

## **Davyhulme Primary School Pupil Premium Strategy 2022-2023**

### **Pupil Premium and Pupil Outcomes**

#### **Background**

Pupil Premium is a grant given to schools for each child who claims free school means currently, or who has done so in the past six years. The Government has provided this grant so that schools can allocate additional support to address the current underlying inequalities between disadvantaged children and their peers.

#### **Our Pupil Premium Strategy at Davyhulme Primary School**

Davyhulme Primary School is committed to ensuring that all children achieve the highest academic standards and that any disadvantage as a result of pupils' home circumstances is redressed as early, quickly and effectively as possible.

Broadly, Pupil Premium funding is spent in three ways at Davyhulme Primary School. Significant funding is allocated to direct academic support to ensure that all disadvantaged pupils have the necessary support to reach at least the national standards of attainment in the core areas of Reading, Writing and Mathematics by the time they leave the school. This is our main objective. Further Pupil Premium funds are used to ensure disadvantaged pupils are able to play a full part in the life of the school, removing any differences in opportunity that might occur as a result of financial constraints. Pupil Premium funds are also directed to support any social and emotional needs of some of our pupils; it is proven that by addressing these needs and taking care of pupils' well-being, this removes barriers to learning and enables pupils to make progress with their learning.

Ultimately all funds, both those derived from the Pupil Premium and those from the main school budget that supplement these, are used to ensure equity of experiences and outcomes for the most disadvantaged children with their peers.

**While we receive Pupil Premium funding in line with the financial year (April to April), we measure impact in line with the academic year (September to September).** Our Pupil Premium strategy is reviewed annually in response to the needs of our pupils and to academic research which analyses the effectiveness of different interventions and strategies.



# 1. Pupil Premium Strategy Statement 2022 to 2023

School	Davyhulme Primary School				
Academic Year	2022-2023	Total PP budget	£54 708	Date of most recent PP Review	September 2022
Total number of pupils	514	Number of pupils eligible for PP	38 plus 4 LAC	Date for next internal review of this strategy	September 20223
2a. Current attainment: End of Key Stage 2 2022					
Key Stage 2 (8 pupils)		Pupils eligible for PP at D.P.S.	Non PP children at D.P.S.	Non PP Children (National)	PP children (National)
% PUPILS ACHIEVING THE EXPECTED STANDARD IN READING		87.5%	83.9%	80%	62%
% PUPILS ACHIEVING THE EXPECTED STANDARD IN WRITING		62.5%	79%	75%	55%
% PUPILS ACHIEVING THE EXPECTED STANDARD IN MATHEMATICS		62.5%	85.5%	78%	56%
% PUPILS ACHIEVING THE EXPECTED STANDARD IN RWM COMBINED		62.5%	77.4%	tbc	tbc
2b. Current attainment: End of Key Stage 1 2022					
Key Stage 1 (5 pupils)		Pupils eligible for PP at D.P.S.	Non PP children at D.P.S.	Non PP Children (National)	PP children (National)
% PUPILS ACHIEVING THE EXPECTED STANDARD IN READING		60%	84.4%	tbc	tbc
% PUPILS ACHIEVING THE EXPECTED STANDARD IN WRITING		20%	78.1%	tbc	tbc
% PUPILS ACHIEVING THE EXPECTED STANDARD IN MATHEMATICS		80%	85.9%	tbc	tbc
% PUPILS ACHIEVING THE EXPECTED STANDARD IN RWM COMBINED		20%	75%	tbc	tbc
Phonics Screening Check Pass- 80% (all pupils)		100%	82%		
2c. E.Y.F.S. 2022					
		Pupils eligible for PP at D.P.S. (2 pupils)	Non PP children at D.P.S. (68 pupils)	Non PP Children (National)	
% PUPILS THAT ACHIEVED G.L.D.		50%	86%	tbc	
% PUPILS AT EXPECTED FOR READING		100%	89%	tbc	
% PUPILS AT EXPECTED FOR WRITING		50%	73%	tbc	
% PUPILS AT EXPECTED FOR MATHEMATICS		100%	89%	tbc	

3.Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school)		
X	Disruption caused to the education of some of our most vulnerable and disadvantaged pupils by Coronavirus pandemic.	<ul style="list-style-type: none"> <li>To ensure that pupils from the most vulnerable and disadvantaged backgrounds are not adversely affected by the disruption to their education, caused by Covid-19.</li> <li>To ensure that gaps in learning are identified and that additional intervention is put in place in order for pupils to keep up with their learning.</li> </ul>
A.	High numbers of PP pupils with SEND.	<ul style="list-style-type: none"> <li>Close link between SEN and Pupil Premium – key marginal</li> <li>In 2022-2023, 14/41 Pupil Premium pupils are also on the SEN Register (<b>34%</b>).</li> </ul>
B.	Limited language, vocabulary and communication skills.	<ul style="list-style-type: none"> <li>Some of our PP pupils have poor language skills – limited vocabulary.</li> <li>Skills in language and communication are lower upon entry.</li> <li>Data analysis shows in-school gaps between PP pupils and not PP pupils in English (see Target Tracker) E.g. analysis of reading comprehension papers, indicates a limited vocabulary.</li> </ul>
C.	Lack of Parental Engagement for <b>some</b> of our PP pupils.	<ul style="list-style-type: none"> <li><u>Some</u> of our parents of PP pupils do not engage with school as much as we would like – e.g. ensuring homework is completed or that reading is done regularly at home.</li> <li>Ability to support learning at home and develop hobbies outside of school is compromised in some families.</li> <li>Limited aspirations and valuing of education amongst some families which can lead to poor attendance, poor punctuality and a lack of support for school over issues related to behaviour/academic work and attitudes to learning.</li> </ul>
D.	Lower than average attendance for some of our PP pupils and poor punctuality.	<ul style="list-style-type: none"> <li><u>Some</u> of our disadvantaged pupils have poor attendance which contributes to lower than expected progress.</li> <li>Impacts on pupils' ability to access learning.</li> <li>See individual case studies</li> <li>Mrs Sanderson/E.W.O. to support families with persistent difficulties.</li> </ul>
E.	Social and emotional barriers to learning for some of our PP pupils.	<ul style="list-style-type: none"> <li>Some of our PP pupils have additional difficulties with emotional regulation, anxiety, low self-esteem or mental health needs.</li> <li>Poor emotional resilience and self-regulation skills impact on some pupils' ability to work collaboratively and to accept a degree of challenge in their learning.</li> <li>Some of our LAC pupils have experienced trauma.</li> </ul>
F.	Limited life experiences of some of our PP pupils – widen their 'cultural capital'. Engage and enrich.	<ul style="list-style-type: none"> <li>Some of our PP pupils do not engage in extracurricular activities.</li> </ul>

