

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	Spalding Parish Church of England Day School
Number of pupils in school	572
Proportion (%) of pupil premium eligible pupils	26.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Diane Mulley, Headteacher
Pupil premium lead	Emily Hill, Deputy Headteacher
Governor / Local Council Member responsible for disadvantaged pupils	Emma Rains
Trust Lead for disadvantaged pupils	Vicky Matthews (SEA) Tamara Allen (DCEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172682
Recovery premium funding allocation this academic year	£17400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£190082

Part A: Pupil premium strategy plan

Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. The purpose of the Pupil Premium Strategy is to support eligible children in overcoming challenges in order to achieve this and to ensure there is equality for all.

Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allows them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally).

At Spalding Parish we aim to be an outstanding inclusive church school embodying the love and care of God the Father for everyone, striving to help all in our school prosper and fulfil their unique potential in the fullness of Christ, and co-operating with the Holy Spirit for the flourishing of every person through the principles of wisdom, hope, community and dignity.

At the heart of our diverse community, striving for excellence, enabling all to achieve their highest potential.

“Start by doing what’s necessary, then do what’s possible; and suddenly you are doing the impossible.” St Francis of Assisi

Our Christian values-based school celebrates curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all we do. Our children learn to become resilient and self-assured in a safe, inclusive and nurturing community. Everyone, including the most vulnerable, is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Every vulnerable and eligible child has the right to be privileged and it is our intention to address any social divide and inequality. This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining. Strategies also include supporting children who are young carers; those that have a social worker; looked after and previously looked after children; pupils in receipt of FSM and those not on FSM but may be on the poverty line; and service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as in receipt of PP and SEND or EAL. There is an expectation that all can achieve.

We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations, high challenges and high ambitions for all children, and particularly for those experiencing socio-economic disadvantage. We have received bespoke training from the Trust that has secured our understanding that if we get teaching and learning right for our most vulnerable pupils, then we are getting it right for all.

Research identifies quality-first teaching as being the most effective way to close the attainment gap between eligible children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure eligible pupils' attainment will be accelerated and sustained in line with their non-eligible peers.

The impact of the pandemic, particularly on vulnerable children, cannot be ignored and the recovery premium funding is being used as targeted support through additional tutoring for children who have been affected the most. Strategies include booster sessions led by school teaching staff and also use of Third Space as an online intervention.

Our decision-making has taken into account a thorough diagnostic assessment of our children's challenges and individual needs. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- be uncompromising in our belief that all pupils and staff should be supported and challenged to be the best that they can be.
- adopt a whole-school approach in which all staff take responsibility for monitoring the wellbeing of children (if this is at the heart of what we do, then this should have a positive impact on attainment)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve: First and Best!
- ensure there are no 'capped ceilings' on learning
- address any further barriers as soon as they arise to mitigate against any additional negative impact on progress

This statement of intent is in line with our school development plan and existing practices to ensure sustained impact. School leaders will continually monitor the progress of the PP Strategy, adapting approaches when and where appropriate. As actions and approaches are implemented support will be provided for staff so that they can take ownership of them and deliver them successfully. As challenges (barriers to learning) emerge these will be addressed through flexible and motivating leadership. We aim to respond to implementation data to tailor and improve approaches throughout the period of the strategy.

