                        | 3              |
| Pre-teaching input in lessons for children who are at risk of falling behind.                                                                                                                           | In line with the research, early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.<br><a href="https://www.gov.uk/government/publications/the-e-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-e-pupil-premium-how-schools-are-spending-the-funding-successfully</a>                        | 2, 3, 4, and 5 |
| Targeted phonic intervention sessions for those children who require small group input.                                                                                                                 | Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds)<br><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/phonics/</a>   | 2, 3, 4, and 5 |

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

Budgeted cost: £10,048.75

| Activity                                                                                                                 | Evidence that supports this approach                                                                                                                                                                                                                                                                                                   | Challenge number(s) addressed |
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| Monitor attendance of disadvantaged children regularly.<br>Raise profile through reward systems and celebrating success. | Good attendance is also listed in the top 10 approaches for disadvantaged pupils in<br><a href="https://www.gov.uk/government/publications/the-e-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-e-pupil-premium-how-schools-are-spending-the-funding-successfully</a> | 6                             |

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| Lego therapy to be used to encourage positive relationships and strategies to cope in social situations when faced with a difficult scenario.                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                 | 3             |
| <p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>                                                            | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.                                                                                                                                                                                                                                         | 1, 3          |
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.                                                                                                                                                                                                                   | Both targeted interventions and universal approaches can have positive overall effects:<br><a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>                                                                                                                                                                                                        | 1, 3          |
| Increase Parental engagement in reading by holding stay and read sessions in school, and other family events encouraging families in.                                                                                                                                                                                                                                          | EEF Guidance report – preparing for Literacy – Working with Parents to support children's learning.                                                                                                                                                                                                                                                                             | 1, 2, 4, 5, 6 |
| To increase attendance of Pupil Premium children free access to breakfast club is offered, as well as awards/rewards throughout the year for attendance. Free Cool Milk is provided in school to increase participation/concentration in school activities. This also supports them socially and emotionally - wellbeing is assured so education can be successfully accessed. | On average children who are involved in social and emotional learning make approximately 4 months additional progress. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships. EEF toolkit- Social and Emotional Learning- additional 4 months progress                                      | 6, 7          |
| Hold meetings with parents where a child's attendance is low.                                                                                                                                                                                                                                                                                                                  | Good attendance is also listed in the top 10 approaches for disadvantaged pupils in<br><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>                                              | 6, 7          |
| Complete pupil premium review tool.                                                                                                                                                                                                                                                                                                                                            | NFER research identified through the 7 building blocks to supporting the attainment of disadvantaged pupils highlights the need for "clear responsive leadership" where staff are held to account and strategies are identified to drive improved outcomes for pupils:<br><a href="https://www.nfer.ac.uk/publications/PUPP02/">https://www.nfer.ac.uk/publications/PUPP02/</a> | All           |
| Contingency fund for acute issues.                                                                                                                                                                                                                                                                                                                                             | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.                                                                                                                                                                                  | All           |

**Total budgeted cost: £136,390**

## 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.

#### Summer 2023 – End of Year 22/23

- Milestone Data below, see additional breakdown for more detail.

#### EYFS

| Reading | Writing | Maths | GLD |
|---------|---------|-------|-----|
| 44%     | 33%     | 55%   | 44% |

#### Phonics

| Year 1    | Year 2 (Re-sit) |
|-----------|-----------------|
| 5/9 – 56% | 2/4 – 50%       |

#### KS1 SATs

|       | Reading    | Writing    | Maths      | RWM        |
|-------|------------|------------|------------|------------|
| WTS   | 5/13 - 38% | 7/13 - 54% | 5/13 - 38% | 6/13 - 46% |
| EXS + | 8/13 - 62% | 6/13 - 46% | 8/13 - 62% |            |
| GD    | 2/13 - 15% | 1/13 - 8%  | 0/13       |            |

#### Y4 Multiplication Check

| 20+        | 25/25      |
|------------|------------|
| 4/11 - 36% | 2/11 - 18% |

#### KS2 SATs

|       | Reading    | Writing    | Maths      | GPS        | RWM        |
|-------|------------|------------|------------|------------|------------|
| WTS   | 7/11 - 64% | 7/11 - 64% | 4/11 - 36% | 2/11 - 18% | 3/11 - 27% |
| EXS + | 4/11 - 36% | 4/11 - 36% | 7/11 - 64% | 9/11 - 82% |            |
| GD    | 1/11 - 9%  | 0/11       | 0/11       | 1/11 - 9%  |            |

**Objective 1:** Percentage of children achieving ARE+ in Reading, Writing and Maths has increased this term: by 3% in writing, 14% in maths, and 1% in RWM. English has stayed at 10%. **NEXT STEPS:**

Continue to monitor these children to ensure that rate of progress remains/increases. Investigate specific barriers to learning for PP children and look into what can be put in place to address them.