		<ul style="list-style-type: none"> <li>Lack of aspiration and valuing of education amongst some of our PP families.</li> </ul>
<b>1. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>X</b>	To ensure that pupils from the most vulnerable and disadvantaged backgrounds are not adversely affected by the disruption to their education, caused by Covid-19.	<p>Gaps in learning for PP pupils have been quickly identified.</p> <p>Target PP pupils identified to take part in catch up intervention programmes to provide additional, targeted support in English/Maths.</p> <p>Successfully researched most effective catch up strategies - see the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a></p> <p>Established small group tuition for targeted pupils.</p> <p>Data pre/post intervention shows good progression and improved levels of attainment – evidence of gaps in learning being addressed.</p> <p>Effective intervention strategies to have been put in place: pre-teaching and same day catch up.</p>
<b>A1.</b>	<p>To raise attainment of PP children at the end of Key Stage 2, focusing on Writing and Mathematics in particular (based on 2022 data)</p> <p>To continue to diminish the difference between PP and non-PP pupils in progress and attainment..</p>	<p>Year 6 PP children will make good progress from prior attainment or reach National expectation in 2023 Key Stage 2 SATs.</p> <p>Increase in % of PP pupils achieving the Expected Standard at the end of Key Stage 2. We will focus on Writing and Maths in particular – Reading was very strong for PP in 2022.</p> <p>Gap between PP and non-PP pupils will close.</p> <p>Pupils make rapid progress so that by the end of KS 2, PP pupils achieve in line with national age related expectations combined.</p> <p>Scaled scores are positive.</p> <p>Effective intervention strategies to have been put in place: pre-teaching and same day catch up.</p>
<b>A1.1</b>	<p>To raise attainment of PP children at the end of Key Stage 1, focusing on Writing and Reading in particular based on 2022 data.</p> <p>To continue to diminish the difference between PP and non-PP pupils in progress and attainment.</p>	<p>Year 2 PP children will make good progress from prior attainment or reach National expectation in 2022 Key Stage 2 SATs.</p> <p>Increase in % of PP pupils achieving the Expected Standard at the end of Key Stage 1. The focus will be on Writing and Reading in particular as attainment in Maths was strong.</p> <p>Gap between PP and non-PP pupils will close.</p> <p>Scaled scores are positive.</p> <p>Effective intervention strategies to have been put in place: pre-teaching and same day catch up.</p>
<b>A2.</b>	<p>To raise attainment of PP children in Reading, Writing and Mathematics in all year groups.</p> <p>To continue to diminish the difference between PP and non-PP pupils in progress and attainment, ensuring a more consistent picture emerges across the school.</p>	<p>PP children in other year groups will have made good progress based on prior attainment or age related expectation (monitored on Target Tracker).</p> <p>At the end of the academic year, gaps to be closing between PP and non-PP children (see Target Tracker).</p> <p>Improved Standardised Scores from Autumn term compared to Summer term for PP pupils using NFER assessments in Years 3, 4 and 5 and PIRA/PUMA assessments in KS 1.</p> <p>Effective intervention strategies to have been put in place: pre-teaching and same day catch up.</p>
<b>A3.</b>	To ensure expected <b>progress</b> of children who are PP and SEN where achieving National Standard is not obtainable through national testing - measure progress through NFER assessments and internal tracking systems.	<p>Clear <b>progress</b> of PP children with SEND will be evident through the use of NFER/PUMA/PIRA assessments and internal tracking systems – ‘personal progress’ evident.</p> <p>PP pupils closely monitored and targets set – Pupil Passports.</p>
<b>A4.</b>	To stretch and challenge our more able Pupil Premium pupils to enable them to excel.	An increase in the % of PP pupils working at the higher standard in Reading, Writing and Mathematics at the end of Key Stage 1 and Key Stage 2 in 2021 SATs tests.
<b>B.</b>	To improve language and communication skills on entry and widen children’s vocabulary across the school.	<p>CLL – GLD for PP pupils to increase.</p> <p>Analysis of KS 1 and KS 2 reading papers to show improved understanding of language/vocabulary amongst PP pupils.</p> <p>Evidence of raised attainment in Reading and Writing at the end of KS 1 and KS 2.</p> <p>Wellcomm - assessment on entry</p>
<b>C.</b>	To increase Parental Engagement	<p>Pastoral Leads/Family Liaison to have increased contact with disengaged families.</p> <p>Improved attendance at school events – e.g. Parents’ Evening, school plays etc.</p>

