

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name:	Airedale Infant School
Number of pupils in school	177/180 (Rec-Y2)
Proportion (%) of pupil premium eligible pupils	30% (EYPP = 13ch/FSM = 47ch)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021 – July 2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Robinson (HT)
Pupil premium lead	Mrs Robinson
Governor / Trustee lead	Mrs Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,110
Recovery premium funding allocation this academic year	£7,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£58,360

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children may be but not exclusive to: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed and in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals.
- Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

Airedale Infant School is a now full 2-form entry community school located in Airedale, Castleford, which provides 180 places from Foundation Stage to Key Stage One and 78 part time places in Lower Foundation Stage.

It is situated in an area of significant socio-economic deprivation. The school ranks 104th out of 114 primary schools in the Local Authority. (1 + least deprived) and the UK local area profile for quality of life 'is relatively poor this is related to the income, employment, health, education and crime deprivation indicators

The school deprivation indicator falls within the highest quintile 0.29 – to 0.69.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age related expectation and better at the end of KS1 and thus achieve age related expectations and better by the end of KS2.

Achieving these Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' TA to each class group - providing small group work with an experienced TA/HLTA focussed on overcoming gaps in learning support
- Additional teaching and learning opportunities provided through highly experienced SEND and SLT leaders and external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for activities, educational visits and residentials, ensuring that children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To provide the opportunity for children to learn a musical instrument and to sing in a choir
- A designated Attendance officer to improve PA and encourage regular and prompt attendance
- Behaviour and nurture support during various times of the day, by providing activities to engage and promote our Trust values and thus enhance learning.
- Support for parents and carers through vital pastoral support, on-line learning resources, workshops and webinars

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
All of our pupils, regardless of Pupil Premium status are impacted by significant entrenched disadvantaged, which has been heightened by the impact of Covid 19. However, there has been proven disproportionate impact on pupils supported through Pupil Premium. This presents itself in a lack of readiness for the next stage of education.	
1	Below age-related speech, language and communication skills on entry to nursery, leading to delays throughout their school life (eg phonic skills in Y1) (E/I)
2	Reduced attendance and punctuality (E/I)
3	Lack of access to wider experiences (I/E)

4	Poverty of academic expectation from pupils, parents, staff etc (leading in some cases to reduced parental engagement) (E/I)
5	A proportion of pupils eligible for Pupil Premium have additional needs which make them vulnerable, resulting in them needing further emotional and social support to overcome barriers to learning to aid their performance in school (E/I)
6	Poorer metacognitive and self-regulatory performance (especially resilience) leading to lower academic outcomes (I/E)
7	Some pupils who qualify for Pupil Premium funding also have specific SEND needs (greater proportion than for non-PP) (I/E)

Intended outcomes

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

Intended outcome	Success criteria
Accelerated language development in EYFS and KS1 leading to attainment and progress differences between disadvantaged and non-disadvantaged diminishing for all groups within each key stage	Nursery SLT outcomes rising rapidly for EYPP pupils, continuing into Reception; pupils eligible for PP make similar or better progress as 'other' pupils, across EYFS and Key Stage 1. Measured by teacher assessments, in house /cross school moderation and end of Key Stage tests and benchmarking against national data. School data and pupil progress meetings will identify improvements in performance for those in receipt of PP).
Pupils and families with low attendance / high persistent absenteeism or poor punctuality levels are supported and challenged effectively to rapidly improve attendance outcomes.	Improved levels of attendance punctuality, and a decrease in Persistent Absence. Attendance figures for children eligible for Pupil Premium are well above national PP rates and close to national non-PP figures.
All pupils take part in curriculum enrichment activities before, during and after school irrespective of income, and receive additional opportunities to access curricular and other experiences.	Financial factors are not a barrier to attending visits or taking part in enrichment opportunities and all pupils in receipt of PP funding attend. Academic outcomes in all Key Stages increase as a result, measured by termly tracking data and end of KS results.
Pupils' emotional well-being, mental health and personal needs are supported and developed through targeted interventions, 1:1 Work and nurture groups	Meeting of basic needs/children's readiness for school and learning Children's emotional well-being and behaviour Learning Mentors are involving relevant services to work with families
Systematic method of encouraging metacognition and self-regulation embedded throughout the school so that all pupils, especially those entitled to PP, are able to describe ways in which they are great learners, and areas in which they are developing further.	Before and after questionnaires demonstrate impact for pilot year groups and more widely in school. Common use of Growth Mind Set language evident across school.

