

Davyhulme Primary School Pupil Premium Strategy 2021-2022

Review of Impact of Pupil Premium Strategy 2021-2022

Date of Review: September 2022

i. Quality of teaching for all – sets high aspirations for all pupils. Classroom Pedagogy.		
Desired Outcomes	Chosen Action / Approach	Measured Impact of Outcomes
<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 more consistent picture across the school for narrowing the gap between PP and not PP pupils.</p>	<p>For all teachers to continue to specifically target PP pupils in their class (QFT) by:</p> <ul style="list-style-type: none"> Identifying barriers to learning; Setting individual targets for improvement; Highlighting PP pupils in planning; Focusing on PP pupils when tracking and monitoring progress and attainment on Target Tracker; Targeting PP pupils through performance management targets; Discussing progress/attainment of PP pupils during termly Pupil Progress Meetings to identify gaps in learning; Ensure all teaching staff are aware of prior attainment of PP pupils; Use of NFER/PUMA/PIRA assessments to identify gaps in learning; Providing high quality feedback to PP pupils. Pre-teach/pre-learn intervention. Catch up sessions for target pupils – same day intervention. 	<p>Achieved.</p> <p>End of year assessments show a more consistent picture of attainment and a diminishing of the gap between PP and not-PP pupils across the majority of year groups in Reading, Writing and Maths. There are some instances where the gap has not narrowed and these will be referred to below, but generally the overall picture is a positive one. This is particularly evident in Reading where the gap between PP and not-PP has closed in all year groups with the exception of Y6. The following data is based on % of pupils (PP and not-PP) working at the Expected Standard or above in 2022 compared to 2021.</p> <p>Year 2</p> <p>In Reading, the difference between % of PP pupils and not-PP pupils who had achieved the expected standard had closed from 49.2% in 2021 to 8.9 % in 2022. A significant difference of 40.3%</p> <p>In Maths, the difference between % of PP pupils and not-PP pupils who had achieved the expected standard had closed from 21.8% in 2021 to 12.1 % in 2022. A difference of 9.7%.</p> <p>However, in Writing, the difference between % of PP pupils and not-PP pupils who had achieved the expected standard had widened from 46% in 2021 to 52.4 % in 2022. An increase of 6.4%</p> <p>Year 3</p> <p>In Reading, the difference between % of PP pupils and not-PP pupils who had achieved the expected standard had closed from 11.5% in 2021 to 7.7 % in 2022. A difference of 3.8%</p> <p>In Writing, the difference between % of PP pupils and not-PP pupils who had achieved the expected standard had closed slightly from 29.9% in 2021 to 29.7 % in 2022. A difference of 0.2%.</p> <p>However, in Maths, the difference between % of PP pupils and not-PP pupils who had achieved the expected standard had widened from 8% in 2021 to 22% in 2022. An increase of 14%</p> <p>Year 4</p> <p>In Reading, the difference between % of PP pupils and not-PP pupils who had achieved the expected standard had closed from 29.5% in 2021 to 14.8 % in 2022. A difference of 14.7%</p>