		<p>Increased contact evidenced through pupil planners – e.g. regular reading at home, homework tasks completed and signed.</p> <p>Increased parental engagement on our digital learning platform, Seesaw.</p> <p>Increase in % of parents of PP pupils accessing Seesaw.</p> <p>Parents of targeted pupils (Year 6) to attend meetings with Head teacher/Deputy head.</p>
D.	To improve attendance/punctuality of those target PP pupils (target pupils with attendance below 96%).	<p>Overall attendance of disadvantaged pupils to increase to 96%.</p> <p>Specific targeting of individual PP pupils and families whose attendance falls below 96%.</p> <p>Improved punctuality of target PP pupils and increase in contact between target families and Family Liaison Lead.</p>
E.	To support PP children with social and emotional barriers to learning.	<p>Sensory Room/Nurture room set up and running, offering targeted support to specific PP pupils.</p> <p>PP children across the school will receive support from Parent Liaisons/Pastoral Support leads – emotion coaching, play therapy, nurture groups, Circle Time, close monitoring of attendance and pupil well-being.</p> <p>Evidence that pupils are able to self-regulate better, using Zones of Regulation and strategies to regulate emotions.</p> <p>PP children will have strategies to support them socially and emotionally.</p> <p>Parents of PP to receive support and strategies for managing social and emotional difficulties (liaise with L.S. and D.S.).</p> <p>Improvement in behaviour/attitudes to learning evidenced by teaching staff – children appear happier, more resilient and ready to learn, leading to improvement in attainment and progress.</p> <p>As children have access to support, this should lead to decrease in number of pupils requiring additional support e.g. 'success stories' of individual pupils who no longer need to attend Nurture Group on Friday.</p> <p>PSHE workshops for Y5 and Y6 pupils.</p>
F.	<p>To ensure all PP pupils have opportunities to attend enrichment activities to further aspirations.</p> <p>To increase involvement in extra-curricular activities on offer in school.</p> <p>To ensure all PP pupils have equal access to a broad and balanced curriculum.</p> <p>To widen the 'cultural capital' of our PP pupils.</p>	<p>Children are able to access all activities on offer throughout the school, irrespective of social barriers.</p> <p>Increased attendance/participation in enrichment activities of PP pupils e.g. after school clubs, theatre visits.</p> <p>Increase in % of PP pupils having the opportunity to learn a musical instrument.</p> <p>School trips/residential trips accessible for all pupils.</p> <p>PP pupils to access outdoor learning 'Forest Schools'.</p> <p>LAC pupils to have received monthly book packs from the Reading Trust for 6 months.</p>

2. Planned expenditure					
Academic year		2022 - 2023			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all – sets high aspirations for all pupils. Classroom Pedagogy.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<p>To raise attainment of PP pupils in all year groups so that the gap between PP and not-PP pupils is diminished (A1, A2 and A3).</p> <p>To ensure that there is a <b>more consistent picture across the school</b> for narrowing the</p>	<p>For all teachers <b>to continue to specifically target PP pupils in their class</b> (QFT) by:</p> <ul style="list-style-type: none"><li>Identifying barriers to learning;</li><li>Setting individual targets for improvement;</li><li>Highlighting PP pupils in planning;</li></ul>	<p>Research undertaken by NFER/DfE (7 building blocks that are more successful in raising disadvantaged attainment). For example:</p> <p>Focusing on high quality teaching first by providing consistently high standards by setting expectations, monitoring performance and sharing best practice.</p> <p>High quality teaching for all!</p>	<p>Careful monitoring of progress and attainment of PP pupils in all classes.</p> <p>Deputy Head to work in each class alongside PP pupils on rota basis.</p> <p>Monitoring of data on Target Tracker – termly.</p>	<p>K.B.</p> <p>Review half-termly.</p>	<p>Deputy Head 1 day per week working with PP pupils in class and/or small intervention groups</p> <p><b>£8,491</b></p>

<p>gap between PP and not PP pupils.</p>	<ul style="list-style-type: none"> <li>Focusing on PP pupils when tracking and monitoring progress and attainment on Target Tracker;</li> <li>Targeting PP pupils through performance management targets;</li> <li>Discussing progress/attainment of PP pupils during termly Pupil Progress Meetings to identify gaps in learning;</li> <li>Ensure all teaching staff are aware of prior attainment of PP pupils;</li> <li>Use of NFER/PUMA/PIRA assessments to identify gaps in learning;</li> <li>Providing high quality feedback to PP pupils.</li> <li><b>Pre-teach/pre-learn intervention.</b></li> <li><b>Catch up sessions for target pupils – same day intervention.</b></li> </ul>	<p>Being Data driven and responding to evidence. Meeting individual learning needs. Further evidence obtained from Education Endowment Foundation (E.E.F.) Teaching and Learning Toolkit which measures impact v cost to demonstrate effectiveness of different strategies.</p> <p>Pre-teaching, over learning techniques and same day catch up sessions have been effective and simple interventions for English and Maths in our school: <i>'The one teaching intervention that could most benefit a range of pupils, including EAL and SEN, is – according to Daniel Sobel – the use of pre-teaching and over learning'</i> Pupil Premium Update, June 2018.</p> <p>Former Pupil Premium champion, Sir John Dunford recommends schools adopt high-impact strategies for maintaining the momentum of school improvement: <b>An ethos of attainment for all pupils – high aspirations and expectations for all.</b> <b>An unerring focus on high quality teaching.</b> <b>Complete, 100 % buy-in from all staff, with all staff conveying positive and aspirational messages to disadvantaged pupils.</b></p>	<p>Analysis of NFER/PUMA/PIRA assessments to identify gaps in learning &gt; focus. Learning walks. Pupil voice. Lesson 'drop ins'. Half-termly scrutiny of PP pupils' work.</p>		
<p>By focusing on <b>metacognition and self-regulation approaches</b> ('learning to learn'), pupils will be more able to think about their own learning more explicitly and develop a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Pupils, through a metacognition focus, are able to apply learning strategies to overcome challenging tasks. This, in turn, should have a positive impact on attainment and progress.</p>	<p><b>Continue work on embedding a growth mindset culture</b> in children across the school. For example, 'Is this my best work?' rather than 'this will do.'</p> <p>The language of growth mindset to be routinely used within all classrooms e.g. 'I can't do this....yet!'.</p> <p>Continued promotion of 'growth mindset' dinosaurs in EYs, promoting growth mindset in an Early years friendly way.</p> <p>Mistakes to be recognised that effective learning is taking place – challenge/reach zone.</p> <p>The Learning Pit to be established within every classroom (and displayed). Children to show a growing understanding of how it feels when they enter the learning pit. They understand that they</p>	<p>Research obtained from Education Endowment Foundation (E.E.F.) Teaching and Learning Toolkit which shows high impact for very low cost (+7) for Metacognition and self-regulation strategies. These strategies have consistently high levels of impact, with pupils making an average of 7 months' additional progress.</p> <p>The evidence indicates that these strategies can be particularly effective for low achieving and older pupils.</p> <p>Pupils are not always able to set themselves targets or to judge themselves if work is challenging.</p>	<p>Principles of growth mindset embedded through assembly, quality marking &amp; feedback.</p> <p>Evidence in learning walks and lesson observations/drop ins.</p> <p>Pupil voice shows that children can use the language of learning and talk about ways in which they learn better.</p> <p>Monitor effectiveness of Zones of Regulation and associated strategies – has positive impact been noted? Reduction in aggressive outbursts?</p>	<p>KB EB ST LM</p>	