All SEND pupils who are also entitled to PP funding make expected or better progress based on their starting points, and perform well in comparison to their Other SEND counterparts within school and nationally.	ASP figures show that Disadvantaged Low prior attainers have positive progress figures (on average) (may not be statistically significant).
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 26,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Champion employed to monitor provision for PP throughout the school (HT) £4,000	Effective targeted monitoring can ensure that targeted support is used effectively and have a positive impact on progress and attainment for pupil premium pupils	1-7
<p>See Pupil Premium Review Report/Follow up Report October 2020</p> <ul style="list-style-type: none"> School's Pupil Premium strategy is a reflective and well-considered document which makes frequent references to evidence-based approaches, notably the work of the Education Endowment Foundation (EEF). Crucially, leaders are not complacent and reflect carefully on how they can continue to improve school's approaches – Pupil Premium Review Oct 2020 – Craig Batley Leaders are highly motivated, receptive to new ideas, accurate in their self-evaluation and provide strong models to their colleagues. They lead by example, setting a positive, purposeful tone; this example is followed by colleagues approaches – Pupil Premium Review Oct 2020 – Craig Batley The chair of governors was very well-prepared, had a sound understanding of disadvantaged pupils' barriers to learning and was aware of the intended impact of school's Pupil Premium spending. Governors are kept very well-informed by the headteacher, are expected to take individual responsibilities and they fulfil their role of offering appropriate challenge and support – Pupil Premium Review Oct 2020 – Craig Batley. Clear ownership of the Pupil Premium expenditure which links directly to the diminishing of differences between PP and Non PP Diminishing the difference is high priority on the School Development Plan Robust approach of monitoring of PP attainment and progress – staff held to account within pupil progress meetings with particular focus on disadvantaged Increased Governor knowledge and awareness of Pupil Premium Expenditure and impact (Governor minutes/Pupil Premium Review Governor) 		
Provide a range of targeted CPD to enable teachers to be outstanding classroom practitioners for example Pupil Premium Practice in the classroom - ' Biasing the learning ' as a PP mantra. £6,000	QFT has a positive impact for pupil premium pupils. Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long-term impact for all pupils but especially disadvantaged (-6 months progress for poorly performing teachers versus +6 months years' for highly effective ones). (see also preamble to Sir John Dunford's 10 point plan 2014).	1,3,4,5
<p>Impact: See Pupil Premium Review Report/Follow up Report October 2020, Data Analysis, CPD overview 2021-22</p>		

- Pupils' books provide very strong evidence of the impact of this approach. They show pupils' increasing ability to self-edit writing and that pupils respond to marking in writing and maths. As a result, pupils are making additional learning – Pupil Premium Review Oct 2020 – Craig Batley

Teachers plan lessons that are carefully sequenced. This helps children to make connections with what they already know – Ofsted Nov 2019

2022 Outcomes: EYFS (16/60ch are PP)

Reading GLD PP outcomes = 11/16 = 69% PP Progress from end of Nursery = +6.6 steps (6 is expected)
 Writing GLD PP Outcomes = 11/16 = 69% PP Progress from end of Nursery = +6.8 steps (6 is expected)
 Maths GLD PP Outcomes = 11/16 = 69% PP Progress from end of Nursery = +6.6 steps (6 is expected)

2022 Outcomes: KS1 (22/57ch are PP) NB National Lockdown 4.1.20-24.3.20/March 2019

Reading ARE PP outcomes 10/22 = 44% (7/22 = 32% @ end of EYFS) PP Progress from EYFS = +12.4 steps (12 is expected)
 Writing ARE PP Outcomes 8/22 = 36% (5/22 = 23% @ end of EYFS) PP Progress from EYFS = +11.8 steps (12 is expected)
 Maths ARE PP Outcomes 10/22 = 44% (7/22 = 32% @ end of EYFS) PP Progress from EYFS = +12.3 steps (12 is expected)