**Objective 2:** 44% of PP children achieved GLD. **NEXT STEPS:** Monitor progress and attainment of these children as they move into Y1.

**Objective 3:** Still high level of need. **NEXT STEPS:** Assign TA staff as 1:1 support for targeted children focussing on concentration, focus, confidence, speech and language.

**Objective 5:** Increase in number of children achieving ARE+ in Reading and Writing, number of children achieving ARE+ in Maths has remained the same.

**Objective 7:** New incentives in place and we hope to see impact across this term.

### AUTUMN TERM REVIEW

| Reception      | Literacy | Maths |
|----------------|----------|-------|
| Working at ARE | 47%      | 60%   |

|             | READING |           |         |          |      |         |         |         |     |           | EXPORT RESULTS TO EXCEL |
|-------------|---------|-----------|---------|----------|------|---------|---------|---------|-----|-----------|-------------------------|
|             | P-Scale | Below PoS | BEG1    | BEG2     | DEV1 | DEV2    | SECURE1 | SECURE2 | EXC | Above PoS |                         |
| Year 1 (10) |         | 40% (4)   | 10% (1) | 50% (5)  |      |         |         |         |     |           |                         |
| Year 2 (9)  |         | 67% (6)   | 62%     | 33% (3)  | 37%  |         |         |         |     |           |                         |
| Year 3 (17) |         | 53% (9)   |         | 47% (8)  |      |         |         |         |     |           |                         |
| Year 4 (20) |         | 55% (11)  |         | 45% (9)  |      |         |         |         |     |           |                         |
| Year 5 (11) |         | 64% (7)   | 60%     | 36% (4)  | 40%  |         |         |         |     |           |                         |
| Year 6 (12) |         | 67% (8)   |         | 17% (2)  |      | 17% (2) |         |         |     |           |                         |
| Total (79)  |         | 57% (45)  | 1% (1)  | 39% (31) |      | 3% (2)  |         |         |     |           |                         |

40%

|             | WRITING |           |      |          |         |        |         |         |     |           | EXPORT RESULTS TO EXCEL |
|-------------|---------|-----------|------|----------|---------|--------|---------|---------|-----|-----------|-------------------------|
|             | P-Scale | Below PoS | BEG1 | BEG2     | DEV1    | DEV2   | SECURE1 | SECURE2 | EXC | Above PoS |                         |
| Year 1 (10) |         | 50% (5)   |      | 50% (5)  |         |        |         |         |     |           |                         |
| Year 2 (9)  |         | 67% (6)   |      | 22% (2)  | 11% (1) |        |         |         |     |           |                         |
| Year 3 (16) |         | 100% (16) | 100% |          |         |        |         |         |     |           |                         |
| Year 4 (19) |         | 63% (12)  |      | 37% (7)  |         |        |         |         |     |           |                         |
| Year 5 (11) |         | 64% (7)   | 60%  | 36% (4)  | 40%     |        |         |         |     |           |                         |
| Year 6 (15) |         | 66% (9)   |      | 23% (3)  |         | 8% (1) |         |         |     |           |                         |
| Total (80)  |         | 71% (57)  |      | 26% (21) | 1% (1)  | 1% (1) |         |         |     |           |                         |