		<p>However, in Writing, the difference between % of PP pupils and not-PP pupils who had achieved the expected standard had widened from 15.8% in 2021 to 28.3 % in 2022. An increase of 12.5% In Maths, the difference between % of PP pupils and not-PP pupils who had achieved the expected standard had widened from 83.1% in 2021 to 88.1 % in 2022. An increase of 5%.</p> <p>Year 5 In Reading, the difference between % of PP pupils and not-PP pupils who had achieved the expected standard had closed from 40.6% in 2021 to 31.6% in 2022. A difference of 9%. In Maths, the difference between % of PP pupils and not-PP pupils who had achieved the expected standard had closed from 54.5% in 2021 to 51.7% in 2022. A difference of 2.8 %.</p> <p>However, in Writing, the difference between % of PP pupils and not-PP pupils who had achieved the expected standard had widened from 36.7% in 2021 to 53.4% in 2022. An increase of 16.7%.</p> <p>Year 6 In Writing, the difference between % of PP pupils and not-PP pupils who had achieved the expected standard had closed from 14.7% in 2021 to 6% in 2022. A difference of 8.7%.</p> <p>However, in Reading the difference between % of PP pupils and not-PP pupils who had achieved the expected standard had widened from 6.7% in 2021 to 17.7% in 2022. An increase of 11%. In Maths, the difference between % of PP pupils and not-PP pupils who had achieved the expected standard had widened from 1.2% in 2021 to 12.5% in 2022. An increase of 11.3%.</p>
<p>By focusing on metacognition and self-regulation approaches ('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>Pupils can self-regulate and plan an approach to learning which will work for them.</p> <p>(A1,2,3 & 4)</p>	<p>Continue work on embedding a growth mindset culture 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</p>	<p>Self-regulation strategies were successfully introduced, and embedded, in all classes in 2021. All classrooms have prominent 'Zones of Regulation' displays and pupils are encouraged to reflect on which zone they are in periodically throughout the day. This is particularly important at the beginning of each day. Teachers also talk about strategies for children to use if they are in, for example, the red zone. Zones of Regulation have proved to be impactful for many of our pupils particularly those with social and emotional needs. Parents and staff have offered positive feedback on how these strategies have helped some children to self-regulate and to manage their emotions better.</p> <p>All staff attended Growth Mindset Inset led by Professor Barry Hymer on 3/1/2020. The course was excellent and offered all staff a great insight into the benefits of a Growth Mindset culture and the positive impact of metacognition strategies on pupils' learning. Feedback from staff about the course was 100% positive and all staff were given a copy of 'Growth Mindset' pocket book by Barry Hymer which was funded by Pupil Premium Grant. This course 'kick started' the creation of a Growth Mindset culture within our school including:</p> <ul style="list-style-type: none"> • Assemblies held in both Key Stages to introduce Growth Mindset. • All teachers continued to introduce GM during Circle Times in their classrooms and ensured that the language of Growth Mindset (e.g. 'I can't ...yet!') became entrenched within the classroom ethos.

	<p>understanding of how it feels when they enter the learning pit. They understand that they 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>	<ul style="list-style-type: none"> All teachers created Growth Mindset displays, including the language of Growth Mindset and introduced the 'Learning Pit'. Reward systems were reviewed in the light of our training, with the focus being on the process of learning rather than the end product e.g. rewarding a child for showing resilience when they found a task challenging, rather than simply for producing a good piece of work at the end. This extended from classroom through to our reward assemblies. In E.Y.F.S., children were introduced to a Growth Mindset ethos through the dinosaur family to focus on the characteristics of effective learning e.g. 'Thinkosaur, Tryasaurus' etc. Zones of Regulation training given to all staff (teachers, TAs and midday supervisors by SENCO). Teachers introduced Zones of Regulation into every classroom – pupils are required to 'check in' regularly to review how they are feeling. They understand what each of the zone looks like and feels like and strategies to use to help them return to the green zone. All classrooms have created a Zones of Regulation display and have introduced, and use Zones of Regulation on a daily basis. Feedback from staff has been very positive – they talk about how the children have begun to use the language associated with Zones of Regulation; they can recognise how they are feeling and what to do to redirect their behaviour/emotions so that they are ready to learn. <p>It is difficult to fully measure the impact of our focus on metacognition and self-regulation approaches as it is difficult to quantify. Feedback from our teaching staff has been overwhelmingly positive, with all teachers noting an improved awareness amongst pupils of their responsibility as learners and a recognition that we learn through making mistakes and that when we enter our 'reach zone', this is when deeper learning takes place. Staff have reported that pupils are becoming more resilient when faced with a challenge and that they are more likely to use the language of GM e.g. 'I can't do it ...yet.' Children have also been observed coaching their peers by using this language when entering the 'reach zone' of learning. It is hoped that the impact of a greater focus on metacognition strategies, self-regulation and Growth Mindset will be seen over time in our data. This is more of a long term view.</p>
To raise attainment of PP pupils in Reading (A1, A2 and A3).	<p>Continue whole school focus on Reading.</p> <p>Renew subscription to Oxford Owl Whole School Ebook Library (due to Covid-19).</p> <p>Renew subscription to Project X on Oxford Owl (reading intervention).</p> <p>Promotion of high quality guided reading and in class reading opportunities – e.g. daily reader (daily read of at least 10 minutes per day), demonstration reading (analysing and drawing out as much meaning as possible from one sentence from class reader).</p>	<p>Achieved.</p> <p>Reading continues to be a real strength at D.P.S. as evidenced by the excellent attainment of pupils in reading at the end of KS 1 and KS 2. The % of pupils working at Greater Depth at the end of KS 2 (43%) is particularly pleasing. This shows that our unswerving focus on reading across the school, and the use of all the strategies listed in the previous box, is having a significant impact on attainment and progress.</p> <p>In Key Stage 1 2022 80% of pupils achieved the Expected Standard or above 20% of pupils achieved Greater Depth</p> <p>In Key Stage 2 2022 84% of pupils achieved the Expected Standard or above 43% of pupils achieved Greater Depth</p>