<p>Bug Club Raising the profile of reading and targeting key PP children with a range of reading resources to increase attainment in reading</p> <p>£600</p>	<p>Need to develop literature within the developing library areas/classrooms EEF Toolkit - Reading comprehension strategies (+5 months) EEF Improving Literacy in KS1 Recommendation (updated)</p>	<p>1,3,4,5</p>
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- The school has developed a strong learning environment in which reading is valued and well-promoted through highly inviting reading areas and well-presented reading materials. The development of a positive reading culture has also been supported by the use of I-pads and the introduction of RWI/Oxford Owl learning platform, which has contributed to pupils' engagement in reading. Similarly, school has worked hard to improve its phonics provision and Year 1 phonics outcomes for all pupils in 2019, at 84%, were above national – Pupil Premium Review Oct 2020 – Craig Batley
- Reading is a high priority. Books are everywhere in school. Pupils love to settle down with a book in one of the inviting reading areas. They enjoy listening to the carefully chosen books that adults read to them every day – Ofsted Nov 2019

Phonic outcomes in June 2022 were 87% - with 78% PP children passing phonic screening

2022 Outcomes: EYFS (16/60ch are PP)

Reading GLD PP outcomes = 11/16 = 69% PP Progress from end of Nursery = +6.6 steps (6 is expected)

2022 Outcomes: KS1 (22/57ch are PP) NB National Lockdown 4.1.20-24.3.20/March 2019

Reading ARE PP outcomes 10/22 = 44% (7/22 = 32% @ end of EYFS) PP Progress from EYFS = +12.4 steps (12 is expected)

<p>Non-class based Inclusion Lead to ensure the needs of all vulnerable pupils (SEN/PP/LAC) are met, including through improved identification of SEND needs.</p> <p>Class teachers to be more involved in teaching SEND pupils directly, as well as through the work of well-trained and deployed TAs.</p>	<p>Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long term impact for all pupils, including those with SEND. Also mastery learning (+5 months), collaborative learning (+5 months)</p> <p>These will rapidly become part of QFT throughout the school, again 'biased towards' PP pupils' where appropriate.</p> <p>SEND in Mainstream Schools EEF Recommendations</p>	<p>6</p>
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17% of pupils who are PP/SEND = £8,500	Improving social and emotional learning in Primary schools EEF Recommendations (+4 months)	
<p>See SEND Impact Report, CPD overview for staff, Data analysis for groups (Termly)</p> <p>Pupils with special educational needs and/or disabilities (SEND) achieve well. They get the support they need to make sure they can learn as well as their peers. Staff are well trained to meet the needs of all pupils – Ofsted Nov 2019</p> <p>Highly trained teaching assistants give valuable support to pupils resulting in them now making faster progress, particularly in reading and mathematics – Ofsted 2019 Report</p> <p>Support staff are well deployed on pedagogic tasks and leaders invest in their development and hold them appropriately to account. Leaders have mitigated against the danger of interventions not having an impact in other lessons as teachers plan the interventions so are fully aware of the content and able to help pupils make links in the rest of their learning – Pupil Premium Review Oct 2020 – Craig Batley</p> <p>Pupils’ books provide strong evidence of the impact of this approach. They show pupils’ increasing ability to self-edit writing and that pupils respond to marking in writing and maths. As a result, pupils are making additional learning – Pupil Premium Review Oct 2020 – Craig Batley</p> <ul style="list-style-type: none"> • 53% of the SEND register are also disadvantaged pupils – SEND register is robust and accurate where teachers have ownership of Quality First Teaching • Strong evidence of SEND paperwork – triangulation with school, child and parent involvement • Teachers held to account within pupil progress meetings for specific group attainments and progress – interventions advised and training provided where appropriate • Staff CPD – support with writing SMART targets for OPPs to ensure rapid and sustained progress which involves pupil/parent view • Staff CPD – supporting children with additional needs through appropriate scaffolding and resources • Staff CPD – Emotions Coaching delivered by the Educational Psychologist • Staff CPD – SMART targets for achievable progress (Led by SEND Leader) <p>SEND review 23.03.22:</p> <ul style="list-style-type: none"> • SEND is a standing agenda item for staff meetings ensuring it remain high profile and allowing for timely and relevant training, information sharing and discussions surrounding individuals and groups of children • There are well established practices for interventions that minimise risk of missed learning whilst ensuring opportunities to teach skills that children can put into practice aiding their development. • There is a continuous focus on the Assess plan Do Review cycle taking place that ensures that children’s needs are known and support and provision is clearly tailored to remove barriers to learning. Teachers understand that they are responsible for children with SEND and take ownership of plans. Teachers and Assistants discussed their collaborative and pro-active approaches that ensures that adaptive teaching and support is timely and targeted. Interventions are planned to ensure that missed learning is minimised. 		
Comprehension Development Raise the profile of reading, increase reading skills (especially comprehension), especially for boys and struggling readers, Bug Club £4,000	Reading attainment at KS1 for both ARE and GDS outcomes is below National, leading to a lower combined score- Need to develop literature within the developing library areas/classrooms EEF Toolkit - Reading comprehension strategies (+5 months) EEF Preparing for Literacy EEF Improving Literacy in KS1 Recommendation (updated)	1,5,6
<p>IMPACT: See Pupil Premium Review Report October 2020, Reading Data Analysis and evaluation (Termly), Monitoring Calendar and outcomes.</p> <p>Reading books match the letters and sounds that children have already learned. This helps them to become confident readers – Ofsted Nov 2019</p> <p>Highly trained teaching assistants give valuable support to pupils resulting in them now making faster progress, particularly in reading and mathematics – Ofsted 2019 Report</p>		