<p>Pupils can self-regulate and plan an approach to learning which will work for them.</p> <p>(A1,2,3 &amp; 4)</p>	<p>have entered their 'stretch zone' and that this is when deep learning takes place.</p> <p>Continue to ensure that Zones of Regulation are referred to regularly throughout the school day (check in time) and strategies for regulation are used.</p> <p>Encourage pupils to take greater responsibility for their learning and to develop their understanding of what is required to succeed.</p> <p>Consider how, in the classroom, teachers can promote and develop metacognitive talk related to the learning objectives.</p> <p>Revisit Metacognition CPD – 'Growth Mindsets' led by Barry Hymer 3/1/2020.</p> <p>Refer all teaching staff to their copy of 'Growth Mindset' pocketbook by Barry Hymer and Mike Gershon.</p> <p>Encourage pupils to take greater responsibility for their learning and to develop their understanding of what is required to succeed.</p>				
<p>To improve the academic performance of pupils by focusing on outdoor learning. (A1,2,3 &amp; 4).</p>	<p>Whole school focus on outdoor learning, specifically targeting PP pupils and LAC pupils in Key Stage 1 and Key Stage 2.</p> <p>Send selected staff from each Phase on outdoor learning training (Forest Schools) led by Nature's Den.</p> <p>Forest School course leaders to come into our school to work with staff and pupils for half a term – model good practice.</p> <p>Target specific PP pupils who struggle to learn within the confines of the classroom.</p> <p>Target specific PP pupils who do not have access to any other forms of enrichment with PP grant.</p> <p>Provide pupils with correct outdoor clothing, if not available – e.g. waterproof playsuits and wellies.</p> <p>Purchase equipment for Forest Schools so that our teaching staff can continue to promote outdoor learning.</p>	<p>Research obtained from Education Endowment Foundation (E.E.F.) Teaching and Learning Toolkit.</p> <p>Overall, studies of outdoor learning consistently show positive benefits on academic learning. On average, pupils who participate in outdoor learning interventions make approximately four additional months' progress. This is also evidence of an impact on non-cognitive outcomes such as self-confidence, resilience, perseverance etc. It is hoped that development of these skills will have a knock-on impact on academic outcomes.</p>	<p>Positive impact on academic outcomes for target PP pupils (evidenced through improved attainment/progress measures). Termly tracking of attainment/progress of target PP pupils.</p> <p>Positive impact on behaviour/learning to learning strategies in the classroom – feedback from teaching staff and evidence shown in PEMS and Leuven Scales for behaviour, wellbeing and involvement.</p> <p>Pupil voice.</p> <p>Learning walks.</p>	<p>KB BW LS BQ</p>	<p>Cost of 12 week, in school, bespoke training led by Forest Schools practitioners from Nature's Den for KS 2 (Autumn term) and EYFS/KS 1 (Spring term) <b>£1,920</b></p> <p>Clothing provided for KS 2 pupils: waterproof playsuits and wellies TBC (use surplus)</p> <p>Purchase of equipment for Forest School: TBC (use surplus).</p>
<p>B. To improve language and communication skills on entry and widen children's</p>	<p><u>Continue</u> whole school focus on language, communication and vocabulary.</p>	<p>Alex Quigley's book 'Closing the Vocabulary Gap'</p>	<p>Learning Walks to monitor classroom environments and how they are used in teaching.</p>	<p>KB LM R McN</p>	<p>Virtual Vocabulary Conference x 2 members of staff: £360 (use surplus)</p>