Continue to strengthen links with local bookshop to increase the amount of author visits.
 Improve pupils' engagement with and understanding of texts, leading to improved learning across the curriculum.
 Targeted focus on Pupil Premium children – daily readers.
 Continue to promote/monitor home reading closely, with a particular focus on PP pupils. Continue bookmark incentive scheme.
 Close monitoring of home reading records.
 Train new staff on our approach to Guided Reading – Hooked on Books.
 Focus on Pupil Premium pupils during Book Talk (Guided Reading).
 Reading Explorers
 Electronic Library (reading recovery programme).
 Continue whole school focus on widening vocabulary – Jane Considine strategies: high utility words, shades of meaning scale, focus on ambitious vocabulary. Alex Quigley course – Minding the Vocabulary Gap.

Attainment in Reading for PP pupils has improved in all year groups when a comparison is made with the % of PP pupils who achieved the Expected Standard or above in 2022 compared to 2021. This data can be seen below:

READING

Year 2

% of pupils on track or higher

	Summer 2021	Summer 2022	Increase
Pupil Premium	25%	75.0%	50%

Year 3

% of pupils on tracker or higher

	Summer 2021	Summer 2022	Increase
Pupil Premium	72.7%	81.8%	9.1%

Year 4

% of pupils on tracker or higher

	Summer 2021	Summer 2022	Increase
Pupil Premium	42.9%	71.4%	28.5 %

Year 5

% of pupils on tracker or higher

	Summer 2021	Summer 2022	Increase
Pupil Premium	44.4%	66.7%	22.3%

Year 6

% of pupils on tracker or higher

	Summer 2021	Summer 2022	Increase
Pupil Premium	85.7%	100%	14.3%

We have continued to work hard to ensure that Reading is a whole school focus. We ensured that all staff received a 'refresher' Inset on the structured teaching of Guided Reading, known as Book Talk. SLT carried out informal lesson observations across the school to observe practice. This led to further training during Staff Meetings to develop and refine good practice and we also arranged for teachers to observe outstanding teaching of Book Talk. These informal lesson observations showed that all staff have embraced the Book Talk approach and that all children were thoroughly engaged in the process and responded positively and enthusiastically in these sessions. It was particularly pleasing to see ALL pupils actively engaged in the reading process in every class and to see pupils engaged in quality, highly structured discussions about their texts. All staff have ensured that they read for at least ten minutes every day to their class – this is ring fenced and considered a non-negotiable.