Pupil voice responses supported the view that staff are developing pupils' love of reading. Several pupils stated that their favourite book was one that they had first heard in school. Similarly, a class that were listening to a teacher read were fully engaged and responded well to skilful questioning – Pupil Premium Review Oct 2020 – Craig Batley

- John Murray reading strategies embedded in Year 2
- QLA outcomes used to identify question stems for planned input and practise
- Extended Guided reading (Whole class) for 30 minutes daily where modelled comprehension input of key skills are taught daily to children
- Andy Taylor Vocabulary INSET training October 2021
- Reading materials purchased are engaging to boys across various genres – available within book corners, reading scheme, main library and on Bug Club
- Parental reading workshops to raise profile and importance of reading within the community weekly
- Differences between PP and Non PP pupils are diminishing over time across school from KS1 – Catch up interventions have contributed to diminishing the difference massively (See individual data impact per group)

2022 Outcomes: EYFS (16/60ch are PP)

Reading GLD PP outcomes = 11/16 = 69% PP Progress from end of Nursery = +6.6 steps (6 is expected)

2022 Outcomes: KS1 (22/57ch are PP) NB National Lockdown 4.1.20-24.3.20/March 2019

Reading ARE PP outcomes 10/22 = 44% (7/22 = 32% @ end of EYFS) PP Progress from EYFS = +12.4 steps (12 is expected)

<p>RWI Leader to focus on phonics teaching, purchasing resources, delivering training and feedback to staff on impact of teaching £1,000</p>	<p>Low number of children achieving the threshold for the Phonic Screening Check-Especially PP children The Education Endowment Foundation (EEF) shows phonic intervention can support an additional 4 months progress. See also EEF EY Toolkit – C&L approaches (+ 6 months) EEF Preparing for Literacy EEF Improving Literacy in KS1 Recommendation (updated)</p>	<p>1</p>
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IMPACT: See [Pupil Premium Review Report October 2020](#), [RWI Data Analysis and evaluation \(½ Termly\)](#), [Monitoring Calendar and outcomes](#), [termly RWI Development Day review reports from the English Hub](#)

- Phonics and Early reading is a strength of the school as ratified by Ofsted Nov 19 and from Pupil Premium Review October 2020.
- Differences between PP and Non PP pupils are diminishing over time
- RWI lead instrumental to identifying pupil needs and implementing 1:1 or small group interventions – focusing on the bottom 20%
- All staff receive weekly CPD and opportunity to work alongside RWI leader and English Hub to further develop own practice and use of the RWI platform for homework and parent support
- Rigorous monitoring and assessment of RWI across EYFS and KS1 conducted and actions implemented

2021 Outcomes: Year 1 Phonics (15/45ch are PP) Phonic screening administered during Autumn 2 2020

Phonic outcomes in June 2022 were 87% - with 78% PP children passing phonic screening

Phonic outcomes over the last three years have been 2020 = 87% 2021 = 86% 2022 = 87%

<p>To develop a Mastery approach. Training Resources £500</p>	<p>% of children working at greater depth below national at the end of each key stage. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</p>	<p>1-7</p>
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	See also metacognition and self-regulation (+8 months) EEF Preparing for Literacy EEF Improving mathematics in the Early Years and KS1 EEF Improving Literacy in KS1 Recommendation (updated)	
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Impact: See Pupil Premium Review Report October 2020, Data analysis

Most-able pupils are challenged well. Achievement information shows that these pupils are making good headway in phonics, early reading, writing and mathematics – Ofsted 2019 report