<p>vocabulary and language across the school.</p>	<p>English leads to attend TTSA's Virtual Vocabulary Conference in November 2022. SLT to feedback to staff and lead staff training on strategies suggested during course. Introduction of Word Walls in each classroom. Train teachers to become more knowledgeable and confident in explicit vocabulary teaching – strategies recommended in Alex Quigley's Closing the Vocabulary Gap.' Introduction of strategies to widen and develop language and vocabulary recommended by Jane Considine Inset – e.g. focus on high utility words during Book Talk, word mats, sentence stacking to highlight ambitious vocabulary. 'Shades of meaning' displays – arranging synonyms for words into low to high intensity words e.g. glimpse, look, glare. Focus on language and vocabulary during comprehension lessons – purchase of Cracking Comprehension resources.</p> <p>To specifically target language and communication skills on entry, Wellcomm toolkit to be used for ALL pupils following very successful trial last year.</p>	<p><i>'In the years I've devoted to literacy, I have learnt what I should always have known – that nothing matters more than words. Words lie at the heart of our quest to narrow the gap between the advantaged and disadvantaged, to address social mobility.'</i> Geoff Barton, General Secretary of Association of School and College leaders, UK</p> <p>The end of KS 2 expectation in terms of pupils' understanding of language/vocabulary rose dramatically in 2016 and analysis of our SATs results showed us that our pupils had found the Reading paper particularly challenging in terms of understanding, Children's exposure to rich vocabulary raises their language development.</p>	<p>Consider setting pupils' challenge – how many new words can you learn?</p> <p>On World Book Day, suggest pupils dress up an ambitious word or an idiom.</p> <p>Monitor book talk – use of high utility words.</p> <p>Shades of meaning display.</p> <p>Analysis of impact of Welcomm intervention toolkit in EYFS.</p>	<p>ST EB</p>	
<p>Total Budgeted cost</p>					<p>£10, 411</p>



**ii. Targeted support**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
To ensure that pupils from the most vulnerable and disadvantaged backgrounds are not adversely affected by the disruption to their education, caused by Covid-19. (X)	<p>Focus on social/emotional needs and wellbeing of our PP/LAC pupils – PSHE scheme (Jigsaw), mindfulness, Circle Time, Values, use of Sensory/Nurture room.</p> <p>Identify target PP pupils to take part in keep up intervention programmes to provide additional, targeted support in English/Maths – intervention for target pupils working below age related expectation in Summer 2022</p> <p>Employ tutor/teacher for keep up intervention using additional PP funding – Doyenne Assist.</p> <p>KB to research most effective catch up strategies - see the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a></p> <p>Gaps in learning to be identified and support programme put in place to ensure rapid progress is made.</p> <p>Measure impact - Data pre/post intervention shows good progression and improved levels of attainment – evidence of gaps in learning being addressed.</p>	<p>Research undertaken of most effective catch up strategies - see the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a></p>	<p>Close monitoring of intervention sessions – pre/post intervention data closely analysed.</p> <p>Gaps in learning to be clearly identified.</p>	KB EB Tutor	Funding for catch up tuition provided by Doyenne Assist (separate funding stream).

<p>A1.To raise attainment of PP children in Key Stage 2 (Year Six) data – <b>targeted intervention in Maths and English.</b></p>	<p>Quality First Teaching. Deputy Head teacher to provide targeted additional support to PP pupils in Year 6 in small groups for English and Mathematics – each group to receive 2 hours additional support per week.</p> <p>HLTA to also support PP pupils in small groups in English and Mathematics.</p> <p>Focus of additional intervention is to enable pupils to overcome gaps in learning to help them make improved progress and to raise their standards of achievement.</p> <p>Meet with parents of individual pupils to ensure that they support children with homework and that they are on board with additional support.</p> <p>PP children receive targeted intervention in Reading, Writing and Maths led by Deputy Head teacher.</p> <p>Use pre-teach/pre-learn interventions and daily catch up strategies.</p> <p>Deputy Head teacher to ‘check in’ daily with PP pupils to monitor attendance, well-being, homework and reading.</p> <p>Purchase additional intervention resources (CPG booster materials).</p> <p>PP TAs to provide some additional intervention for target PP pupils (BQ and BW).</p>	<p>Research obtained from Education Endowment Foundation (E.E.F.) Teaching and Learning Toolkit – small group tuition: moderate impact for moderate cost.</p> <p>Historical track record of pupils who have previously received targeted support - see end of KS 2 2018 data.</p> <p>Evidence from NFER/DfE report ‘What are the most effective ways to support disadvantaged pupils’ achievement’</p> <p><b>Deploying staff effectively:</b></p> <p><i>‘Schools devolve responsibility to frontline staff; use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils’ learning.’</i></p> <p>Data driven and responding to evidence: <i>‘Teachers use data to identify pupils’ learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. <b>Schools use evidence to make decisions about their support strategies.</b>’</i></p>	<p>Careful timetabling of intervention targeted at PP children. Careful assessing of pupils’ needs in order to overcome gaps in learning. Deputy Head to lead x 2 small group intervention sessions 3 times per week (<b>total 6 hours</b>).</p> <p>HLTA to support PP pupils in small groups in English and Mathematics.</p> <p>Use half-termly assessments to track progress and attainment.</p> <p>Identify barriers to learning in order to provide targeted support.</p>	<p>KB LS MU Tutor</p>	<p>Deputy Head 6 hours intervention/support per week for 27 weeks (after Christmas) (Cost included above)</p> <p>Daily reading/check in of PP/LAC pupils by LS (HLTA) <b>£1, 558.40</b></p> <p>Weekly additional intervention for PP pupils (reading, handwriting, maths focus) led by BW: <b>£953</b></p> <p>Additional teaching materials: TBC (surplus)</p>
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<p>A2.To raise attainment of PP children in Key Stage 1 (Year 2) data – targeted intervention in Maths and English</p>	<p>Quality First Teaching.</p> <p>Deputy Head to provide 1-hour additional intervention in small groups.</p> <p>Year 2 T.A. to provide targeted intervention and support in class to PP pupils.</p> <p>Use pre-teach/pre-learn interventions and daily catch up strategies.</p> <p>BQ to provide targeted intervention for PP pupils to close gaps in learning and to raise attainment and progress.</p>	<p>Research obtained from Education Endowment Foundation (E.E.F.) Teaching and Learning Toolkit – small group tuition: moderate impact for moderate cost.</p> <p>Historical track record of pupils who have previously received targeted support - see end of KS 2 2018 data.</p> <p>Evidence from NFER/DfE report 'What are the most effective ways to support disadvantaged pupils' achievement' <b>Deploying staff effectively:</b></p> <p><i>'Schools devolve responsibility to frontline staff; use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.'</i></p> <p><b>Data driven and responding to evidence:</b> <i>'Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.'</i></p>	<p>Careful timetabling of intervention targeted at PP children.</p> <p>T.A. to run intervention groups in afternoon sessions and assembly sessions – pre-teach/pre-learn and same day catch up.</p> <p>Targeted support to be provided in class.</p> <p>Regular analysis of data.</p> <p>Termly Pupil Progress Meetings.</p>	<p>KB EB BQ</p>	<p>Deputy Head 1 hour targeted intervention per week after Christmas (cost for DH time already accounted for).</p> <p>Additional interventions for PP/LAC pupils led by BQ : <b>£7,453</b></p>
<p>A3.To ensure those children who are PP and SENAS make expected progress where achieving National Standard is unobtainable.</p>	<p>Quality First Teaching – ensure PP pupils are focus in planning, teaching, marking, feedback and monitoring.</p> <p>Refresh training on using Clicker 8 (whole school licence) .</p> <p>Purchase of online subscription to Project X (reading intervention).</p> <p>Boosting Reading at Primary intervention to target some of our PP pupils.</p> <p>Targeted intervention/support given by T.A.s. including: intervention groups, 1 to 1 Precision Teaching and support during lessons</p> <p>To implement the termly use of assessments for those PP children on the SEN register as an accurate measure of progress – termly NFER/PIRA/PUMA assessments.</p> <p>Use pre-learn/pre-teach/over learning strategies and same day, 'in the moment' catch up sessions.</p> <p>Rigorous tracking of SENAS pupils' progress on Target Tracker (termly) by SENCo.</p> <p>Focus of termly Pupil Progress meetings</p>	<p>Evidence from NFER/DfE report 'What are the most effective ways to support disadvantaged pupils' achievement' <b>Deploying staff effectively:</b></p> <p><i>'Schools devolve responsibility to frontline staff; use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.'</i></p> <p><b>Data driven and responding to evidence:</b> <i>'Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.'</i></p>	<p>Track and monitor progress of those children who are PP and SENAS termly, focusing on those working below Age Related Expectations.</p> <p>Regular analysis of data.</p> <p>Identify barriers to learning.</p> <p>Provide targeted, focused support and intervention.</p> <p>Use of termly NFER assessments.</p> <p>Review impact of intervention strategies – pre and post intervention data (progress and attainment).</p> <p>Are SENAS pupils making expected 'personal progress?'</p>	<p>RG KB BQ BW LS Teaching staff</p>	<p>Additional interventions for SEN/PP/LAC pupils led by BQ : <b>£3, 726.50</b></p>