Pupil Premium pupils have continued to be the focus for Teaching Assistants when listening to

		daily readers. This has included daily 'check ins' of PP pupils' planners and home reading records.
To improve the academic performance of pupils by focusing on outdoor learning. (A1,2,3 & 4).	<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>Selected PP pupils in EYFS/KS 1 attended Forest School for 12 weeks.</p> <p>Selected PP pupils in KS 2 attended Forest School for 12 weeks.</p> <p>However, when staff were surveyed about pupils' learning behaviours in the classroom before, during and after the 12 week Forest School sessions, all reported positive outcomes at the end of the project in terms of:</p> <ul style="list-style-type: none"> ✓ Improved concentration ✓ Increased confidence ✓ Greater resilience ✓ Greater independence <p>It seems that pupils were able to transfer some of the skills which they developed during Forest Schools back into the classroom.</p> <p>This year, we introduced Forest School into KS 1 and targeted PP/LAC and vulnerable pupils. A significant proportion of these pupils had social/emotional and behavioural needs. Staff noted how beneficial these sessions are for these challenging pupils as they have enjoyed the freedom of learning outdoors, but have also learnt about turn taking, following the rules (e.g. rules for the fire pit), sharing equipment and listening to others. Some of these skills have been transferred into the classroom where an improvement in behaviour has been noted on occasions. Another positive has been increased self-confidence and esteem.</p> <p>In addition, staff also monitored pupils using PEMS (Behaviour) and the Leuven Scale (for Well-being and Involvement). An analysis of level scores awarded each week by staff show a steady increase in scores for well-being, involvement and behaviour for individual pupils.</p> <p>Pupil Survey: Pupils have also responded extremely positively to their Forest School experience: 'I love doing all the activities and every week is always different in its own special way! Overall, it's probably the BEST thing I've ever done!' Year 5 pupil.</p> <p>'I love going on the hammock. I enjoy learning new skills and it makes me smile.' Year 4 pupil.</p> <p>'Forest Schools has given me more courage.' Year 6 pupil.</p> <p>'I just love being outdoors! I love climbing trees, playing in the mud pit and swinging on the hammock.' Year 3 pupil.</p> <p>'I really enjoy the different activities that we experience each week. My favourite activity is climbing trees. I think Forest School has helped me with my confidence.' Year 5 pupil.</p> <p>It has been wonderful to see the children grow in confidence each week. They have all gained so much from participating in Forest School activities. They have learned new skills and have developed good friendships along the way. It has been so rewarding to see the children have so much fun by getting outdoors and appreciating the beauty of nature.' Teacher</p> <p>These are comments from Catherine who runs Nature's Den:</p> <p><i>'Mrs A couldn't believe how different the children were especially X - he was totally engaged, self reliant and joined in with the group banner- he has really settled these last few sessions, joining in with craft activities and being totally present during the sessions even sitting through fire pit times. We have had a great time with KS1 and EYFS - The children were all sad that it was the last FS session for this term.'</i></p>

		<p><i>We love working at Davyhulme so of course we will come back. The children are just fabulous and you are very supportive of what we do, think like us & can see the impact it has on the children. ‘</i></p>
<p>B. To improve language and communication skills on entry and widen children's vocabulary and language across the school.</p>	<p><u>Continue</u> whole school focus on language, communication and vocabulary. SLT to attend course, led by Alex Quigley ' Minding the Vocabulary Gap' in February 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>All of SLT attended conference led by Alex Quigley 'Closing the Vocabulary Gap.' The course was very useful and staff left with a number of practical ideas/strategies for widening children's vocabulary across the whole school including: Introducing Word Walls to each class. Word of the Week Purposeful, deliberate and explicit teaching of vocabulary (in context) each week. Vocabulary bookmarks</p> <p>Implementation of this has been difficult due to lack of staff meeting time. This is now a priority on SDP for 2022-2023 – allocate Inset time for high quality training.</p> <p>Staff have worked hard to continue to introduce children to high utility words during Book Talk and this has been observed during lesson observations.</p> <p>During daily reads, staff are encouraged to widen pupils' vocabulary by drawing children's attention to ambitious words within the text and discussing the meaning of these words. These are displayed on working walls and referred to.</p> <p>In EYFS, Wellcomm toolkit has been successfully used for all pupils on entry.</p>
<p>ii. Targeted support</p>		
Desired Outcomes	Chosen Action / Approach	Measured Impact of Outcomes
<p>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>	<p>Normal educational routines and expectations are established as quickly as possible.</p>	<p>We have continued to monitor the progress, attainment and wellbeing of our vulnerable pupils. See individual case studies for further details.</p>