Governors are well-informed, knowledgeable and provide an appropriate balance of challenge and support. They are kept very well informed with half-termly reports on all pupils, including the disadvantaged. The chair of governors accurately identified disadvantaged pupils’ main barriers to learning and was aware of the main areas of Pupil Premium spend and its intended impact – Pupil Premium Review Oct 2020 – Craig Batley

Data analysis: increased % of children achieving exceeding from their starting points:

2022 Outcomes: EYFS (16/60ch are PP)

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Writing GLD PP Outcomes = 11/16 = 69%	PP Progress from end of Nursery = +6.8 steps (6 is expected)
Maths GLD PP Outcomes = 11/16 = 69%	PP Progress from end of Nursery = +6.6 steps (6 is expected)

2022 Outcomes: KS1 (22/57ch are PP) NB: EYFS data unratified due to lockdown

Reading GDS PP outcomes 5/22 = 23%	PP Progress from EYFS = +12.2 steps (12 is expected)
Writing GDS PP Outcomes 5/22 = 23%	PP Progress from EYFS = +12.1 steps (12 is expected)
Maths GDS PP Outcomes 5/22 = 23%	PP Progress from EYFS = +12.4 steps (12 is expected)

- Targeted teaching for GDS pupils in English and maths through bespoke groups taught across school
- Stretch and challenge and mastery skills applied within teaching and through focused activities planned
- Pupil progress meeting discussions – HAPS and how they are challenged and supported e.g. Morning boosters, bespoke teaching groups, interventions

EYFS Outdoor- To develop a language rich outdoor environment to support the developing interests of boys specifically £1500	Outdoor adventure learning experiences, especially those involving collaborative learning, are shown to have a positive impact on learning (EEF toolkit +4 months)	3,4
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In early years, staff take every opportunity to help children learn new words. Children explore, play and learn in the stimulating areas inside and outside. The wide range of interesting resources allow children to follow their interests – Ofsted 2019 report

Impact: End of year outcomes 2022 EYFS:

Nursery: C&L – 70%	Boys – 60%
PD – 78%	Boys – 70%
PSED – 63%	Boys – 60%
Literacy – 67%	Boys – 60%
Maths - 74%	Boys – 70%
Reception: C&L – 74%	Boys – 63%
PD – 75%	Boys – 76%
PSED – 72%	Boys - 59%
Literacy – 64%	Boys - 41%
Maths – 71%	Boys - 56%

Environment Audits

Environment audits have been conducted each half-term and outdoor learning environments have highlighted that provision areas are “Bright stimulating learning environment which is number and vocabulary rich.” Provision areas have been updated and reflect outcomes of parent voice.

Parent Voice

Parent voice has identified themes that will engage and excite boys to particular areas of learning that they were not accessing before. From this outdoor provision has been reviewed half-termly to include role play, rich vocabulary and opportunities for literacy and maths in all areas that engage and excite boys.

Observations

The Early Years Leader has observed all adults teaching in provision areas outdoors with a specific focus on boys and PP engagement in writing. 1:1 CPD and peer observations have then taken place to ensure all children are stretched and challenged and children's next steps for learning link to new progression documents and are being taught in the moment.

Planning Scrutiny

A new EYFS curriculum has been created which is progressively planned and is ambitious, enriched, broad and engaging. EY teachers plan a provision map with weekly enhancements so that children can independently practise and consolidate taught skills and adults can stretch and challenge children in adult led activities.

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

Budgeted cost: £38,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extended school time – small group tutoring (1:5) £10,000	To provide small group intervention before school for children especially those who are PP. QFT has a positive impact for pupil premium pupils, especially in a small group situation Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long-term impact for all pupils but especially disadvantaged	1,5,6,7
Impact: See Catch-up Intervention evaluations, records of session content, data analysis		
Use of additional TA's 2X KS1 2X UFS 35% PP = £28,000	To support high number of PP children within Y2 (60 children in the year group), but also in Reception (60 children in the year group) To support children entering UFS below/well below ARE	1-7
Impact: See Pupil Premium Review Report October 2020, Data analysis, Monitoring activities, Catch up Records and Data Analysis for impact/progress Pupils' books provide strong evidence of the impact of this approach. They show pupils' increasing ability to self-edit writing and that pupil's respond to marking in writing and maths. As a result, pupils are making additional learning – Pupil Premium Review Oct 2020 – Craig Batley Focussed CPD Training Support staff are well deployed on pedagogic tasks and leaders invest in their development and hold them appropriately to account. Leaders have mitigated against the danger of interventions not having an impact in other lessons as teachers plan the interventions so are fully aware of the content and able to help pupils make links in the rest of their learning – Pupil Premium Review Oct 2020 – Craig Batley SEND Review:		

Teachers and Assistants discussed their collaborative and pro-active approaches that ensures that adaptive teaching and support is timely and targeted. Interventions are planned to ensure that missed learning is minimised.