<p>A4. To stretch and challenge our more able Pupil Premium pupils to enable them to excel.</p>	<p>Quality First Teaching. Relentless whole school focus on PP pupils. Implementation of metacognition and self-regulation strategies – learning to learn. Targeted intervention for PP pupils by Deputy Head. Parents of target PP pupils to meet with Deputy Head. Rigorous tracking of target PP pupils – focus on Pupil Progress meetings. High expectation ethos established across the school. Purchase of challenge/stretch resources for most able PP pupils. Additional tuition provided for target PP pupils who have potential to achieve higher standard in Reading, Writing and Maths (Doyenne Assist).</p>	<p>Evidence from NFER/DfE report 'What are the most effective ways to support disadvantaged pupils' achievement' <b>Deploying staff effectively:</b></p> <p><i>'Schools devolve responsibility to frontline staff; use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.'</i></p> <p><b>Data driven and responding to evidence:</b> <i>'Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.'</i></p>	<p>Track and monitor attainment and progress of Target PP pupils – i.e. those working at or above Expected Standard.</p> <p>Increase in % of PP pupils working at higher standard at the end of KS 1 and KS 2.</p>	<p>KB BW</p>	<p>Deputy Head 2 hours targeted intervention per week after Christmas for target PP pupils in Y2/Y6 (cost already included).</p> <p>Purchase of resources to challenge and extend PP pupils: TBC (surplus)</p> <p>Funding for catch up tuition provided by Doyenne Assist (separate funding stream).</p>
<p>To raise attainment of LAC/ADPP pupils and/or to ensure they made expected progress or better.</p>	<p>Quality First Teaching. Targeted intervention provided for ADPP/LAC pupils across the school (BQ &amp; LS).</p> <p>Use of pre-teach/pre-learn intervention and same day catch-up intervention.</p> <p>Take into account social/emotional needs of individual LAC pupils which may impact on their learning – e.g. attachment.</p> <p>Access to Sensory/Nurture Room.</p>	<p>Evidence from NFER/DfE report 'What are the most effective ways to support disadvantaged pupils' achievement' <b>Deploying staff effectively:</b></p> <p><i>'Schools devolve responsibility to frontline staff; use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.'</i></p> <p><b>Data driven and responding to evidence:</b> <i>'Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.'</i></p>	<p>Rigorous tracking of attainment/progress of target pupils.</p> <p>Pupil Voice.</p> <p>Parental feedback.</p> <p>Work scrutiny.</p>	<p>KB LS BQ</p>	<p>BQ to provide targeted support In Ys 1, 2 and 3. <b>£3, 726.50</b></p> <p>LS to provide support to LAC/ADPP pupils in KS 2: Daily check ins &amp; daily reads, . <b>£1558.40</b></p> <p>Book Trust Book Packs for LAC pupils: (costs included in LAC budget)</p>
<p><b>Total budgeted cost</b></p>					<p><b>£18, 975.80</b></p>