	<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 Covid catch up intervention programmes to provide additional, targeted support in English/Maths. We will use Covid Recovery Premium for this – intervention for target pupils working below age related expectation in January 2022 (employ tutor).</p> <p>Employ tutor/teacher for keep up intervention using additional PP funding.</p> <p>KB to research most effective catch up strategies - see the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools</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>A1.To raise attainment of PP children in Key Stage 2 (Year Six) data – targeted intervention in Maths and English.</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</p>	<p>It must be remembered that there was a significant amount of disruption to the children's education for the first half of the school year due to self-isolation of pupils and staff. Due to staff shortages, many of the planned intervention groups were unable to take place. This target can be quantified by comparing attainment of PP pupils in Reading, Writing and Maths at the end of Year 5 and at the end of Year 6 (% of pupils achieving the Expected Standard or better).</p> <p>At the end of KS 2, attainment of PP pupils:</p> <ul style="list-style-type: none"> • Reading - increased from 66.7% in Year 5 to 83.3% in Year 6. • Writing - decreased from 66.7 % in Year 5 to 50% in Year 6. • Maths – remained the same in Year 5 and Year 6 (50%). <p>This shows a mixed picture in terms of raising attainment of PP pupils at the end of Key Stage 2. When looking at this data, we must be cautious due to the impact of Covid and lockdowns. Not all pupils have had the same educational experience, and many planned interventions did not take place due to staff shortages. Therefore, we must take a more long term view when analysing attainment of pupils at the end of KS 2 and this will continue as a target.</p>

	<p>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>BW to provide some additional intervention for target PP pupils.</p>	
A2.To raise attainment of PP children in Key Stage 1 (Year 2) data – targeted intervention in Maths and English	<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>It must be remembered that there was a significant amount of disruption to the children's education for the first half of the school year due to self-isolation of pupils and staff. Due to staff shortages, many of the planned intervention groups were unable to take place. This target can be quantified by comparing attainment of PP pupils in Reading, Writing and Maths at the end of Year 1 and at the end of Year 2 (% of pupils achieving the Expected Standard or better).</p> <p>At the end of KS 1, attainment of PP pupils:</p> <ul style="list-style-type: none"> • Reading - increased significantly from 25% in Year 1 to 75% in Year 2. • Writing - remained the same in Year 1 and Year 2 (25%). • Maths – increased significantly from 25% in Year 1 to 75% in Year 2.
A3.To ensure those children who are PP and SENAS make expected progress where achieving National Standard is unobtainable.	<p>Quality First Teaching – ensure PP pupils are focus in planning, teaching, marking, feedback and monitoring. 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</p>	<p>Expected progress is measured as one step's progress per half term.</p> <p>In Year 6, there are 3 pupils who are both PP and SENAS. Their progress (measured from Summer 21 to Summer 22) is as follows:</p> <p>Reading – 2 pupils made well above expected progress and 1 pupil made expected progress.</p> <p>Writing - 2 pupils made well above expected progress and 1 pupil made expected progress.</p> <p>Maths – All 3 pupils made well above expected progress.</p> <p>In Year 5, there are 5 pupils who are both PP and SENAS. Their progress (measured from Summer 21 to Summer 22) is as follows:</p> <p>Reading: 2 pupils made well above expected progress, 1 pupil made expected progress and 2 pupils made below than expected progress. One of these 2 pupils has an EHC plan and there are a number of additional factors, relating to home life, which has had an impact on progress. This is also a similar picture for the second child who did not make expected progress in reading.</p> <p>Writing: 2 pupils made well above expected progress, 1 pupil made expected progress and 2</p>