75%

| EOY 22-23   |          |         | EXP |
|-------------|----------|---------|-----|
|             | SECURE2  | EXC     |     |
| Year 1 (8)  | 50% (4)  |         |     |
| Year 2 (16) | 63% (10) | 13% (2) |     |
| Year 3 (20) | 50% (10) |         |     |
| Year 4 (11) | 36% (4)  | 9% (1)  |     |
| Year 5 (13) | 31% (4)  |         |     |
| Year 6 (8)  |          |         |     |
| Total (66)  | 47% (32) | 4% (3)  |     |

| EOY 22-23   |          |        | EXP |
|-------------|----------|--------|-----|
|             | SECURE2  | EXC    |     |
| Year 1 (8)  | 25% (2)  |        |     |
| Year 2 (16) | 44% (7)  | 6% (1) |     |
| Year 3 (20) | 45% (9)  |        |     |
| Year 4 (11) | 27% (3)  |        |     |
| Year 5 (13) | 23% (3)  |        |     |
| Year 6 (8)  |          |        |     |
| Total (66)  | 35% (24) | 1% (1) |     |

|             | MATHS   |                    |      |                    |      |         |         |         |     |           | EXPORT RESULTS TO EXCEL |
|-------------|---------|--------------------|------|--------------------|------|---------|---------|---------|-----|-----------|-------------------------|
|             | P-Scale | Below Ps5          | BEG1 | BEG2               | DEV1 | DEV2    | SECURE1 | SECURE2 | EXC | Above Ps5 |                         |
| Year 1 (10) |         | 40% (4)            |      | 60% (6)            |      |         |         |         |     |           |                         |
| Year 2 (9)  |         | 44% (4)            |      | 56% (5)            |      |         |         |         |     |           |                         |
| Year 3 (17) |         | 35% (6)            |      | 65% (11)           |      |         |         |         |     |           |                         |
| Year 4 (19) |         | 37% (7)            |      | 63% (12)           |      |         |         |         |     |           |                         |
| Year 5 (11) |         | 64% (7) <b>60%</b> |      | 36% (4) <b>40%</b> |      |         |         |         |     |           |                         |
| Year 6 (13) |         | 62% (8)            |      | 23% (3)            |      | 15% (2) |         |         |     |           |                         |
| Total (79)  |         | 44% (36)           |      | 52% (41)           |      | 3% (2)  |         |         |     |           |                         |

|             | EOY 22-23 |         | EXP |
|-------------|-----------|---------|-----|
|             | SECURE2   | EXC     |     |
| Year 1 (8)  | 50% (4)   |         |     |
| Year 2 (14) | 69% (11)  |         |     |
| Year 3 (23) | 60% (12)  | 5% (1)  |     |
| Year 4 (11) | 36% (4)   |         |     |
| Year 5 (13) | 15% (2)   | 15% (2) |     |
| Year 6 (0)  |           |         |     |
| Total (68)  | 44% (23)  | 4% (2)  |     |

| ATTAINMENT<br>(by cohort) | READING   |           | WRITING   |           | MATHS     |           |
|---------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
|                           | EOY 22-23 | AUTUMN 23 | EOY 22-23 | AUTUMN 23 | EOY 22-23 | AUTUMN 23 |
| Year 1                    |           | 50        |           | 50        |           | 60        |
| Year 2                    | 50        | 37        | 25        | 33        | 50        | 56        |
| Year 3                    | 76        | 47        | 50        | 0         | 69        | 65        |
| Year 4                    | 50        | 45        | 45        | 37        | 65        | 63        |
| Year 5                    | 45        | 40        | 27        | 40        | 36        | 40        |
| Year 6                    | 31        | 34        | 23        | 31        | 30        | 38        |

| PROGRESS | EOY 22-23 | AUTUMN 23 |
|----------|-----------|-----------|
| READING  | 51%       | 42%       |
| WRITING  | 36%       | 28%       |
| MATHS    | 53%       | 55%       |

From end of term data analysis for the attainment and progress of PP children across school in Reading, Writing and Maths, and after meetings with individual teachers about the provision for PP children in their class, key outcomes are as follows;

- Reading is a whole school area for improvement
- Y3 and 4 are a key focus – there are a range of strategies in place to address this
- Progress in maths is a strength

These conclusions are in line with whole school outcomes and are addressed in the SIP.

**Objective 1 and 2:** Positive progress made by many PP children moving towards ARE. Will continue the close monitoring of this and termly teacher meetings to ensure support is in place.