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2022 Outcomes: KS1 (22/57ch are PP) NB National Lockdown 4.1.20-24.3.20/March 2019

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<p>Oral Language Intervention- Wellcomm Speech & Lang Package £300 (EYFS)</p> <p>Talk Boost- Language development intervention programme written by SALT (EYFS scheme)</p> <p>Vocabulary Gap INSET Training</p> <p>35% = £500</p>	<p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. See EEF toolkit</p> <p>Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families.</p> <p>See Early Years Toolkit – C & L approaches (+6 months)</p>	<p>1,4,6</p>
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In early years, staff take every opportunity to help children learn new words. Children explore, play and learn in the stimulating areas inside and outside. The wide range of interesting resources allow children to follow their interests – Ofsted 2019 report

Impact:

Baseline data 2021:
 Nursery: C&L – 29 %
 Reception: C&L – 57%
 End of year outcomes 2022 EYFS:
 Nursery: C&L – 70%
 Reception: C&L – 74%

Focussed CPD training:

Staff CPD has ensured that teachers, nursery nurses and teaching assistants understand how to teach and track children’s progress following the WellComm programme and the Early Vocabulary Builder (EVB). SALT sessions take place three times a week.

Parents/Carers

End of year expectations are shared at the beginning and throughout the school year to ensure parents and carers are aware of communication and language expectations. Videos of WellComm and EVB sessions are sent to parents/carers through Seesaw and LearningBook so that they can continue to support learning at home.

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

Budgeted cost: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance initiatives (proportion of rewards and salary from PP)</p> <p>L Wells – £7,500</p>	<p>Attendance is below national. School has reduction of PA. However, it remains an on-going challenge. Education Welfare Officer post supports ambition to sustain improvements made and reach/exceed NA attendance through monitoring and response to poor attendance and management of incentives/rewards. Raise profile of good attendance</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>	<p>2</p>
<p>Pastoral staff know the families very well and have developed high levels of trust and engagement with parents and their children. They also have developed strong systems for tracking pupils' attendance and Persistent Absence (PA).- Pupil Premium Review Oct 2020 with Craig Batley</p> <p>Pupils' behaviour and their attitudes to learning was a consistent strength during the review day. Pupils repeatedly presented as being keen to succeed, were consistently focused on their learning and moved around the building politely and quietly. The pupils spoken to were thoughtful, courteous and clear in their responses – Pupil Premium Review Oct 2020 – Craig Batley</p> <p>Pupils are being given more ownership of their learning as they move through school and they demonstrate increasing independence with age. – Pupil Premium Review Oct 2020 – Craig Batley</p> <ul style="list-style-type: none"> • EWO working closely with Attendance Officer in school • Attendance procedures are robust – Early identification and intervention for key families • Cumulative attendance is at 91.25% cumulative for 21-22, this is above national (86.9%). Persistent absence is tracked weekly and meetings held with parents as soon as attendance starts to dip – this ensures that early intervention is supportive and measures implemented to limit impact on a child's education. Persistent absence which includes positive Covid-19 cases as well as the heightened illness such as chicken pox and sickness bugs due to lower immune systems was 20.77% for 21-22 which is similar to figures pre-covid. <p>School reward initiatives E.g. Attendance Trip, certificates, Raffle prizes</p>		
<p>Employment of Learning Mentor</p> <p>£4,000</p> <p>Increased targeted support for vulnerable families to enhance pupils' attendance and learning Targeted action and work with families to address safeguarding issues.</p>	<p>School ranked 111th most deprived out of 114 LA schools on the IDACI scores To ensure children are safe through monitoring of and response to welfare/safeguarding concerns. To support families so that home circumstances support readiness for learning. To build positive home school relationships and maximise parental support for learning. EEF Toolkit – parental involvement (+3 months)</p>	<p>4,5</p>
<p>IMPACT: ½ termly Attendance evaluations and tracking.</p> <p>Pastoral staff know the families very well and have developed high levels of trust and engagement with parents and their children. They also have developed strong systems for tracking pupils' attendance and Persistent Absence (PA).- Pupil Premium Review Oct 2020 with Craig Batley</p>		