	<p>measure of progress – termly NFER/PIRA/PUMA assessments. Use pre-learn/pre-teach/over learning strategies and same day, 'in the moment' catch up sessions. Rigorous tracking of SENAS pupils' progress on Target Tracker (termly) by SENCo. Focus of termly Pupil Progress meetings.</p>	<p>pupils did not make expected progress (see above). Maths: 1 pupil made well above expected progress, 1 pupil made expected progress and 3 pupils did not make expected progress – see individual case studies for these pupils.</p> <p>In Year 4, there are 2 pupils who are both PP and SENAS. Their progress (measured from Summer 21 to Summer 22) is as follows: Reading – 1 pupil made expected progress and 1 pupil did not make expected progress (EAL child). Writing - 2 pupils did not make expected progress (one is EAL – see individual case studies). Maths – 1 pupil made expected progress and 1 pupil did not make expected progress (EAL child).</p> <p>In Year 3, there are 3 pupils who are both PP and SENAS. Their progress (measured from Summer 21 to Summer 22) is as follows: Reading – 2 pupils made well above expected progress and 1 pupil did not make expected progress (currently waiting for EHC plan). Writing - 1 pupil made well above expected progress and 2 pupils did not make expected progress (see individual case studies: one pupil waiting for EHC plan, one pupil has EHC plan and has significant behavioural/social and emotional needs). Maths – 1 pupil made well above expected progress and 2 pupils did not make expected progress (see above).</p> <p>In Year 2, there are 3 pupils who are both PP and SENAS. Their progress (measured from Summer 21 to Summer 22) is as follows: Reading – all 3 pupils made well above expected progress. Writing - 1 pupil made well above expected progress, 1 pupil made expected progress and 1 pupil did not make expected progress (see individual case study). Maths – 2 pupils made well above expected progress and 1 pupil did not make expected progress (see case study).</p> <p>In Year 1, there is 1 pupil who is both PP and SENAS. His progress (measured from Summer 21 to Summer 22) is as follows: The pupil made expected progress and in Reading and Writing and well above expected progress in Maths.</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.</p>	<p>This continues to be an ongoing challenge. Miss Williams (TA) has worked throughout the year with PP pupils working at expected and above to try to challenge and extend their learning. We have also targeted some of these pupils for one to one tuition. End of Key Stage SATs results continue to show a difference in attainment at the higher level between PP and not PP. <i>Key Stage 2:</i> % of pupils attaining greater depth: Reading – PP: 12.5% Not PP: 41% Writing - PP: 12.5% Not PP: 27.9% Maths: - PP: 12.5% Not PP : 26.2%</p>

	High expectation ethos established across the school. Purchase of challenge/stretch resources for most able PP pupils.	Key Stage 1: % of pupils attaining greater depth: Reading – PP: 0% Not PP: 24.2% Writing - PP: 0% Not PP: 16.1% Maths: - PP: 0% Not PP : 16.1%
To raise attainment of LAC/ADPP pupils and/or to ensure they made expected progress or better.	Quality First Teaching. Targeted intervention provided for ADPP/LAC pupils across the school (BQ & LS). Use of pre-teach/pre-learn intervention and same day catch-up intervention. Take into account social/emotional needs of individual LAC pupils which may impact on their learning – e.g. attachment. Access to Sensory/Nurture Room.	Of the 3 LAC pupils in school, progress is most expected, or well above expected (see individual case studies). 1 of the pupils did not make expected progress in R, W or M, however this pupil has significant SEN needs and is currently waiting for EHC plan to be finalised.