**Objective 3:** TA assigned as 1:1 is working well.

**Objective 7:** New incentives have had a positive impact.

## SPRING TERM REVIEW

| EYFS            | Communication and Language              |          | Personal, Social and Emotional Development |               |                        | Physical Development |                   | Literacy      |              |         | Mathematics |                    | Understanding the World |                                 |                   | Expressive Arts and Design |                                  |
|-----------------|-----------------------------------------|----------|--------------------------------------------|---------------|------------------------|----------------------|-------------------|---------------|--------------|---------|-------------|--------------------|-------------------------|---------------------------------|-------------------|----------------------------|----------------------------------|
|                 | Listening , Attention and Understanding | Speaking | Self-Regulation                            | Managing Self | Building Relationships | Gross Motor Skills   | Fine Motor Skills | Comprehension | Word Reading | Writing | Numbers     | Numerical Patterns | Past and Present        | People, Culture and Communities | The Natural World | Creating with Materials    | Being Imaginative and Expressive |
| No. of children | 7                                       | 10       | 5                                          | 4             | 3                      | 12                   | 11                | 8             | 8            | 6       | 9           | 9                  | 9                       | 9                               | 11                | 13                         | 9                                |
| %               | 46%                                     | 67%      | 33%                                        | 27%           | 20%                    | 80%                  | 73%               | 53%           | 53%          | 40%     | 60%         | 60%                | 60%                     | 60%                             | 73%               | 87%                        | 60%                              |