Pupils' behaviour and their attitudes to learning was a consistent strength during the review day. Pupils repeatedly presented as being keen to succeed, were consistently focused on their learning and moved around the building politely and quietly. The pupils spoken to were thoughtful, courteous and clear in their responses – Pupil Premium Review Oct 2020 – Craig Batley

School has a commitment to working closely with parents and some good systems are already in place. The Nursery Busy Bags and Story Sacks are a strong resource and there is a clear message about the importance of good attendance outside the Nursery entrance. School has worked hard to encourage parents to listen to their children read and pupil voice responses suggested that in many cases this is now a regular occurrence – Pupil Premium Review Oct 2020 – Craig Batley

- Attendance procedures are robust – Early identification and intervention for key families
- EWO working closely with Attendance Officer in school
- School reward initiatives E.g. Attendance Trip, certificates, Raffle Prizes
- Specialist nurture groups and interventions implemented to reflect the needs of children identified
- Additional transition for Vulnerable, SEND and other identified individuals
- Parent workshops and meetings organised with professional key speakers
- Cumulative attendance is at 91.25% cumulative for 21-22, this is above national (86.9%). Persistent absence is tracked weekly and meetings held with parents as soon as attendance starts to dip – this ensures that early intervention is supportive and measures implemented to limit impact on a child's education. Persistent absence which includes positive Covid-19 cases as well as the heightened illness such as chicken pox and sickness bugs due to lower immune systems was 20.77% for 21-22 which is similar to figures pre-covid.

<p>Nurture Groups 1x Learning Mentor Resources to deliver bespoke nurture intervention £4,000</p>	<p>Children not ready for National Curriculum expectations/PSED needs developing (Overall average impact +3 months)</p> <p>Increased number of SEMH issues amongst disadvantaged pupils. Children facing barriers to learning because of this.</p> <p>The EEF states: Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues.</p> <p>EEF states that 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (+4 months).</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>	<p>4</p>
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IMPACT: Learning Mentor interventions and tracking overviews, CPOMs, ½ termly Behaviour impact reports

School has a very clear Pupil Premium strategy and senior leaders have a focus on holistic development and continuous improvement which strikes an excellent balance between pupils' emotional and social needs and their academic development. – Pupil Premium Review October 2020 with Craig Batley.

Drop-ins evidenced that staff have high expectations of pupils' behaviour and the pace at which they work. Pupils respond positively and demonstrate strong attitudes to learning and a commitment to improvement – Pupil Premium Review Oct 2020 – Craig Batley

- Increased emotional regulation
- Resources purchased to support interventions
- Training attended by Learning Mentors

School achieved the Well-Being Award in February 2019 – whole school focus for staff and children

<p>Guest speakers- Raising aspirations, visits from a range of professionals across school, visits from topic linked experiences e.g. Great Fire of London Speaker, Toys in the past, Ambulance, Fire Services, Forest Schools</p> <p>£4,000</p>	<p>Children have limited experiences, aspirations and knowledge of the wider world due to poverty of expectation and lack of exposure.</p> <p>EEF Toolkit S & E aspects (+4 months) Metacognition (+8 months) EEF Enrichment recommendations: Outdoor Adventure Learning (+4 months) Sports Participation (+2 months)</p>	<p>3</p>
<p>Enrichment overviews and pupil voice</p> <p>Pupils enjoy learning because teachers plan interesting lessons. Trips, visitors and exciting activities bring learning to life. Pupils remember their prior learning and make links between subjects – Ofsted Nov 2019</p> <ul style="list-style-type: none"> • Trips, after school clubs and in-house visitors are subsidised to ensure children experience a range of extra-curricular activities, visits and visitors come into school to enrich the curriculum • See enrichment files which showcase the range of extra-curricular activities children access both internally and externally throughout the academic year – development of cultural capital and application of acquired knowledge to their learning 		

Total budgeted cost: £84,100.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

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

Programme	Provider
Oxford Spelling and RWI phonics	Oxford University Press
Bug Club	Pearson
X tables Rockstars	TT Rockstars

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.