iii. Other approaches

Desired Outcomes	Chosen Action / Approach	Measured Impact of Outcomes
C.To increase parental engagement/empowerment	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. Clear targets to be set for improvement that will be shared with the parents. Parents will be expected to look at their child's homework, sign it and respond to teacher's feedback. Parents will read regularly with their child and Deputy Head teacher will monitor this. Increased contact with previously disengaged families. Mrs Sanderson (Pastoral Lead/Family Liaison) to offer additional support to target families. Support vulnerable children with family routines: a good breakfast, uniform, access to residential visit, the curriculum and pastoral support. All teaching staff to focus on home-school communication with PP parents, e.g. careful monitoring of pupils' Planners. Ensure parents attend Parents' Evening and follow up non-attenders.	This remains an ongoing target and is very much work in progress as we constantly seek to improve and refine our systems to maximise parental engagement. The Head teacher and Deputy Head teacher successfully met with all parents of Year 6 Pupil Premium pupils on an individual basis. This was a lengthy process, but one that paid dividends as we were able to reiterate the importance of daily reading at home, of ensuring that homework is completed in a quiet, calm space and to reinforce the home/school link. The meetings were all very positive and all parents were appreciative of the additional support/intervention which was going to be put in place in Maths and English, led by the Deputy Head teacher. Clear targets for improvement were drawn up and shared with parents and these were focused on during twice weekly sessions in small, focus groups with the Deputy Head teacher and also in small groups led by the HLTA in Year 6. Daily check ins with these pupils by Deputy Head showed that all PP pupils in Year 6 were reading regularly at home, completing their homework and remembering to bring their planners into school every day. We continue to make good use of our online learning platform, Seesaw , to forge links between home/school. This has included setting home learning tasks, but also saw a significant increase in home/school communication as parents are able to message teachers directly and vice versa. We also have continued to make good use of Planners to communicate with parents, to record home reading and homework, and to deliver key messages about the day to day running of the school. Our school website continues to be a source of a wealth of useful information for parents and is regularly updated by Mr Reynolds. Key information about learning and the curriculum is shared via termly curriculum newsletters so that parents are fully informed about what their children will be

	<p>Use of Seesaw – home/school learning platform. Facebook/school website. Play and Stay sessions in EYFS.</p>	<p>learning and how to best support at home. EYFS have held regularly parent drop ins/workshops and Play & Stay sessions. Mental Health – website is kept up to date to signpost and support parents with all aspects of mental health and wellbeing, including notice boards in the parent waiting areas. Mrs Sanderson has continued to liaise closely with families of our vulnerable pupils, establishing strong, positive relationships with these families in order to provide any necessary support and also to promote the importance of education. This has helped to 'break down' some barriers and improve relationships between home and school. All parents/carers of PP pupils attended Parents' Evening via School Cloud. Some teachers also met face to face with parents. This was as a result of direct intervention and follow up calls if parents were initially unresponsive to the invite. We have subscribed to website 'Learning with Parents' which aims to set small, manageable but engaging tasks for parents/cares to do at home with their child to reinforce and support learning at home. Uptake is mixed, and we continue to work hard to promote this with our parents.</p> <p>Moving forward, we now plan to hold more 'face to face' events as restrictions lift. We would like to arrange coffee mornings to invite parents into school on an informal basis so that they are able to chat with staff and to discuss any concerns etc. in a more informal manner. SLT/Mrs Sanderson are always visible and available on the school gates every morning.</p>
<p>D.To improve attendance/punctuality of those target PP pupils (target pupils with attendance below 96%).</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). Daily monitoring by Pastoral/Family Liaison Lead. Daily 'check in' of Year 6 PP pupils by Deputy Head teacher. Swift referral to E.W.O. of persistent absenteeism. Increased parental contact with vulnerable families (see above).</p>	<p>Mrs Sanderson has continued to monitor attendance and punctuality of vulnerable pupils and also PP/LAC pupils whose attendance we were specifically targeting. Daily check ins of Y6 PP pupils by Deputy Head proved successful.</p> <p>The target for whole school attendance for PP pupils to be at least 96% has not quite been achieved. (Figures fall slightly below this in some cohorts...it is a mixed picture across the school, depending very much on the attendance of individual pupils. For a more in depth analysis of attendance, see PP Attendance Report, generated by Target Tracker). We must take into account the disruption caused by Covid 19 during the first half of the year when pupils/staff were required to self isolate. Total % Attendance 2021-2022 for PP Pupils: Year 6: 96.5% Year 5: 94.6% Year 4: 95.4% Year 3: 95.9% Year 2: 93.3% Year 1: 90.1% Rigorous monitoring of individual pupils and being aware of their history is key to success in this area. Pupils who consistently fall below 96% attendance will continue to be monitored and tracked closely.</p>
<p>E. To support PP children with social and emotional barriers to learning to ensure that they feel happy, safe and ready to learn.</p>	<p>Pastoral Lead/Family Liaison Lead to ensure: Increased contact with parents of targeted PP pupils.</p>	<p>KB attended and completed Senior Mental Health Lead course with Creative Education. Mental Health Policy written and shared with all staff and Governors. Mental Health Governor appointed – Dr Hawkins.</p>