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<b>C.To increase parental engagement/empowerment</b>	<p>Head teacher and Deputy to meet with parents of all PP pupils in Year 6 to ask for their support with their child's schoolwork.</p> <p>Clear targets to be set for improvement that will be shared with the parents.</p> <p>Parents will be expected to look at their child's homework, sign it and respond to teacher's feedback.</p> <p>Parents will read regularly with their child and Deputy Head teacher will monitor this.</p> <p>Increased contact with previously disengaged families.</p> <p>Mrs Sanderson (Pastoral Lead/Family Liaison) to offer additional support to target families.</p> <p>Support vulnerable children with family routines: a good breakfast, uniform, access to residential visit, the curriculum and pastoral support.</p> <p>All teaching staff to focus on home-school communication with PP parents, e.g. careful monitoring of pupils' Planners.</p> <p>Ensure parents attend Parents' Evening and follow up non-attenders.</p> <p>Use of Seesaw – home/school learning platform.</p> <p>Facebook/school website.</p> <p>Play and Stay sessions in EYFS.</p> <p>Subscribe to Learning with Parents website.</p>	<p>Proven track record in our school that children achieve better when there is effective home/school communication and when parents are engaged and involved in their child's learning.</p> <p>Maslow's hierarchy of needs: children are unable to focus well on learning if they are hungry.</p> <p>Research shows that early intervention to support families can prevent further harm.</p> <p>Research shows that positive attention boosts self-esteem and thus one's ability to learn.</p>	<p>Feedback from Pastoral Lead/Family Liaison Lead.</p> <p>Monitor frequency of family meetings/phone calls home.</p> <p>Monitoring of pupils' planners.</p> <p>Records of attendance at Parents' Evening – improved attendance and also more informal occasions, e.g. school plays and concerts.</p> <p>Feedback from parents.</p> <p>Monitor engagement on Learning With Parents website.</p>	<p><b>KB</b> <b>DS</b> <b>LS</b> <b>EB</b> <b>ST</b> <b>LM</b></p>	<p><b>LS: £1,558.40</b></p> <p>Learning with Parents subscription (not funded by PP)</p>
<p><b>D.To improve attendance/punctuality of those target PP pupils (target pupils with attendance below 96%).</b></p> <p>Whole school attendance of 96% is achieved for all groups.</p>	<p>SLT and Pastoral/Family Liaison Lead to continue to support families where children's attendance is having an impact on progress and attainment (see individual case studies).</p> <p>Daily monitoring by Pastoral/Family Liaison Lead.</p> <p>Daily 'check in' of Year 6 PP pupils by Deputy Head teacher.</p> <p>Swift referral to E.W.O. of persistent absenteeism.</p> <p>Increased parental contact with vulnerable families (see above).</p>	<p>Early intervention will mean less impact of lost learning for vulnerable learners.</p> <p>Research shows that good attendance supports pupils in their learning. If pupils arrive to school on time and are ready to learn, they will make progress and this will improve outcomes.</p> <p>We cannot improve outcomes for children if they are not attending school regularly.</p>	<p>Weekly monitoring will ensure that trends are prevented and swift actions e.g. meetings, letters, phone calls, agency involvement occur.</p> <p>Monitor attendance of vulnerable pupils – individual case studies.</p> <p>Early identification of children with attendance issues.</p> <p>Systematic calling for children who have not attended school.</p> <p>Meet and greet for targeted pupils.</p> <p>Regular review of attendance data.</p>	<p><b>KB</b> <b>LS</b> <b>DS</b> <b>School Admin staff</b> <b>EWO</b></p>	<p><b>LS: £1,558.40</b></p>