| Year 1- Autumn Term   |     |             |     |             |     |               | Year 1- Spring Term |     |             |      |             |     |            | Year 2- Spring Term |     |             |     |             |     |             |     |
|-----------------------|-----|-------------|-----|-------------|-----|---------------|---------------------|-----|-------------|------|-------------|-----|------------|---------------------|-----|-------------|-----|-------------|-----|-------------|-----|
| Reading               |     | Writing     |     | Maths       |     | Custom Std    | Reading             |     | Writing     |      | Maths       |     | Custom Std | Reading             |     | Writing     |     | Maths       |     | Custom Std  |     |
| Std Met               | 64% | Std Met     | 55% | Std Met     | 64% | 55%           | Std Met             | 64% | Std Met     | 55%  | Std Met     | 75% | 45%        | Std Met             | 36% | Std Met     | 50% | Std Met     | 50% |             |     |
| Std Not Met           | 36% | Std Not Met | 45% | Std Not Met | 36% |               | Std Not Met         | 36% | Std Not Met | 45%  | Std Not Met | 27% |            | Std Not Met         | 63% | Std Not Met | 88% | Std Not Met | 50% | Std Not Met | 10% |
|                       |     |             |     |             |     |               |                     |     |             |      |             |     |            |                     |     |             |     |             |     |             |     |
| Year 2- End of Year 1 |     |             |     |             |     |               | Year 2- Autumn Term |     |             |      |             |     |            | Year 3- Spring Term |     |             |     |             |     |             |     |
| Reading               |     | Writing     |     | Maths       |     | Floor Std Met | Reading             |     | Writing     |      | Maths       |     | Custom Std | Reading             |     | Writing     |     | Maths       |     | Custom Std  |     |
| Std Met               | 50% | Std Met     | 25% | Std Met     | 50% | 25%           | Std Met             | 63% | Std Met     | 25%  | Std Met     | 50% | 25%        | Std Met             | 38% | Std Met     | 50% | Std Met     | 50% |             |     |
| Std Not Met           | 50% | Std Not Met | 75% | Std Not Met | 50% |               | Std Not Met         | 63% | Std Not Met | 75%  | Std Not Met | 50% |            | Std Not Met         | 63% | Std Not Met | 88% | Std Not Met | 50% | Std Not Met | 10% |
|                       |     |             |     |             |     |               |                     |     |             |      |             |     |            |                     |     |             |     |             |     |             |     |
| Year 3- End of Year 2 |     |             |     |             |     |               | Year 3- Autumn Term |     |             |      |             |     |            | Year 4- Spring Term |     |             |     |             |     |             |     |
| Reading               |     | Writing     |     | Maths       |     | Floor Std Met | Reading             |     | Writing     |      | Maths       |     | Custom Std | Reading             |     | Writing     |     | Maths       |     | Custom Std  |     |
| Std Met               | 75% | Std Met     | 50% | Std Met     | 63% | 50%           | Std Met             | 63% | Std Met     | 60%  | Std Met     | 55% | 0%         | Std Met             | 55% | Std Met     | 75% | Std Met     | 40% |             |     |
| Std Not Met           | 25% | Std Not Met | 50% | Std Not Met | 37% |               | Std Not Met         | 63% | Std Not Met | 100% | Std Not Met | 44% |            | Std Not Met         | 44% | Std Not Met | 81% | Std Not Met | 55% | Std Not Met | 10% |
|                       |     |             |     |             |     |               |                     |     |             |      |             |     |            |                     |     |             |     |             |     |             |     |
| Year 4- End of Year 3 |     |             |     |             |     |               | Year 4- Autumn Term |     |             |      |             |     |            | Year 5- Spring Term |     |             |     |             |     |             |     |
| Reading               |     | Writing     |     | Maths       |     | Floor Std Met | Reading             |     | Writing     |      | Maths       |     | Custom Std | Reading             |     | Writing     |     | Maths       |     | Custom Std  |     |
| Std Met               | 50% | Std Met     | 45% | Std Met     | 65% | 45%           | Std Met             | 55% | Std Met     | 65%  | Std Met     | 40% | 35%        | Std Met             | 50% | Std Met     | 60% | Std Met     | 55% |             |     |
| Std Not Met           | 50% | Std Not Met | 55% | Std Not Met | 35% |               | Std Not Met         | 55% | Std Not Met | 65%  | Std Not Met | 40% |            | Std Not Met         | 50% | Std Not Met | 60% | Std Not Met | 55% | Std Not Met | 35% |
|                       |     |             |     |             |     |               |                     |     |             |      |             |     |            |                     |     |             |     |             |     |             |     |
| Year 5- End of Year 4 |     |             |     |             |     |               | Year 5- Autumn Term |     |             |      |             |     |            | Year 6- Spring Term |     |             |     |             |     |             |     |
| Reading               |     | Writing     |     | Maths       |     | Floor Std Met | Reading             |     | Writing     |      | Maths       |     | Custom Std | Reading             |     | Writing     |     | Maths       |     | Custom Std  |     |
| Std Met               | 45% | Std Met     | 27% | Std Met     | 36% | 27%           | Std Met             | 60% | Std Met     | 40%  | Std Met     | 40% | 30%        | Std Met             | 40% | Std Met     | 40% | Std Met     | 40% |             |     |
| Std Not Met           | 55% | Std Not Met | 73% | Std Not Met | 64% |               | Std Not Met         | 60% | Std Not Met | 60%  | Std Not Met | 60% |            | Std Not Met         | 60% | Std Not Met | 60% | Std Not Met | 60% | Std Not Met | 30% |
|                       |     |             |     |             |     |               |                     |     |             |      |             |     |            |                     |     |             |     |             |     |             |     |
| Year 6- End of Year 5 |     |             |     |             |     |               | Year 6- Autumn Term |     |             |      |             |     |            | Year 6- Spring Term |     |             |     |             |     |             |     |
| Reading               |     | Writing     |     | Maths       |     | Floor Std Met | Reading             |     | Writing     |      | Maths       |     | Custom Std | Reading             |     | Writing     |     | Maths       |     | Custom Std  |     |
| Std Met               | 31% | Std Met     | 23% | Std Met     | 31% | 23%           | Std Met             | 67% | Std Met     | 33%  | Std Met     | 42% | 25%        | Std Met             | 62% | Std Met     | 77% | Std Met     | 54% |             |     |
| Std Not Met           | 69% | Std Not Met | 77% | Std Not Met | 69% |               | Std Not Met         | 67% | Std Not Met | 67%  | Std Not Met | 58% |            | Std Not Met         | 62% | Std Not Met | 77% | Std Not Met | 54% | Std Not Met | 23% |
|                       |     |             |     |             |     |               |                     |     |             |      |             |     |            |                     |     |             |     |             |     |             |     |

From data analysis on Spring Term assessments, key outcomes are as follows:

- Key children have been identified in Y2 writing, Y3 maths, Y4 Maths and Y6 writing for having made no progress/regressed. Individual action will need to be put in place for these children, however, there have been extenuating circumstances in some of these cases.
- Children who have not made progress have been identified and shared with relevant staff members.
- Generally positive picture across school, particularly in in reading and writing.

**Objective 1 and 2:** Positive progress made by many PP children moving towards ARE. Will continue the close monitoring of this and termly teacher meetings to ensure support is in place.

**Objective 4:** High proportions of PP children on track to achieve GLD

**Objective 5:** Some progress made, individuals have been identified and actions will be put in place where necessary.

**Objective 7:** New incentives have had a positive impact.