<p>To ensure pupils have access to targeted support for mental health and wellbeing.</p>	<p>Sensory/Nurture Room to be developed and in use. Close monitoring of attendance and punctuality. Use of: Circle Time Social Stories Play Therapy Nurture Group Sensory Room Listening Room</p> <p>Continual review of class and lunchtime behaviour policies – SLT Approaches to managing feelings through Social Stories - SENCo to support staff in understanding of social Stories. Lunchtime supervision of Listening Room by Pastoral Lead. 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 Lead – regular 1 to 1 sessions/ daily check in etc.</p>	<p>Mental Health action plan created. Whole school Inset led on Mental Health and wellbeing to ensure that it is a whole school priority and focus. Signposting documents for staff/parents/pupils shared with staff. Focus on mindfulness in all classrooms and anxiety gremlin workshops LS has worked closely with targeted pupils – daily check ins, one to one sessions, Play Therapy. See individual case studies to measure impact. Regular timetabling of Circle Time sessions has ensured that dedicated time is given to talk about issues and also to develop the skills of listening, empathy etc. Positive feedback of the impact of these sessions has been given by all staff. Weekly PSHE lessons delivered The positive impact on children's mental health, wellbeing and social/emotional skills has also been monitored during Forest School sessions – see PEMS (Behaviour) and the Leuven Scale (for Well-being and Involvement). Worry Boxes have continued to be used into all classrooms and common areas and the Lunch/PlayTime Policies have been reviewed and updated to include a focus on assertive discipline and also an awareness of children's social/emotional needs. Zones of Regulation introduced in all classes. Sensory/Nurture Room created and is regularly used by TAs to support social and emotional needs of target pupils.</p>
<p>F. To support enrichment activities for PP children.</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, spiritual and social heritage of the UK.</p>	<p>Music tuition; Forest Schools; 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 academic support – e.g. Science club, dance lessons etc.</p>	<p>This remains an ongoing target. Provision Maps for PP pupils have been created for all PP/LAC pupils across the school and these are carefully monitored and updated to ensure that all of our PP pupils are receiving additional support/intervention and/or access to enrichment activities e.g. Forest School sessions were provided for target PP pupils in KS 2 and this was extended to EYFS/KS 1 this year as well. Trumpet lessons have been paid for for targeted PP pupils using PP grant and this has proven to be very successful with 2 pupils in particular, showing a real talent/flair for this instrument. As always, the PP grant has been used to pay for residential trips, day trips, attendance at after school clubs e.g. Art Club, Holiday Clubs and also to fund uniform for targeted PP pupils. This is reviewed on a case by case basis. We will continue to target pupils when/where we feel they will benefit from additional support/intervention and/or access to enrichment activities and experiences.</p> <p>Miss Williams has provided weekly enrichment sessions for PP pupils who are working at expected standard or above and who do not require academic intervention. She has worked hard to establish positive relationships with these pupils and has tailored sessions to meet their individual interests e.g. Science, Dance 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.</p> <p>Provision Maps to identify/target key PP pupils.</p> <p>Discussion with parents about support available. Office staff to ensure payments are made from PP fund.</p>	
<i>K. Brookes - September 2022</i>		