<p><b>E. To support PP children with social and emotional barriers to learning to ensure that they feel happy, safe and ready to learn.</b></p> <p><b>To ensure pupils have access to targeted support for mental health and wellbeing.</b></p>	<p>Pastoral Leads/Family Liaisons Lead to ensure: Increased contact with parents of targeted PP pupils. Sensory/Nurture Room to be used to support target pupils. Close monitoring of attendance and punctuality. Use of: Circle Time Social Stories Play Therapy Nurture Group Sensory Room Listening Room Continual review of class and lunchtime behaviour policies – SLT Setting up of lunchtime nurture club 'Crafty Club' for Y3/4 &amp; Y5/6 pupils led by HM. Approaches to managing feelings through Social Stories - SENCo to support staff in understanding of social Stories. Lunchtime supervision of Listening Room by Pastoral Leads. Continued promotion of Circle Time – refresh staff training. Mindfulness sessions in class – PSHE scheme 'Anxiety Gremlin' project during Fabulous Friday sessions. Zones of Regulation strategies/training Focus on core values. Worry boxes. Referrals to Pastoral Leads – regular 1 to 1 sessions/ daily check in etc, mediation sessions and restorative practice sessions. Art therapy/play therapy for target pupils. Organise PSHE sessions for Y5/6 pupils.</p>	<p>Research obtained from EEF shows moderate impact for moderate cost for social and emotional learning. Social stories help children to understand situations they may find difficult or to help children understand what will happen in a new social situation or how they could have behaved differently in certain situations.</p> <p>Research undertaken into the effectiveness of Circle Time and use of Golden Rules/Rewards and Sanctions – Jenny Mosley Consultancies</p>	<p>Pupil voice Children with social, emotional and/or behavioural needs will feel supported and be given time to get in the correct mind-set for learning.</p> <p>Monitoring of referrals made to Pastoral Lead by staff.</p> <p>Reduced number of playtime/lunchtime incidents.</p> <p>Feedback from teachers – children return to class ready to learn.</p> <p>Regular meetings with Pastoral Leads/SENCo and Deputy Head to ensure early identification of children with wellbeing/social and emotional needs.</p> <p>Case studies of individual pupils.</p> <p>Use of behaviour support plans</p> <p>Sensory Room/Nurture Room to be used regularly for target pupils.</p> <p>Monitor impact of Art Therapy/Play Therapy sessions – views of professionals.</p>	<p>KB RG LS DS</p>	<p><b>LS : £1, 558.40</b></p> <p>Lunchtime nurture club led by HM: <b>£2, 056</b></p> <p>Play Therapy (EG): <b>£1, 235</b></p> <p>Art Therapy: <b>£360</b></p> <p>PSHE workshops: <b>£1700</b></p> <p>Sports Leader Training: Surplus funding</p>
<p><b>F. To support enrichment activities for PP children.</b></p> <p>To ensure all PP pupils have opportunities to attend enrichment activities to further aspirations and widen their horizons which will impact positively on life experiences that can be used in learning. To increase involvement in extra-curricular activities on offer in school. To ensure all PP pupils have equal access to a broad and balanced curriculum. To widen the 'cultural capital' of our PP pupils by exploring the rich artistic, cultural,</p>	<p>Music tuition; Forest Schools; Tactile Arts Club Magic Skills for Schools School of Sport – extra curricular sports clubs Dance (maypole dancing for Jubilee) and Dance Club Contribution to Year 6 Residential; Funding school trips for some PP pupils that will provide a stimulus for learning; Access to after school clubs; Weekly access to First News newspapers for children – target PP pupils 11 + tuition for target PP pupils Subscription to Book Trust Book Packs for LAC pupils. Enrichment 'intervention' time provided for those PP pupils who are working above the Expected Standard, and who do not require additional</p>	<p>We believe that the more opportunities a child has to access activities and experiences that are not generally available to them, the higher their aspirations will be. The Sutton Trust Toolkit identifies Arts participation, outdoor learning and sports participation as having a positive impact on pupil outcomes.</p>	<p>Pupil and parent questionnaires.</p> <p>Pupil voice Monitor pupils attending clubs and ensure that we provide clubs that they are interested in.</p> <p>Actively encourage children to participate in activities.</p> <p>Survey pupils about clubs, trips and other opportunities and the impact of them.</p> <p>SLT to monitor quality of the enhanced curriculum opportunities.</p>	<p>KB</p>	<p>Y6 Residential subsidy: <b>£4, 300</b></p> <p><b>Magic Club: £833</b></p> <p><b>Guitar Tuition: £99</b></p> <p><b>School of Sport: £158</b></p> <p><b>Tactile Arts Club: £570</b></p> <p><b>Theatre workshop: £99</b></p> <p><b>Dance Club: £150</b></p> <p><b>Maypole (dance): £510</b></p> <p>Uniform: <b>£80</b></p>

spiritual and social heritage of the UK.	<p>academic support – e.g. Science club, dance lessons etc.</p> <p>Additional opportunities for children including: visitors, workshops, music tuition etc.</p> <p>To ensure full inclusion for PP children in enrichment activities. Focus especially on those PP pupils who are working at A.R.E. or above and who do not receive any intervention. Provision Maps to identify/target key PP pupils. Discussion with parents about support available. Office staff to ensure payments are made from PP fund.</p>		Monitor engagement opportunities for all PP pupils through <b>provision mapping</b> .		<p><b>Book Trust book packs:</b> (Funded by LAC)</p> <p>To be completed during year - £10, 596 surplus available.</p> <p><b>TOTAL: £ 16, 825.20</b></p>
Total budgeted cost					<b>£16, 825.25</b>
GRAND TOTAL					<p>£46, 212.05- 2, 100 (Rhino refund)</p> <p><b>£44, 112</b></p>
Total Pupil Premium Grant Less Spend To Date:					<b>£54, 708 - £44, 112</b>
<b>Balance Left for future expenditure:</b>					<b>£10, 596</b>

### Pupil Premium Grant Breakdown 2022-2023

<b>BUDGET</b>	£
C/f figure from 2022/2023	4848
Allocation 22/23	52,630
IYA due July 2022	-2,770
<b>Total to date</b>	<b>£54,708</b>

<b>SALARIES</b>	£
Kate Brookes (0.1)	8,491
Linda Sanderson (0.2)	7,792
Bev Quinn (0.6)	14,906
Helen Mortimer (3.75 hours per week)	2,056
Beth Williams	228
(1 hour per week Apr-Aug; 2.25 per week Sep-Mar)	725
<b>Total</b>	<b>£34,198</b>

<b>Expenditure to date</b>	£
Opening Balance	<b>54,708</b>
Salaries	34,198
Residential subsidy (Robinwood)	4,300
Play Therapy (Emma Giles)	1,235
Magic Skills for Schools (enrichment)	833
Guitar Tuition (Mark Olson)	99
School of Sport (extra-curricular)	158
Tactile Art Club (extra-curricular)	570
M & M Theatre Productions (The Hobbit) Theatre workshop	99
Topaz Dance (extra-curricular)	150
Art Therapy - Psychotherapy Manchester	360
Forest School - Nature's Den	1,920
PSHE Workshops for Y5 & Y6 (Freedom, Personal, Safety)	1,700
Maypole & Resources (Bishop Sports Leisure) Enrichment	510
Elite Uniform	80
Refund from Rhino Sensory	+ 2,100
<b>Total spend to date:</b>	<b>£44,112</b>
Balance remaining as of 15/9/2022	<b>£10,596</b>