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

Challenge number	Detail of Challenge
1	Assessments, book study, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many eligible pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our eligible pupils than our non-eligible pupils, specifically within KS1
2	Assessments, observations, and discussions with pupils suggest eligible pupils generally have greater difficulties with phonics than their non-eligible peers and this is certainly the case in EYFS and Year 1. Subsequently this negatively impacts their development as readers, as well as their accessibility in other curriculum areas.
3	Internal and external assessments (both formative teacher assessment and summative) indicate that reading and writing attainment among eligible pupils is below that of non-eligible pupils, across both Key Stage 1 and 2. On entry to Reception class in the last 3 years, between 65-70% of our eligible pupils arrive below age-related expectations compared to 45-50% of other pupils. This gap remains steady to the end of KS2.
4	Internal and external assessments (both formative teacher assessment and summative) indicate that maths attainment among eligible pupils is below that of non-eligible pupils, specifically within Years 2-5 and to a lesser degree in Year 6. On entry to Reception class in the last 3 years, between 55-60% of our eligible pupils arrive below age-related expectations compared to 40-45% of other pupils. There is clear evidence over recent years of this gap closing, however this now needs to be maintained.
5	Our assessments and observations indicate that the education and wellbeing of many of our eligible pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and reading in EYFS/KS1.
6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges have particularly affected eligible pupils, resulting in a limited range of cultural and social enrichment activities which in turn limits their skills, knowledge and understanding (Cultural Capital).
7	Our attendance data over the last 3 years indicates that attendance among eligible pupils has been between 5-10% lower than for non-eligible pupils. Whilst this has seen some improvement in the 2020/21 academic year, it remains an area of focus.
8	Our assessments and observations indicate that the education and wellbeing of many of our eligible pupils have been impacted by partial school closures to a greater extent than for other pupils. Emotional readiness for learning can also be barrier to their progress as a result of personal and environmental issues. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. In correlation with this, pupils have lost their resilience to tackle challenging tasks and are struggling to retain previous learning into long term memory (knowing more, remembering more), particularly within Key Stage 1 and Lower Key Stage 2.

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
<p>Improved oral language skills and vocabulary among eligible pupils. (1) SIP Priority 1 and 2</p>	<p>Assessments and observations indicate significantly improved oral language among eligible pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice/book study and ongoing formative assessment.</p> <p>Lesson visits and pupil book study provide evidence that children are being taught explicit vocabulary and are able to commit the words to long-term memory, which they use to articulate their learning.</p> <p>Progress for EYFS eligible pupils is in line with non-eligible pupils with increased proportion of eligible children achieving GLD.</p>
<p>Improved phonic knowledge/application(EYFS/KS1), with improved outcomes in KS1 Phonics. (2) SIP Priority 3</p>	<p>Increased number of eligible children achieving EXS+ in Phonics at Y1/Y2 with outcomes for eligible pupils in line with non-eligible pupils.</p> <p>Improved staff confidence at delivering phonic “catch up” interventions within KS2.</p>
<p>Improved reading attainment for eligible pupils. (3) (5) SIP Priority 1 and 2</p>	<p>Increased number of eligible pupils making expected progress based on prior attainment at the end of KS1.</p> <p>By 2023/24 outcomes for eligible pupils are in line with non-eligible pupils.</p>
<p>Improved writing attainment for eligible pupils. (3) (5) SIP Priority 1 and 2</p>	<p>Increased number of eligible pupils making expected progress based on prior attainment at the end of KS1.</p> <p>By 2023/24 outcomes for eligible pupils are in line with non-eligible pupils.</p>
<p>Improved maths attainment for eligible pupils. (4) SIP Priority 1</p>	<p>Increased number of eligible pupils making expected progress based on prior attainment at the end of KS1.</p> <p>By 2023/24 outcomes for eligible pupils are in line with non-eligible pupils.</p>
<p>Improved outcomes (attainment and progress) at the end of EYFS for eligible pupils. (5) SIP Priority 1</p>	<p>Increased number of eligible pupils achieve GLD at end of EYFS.</p> <p>Outcomes for eligible pupils are in line with non-eligible pupils.</p>
<p>Sustained improved wellbeing for all pupils in our school, particularly our eligible pupils. (6)</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations; • Significant reduction in the number of behaviour incidents; • Significant increase in participation in enrichment activities, particularly among eligible pupils.

SIP Priority 1 and 4	
<p>Improved retention of knowledge (knowing more, remembering more) and development of metacognition and self-regulation, particularly for our eligible pupils. (8)</p> <p>SIP Priority 1 and 2</p>	<p>Through lesson visits and pupil book study:</p> <ul style="list-style-type: none"> • Pupils are able to articulate learning that has been retained in long term memory; • Tier 3 vocabulary is explicitly taught to support understanding and pupils are able to use this vocabulary to explain what they have learned; • Eligible pupils will be able to demonstrate or articulate metacognitive strategies that help to improve their learning; • Eligible pupils are able to show an increased level of concentration for longer periods of time; • Eligible pupils and teachers are able to provide examples where the children persevered with a challenging task; • There is a noticeable increase in the quality and quantity of work as pupils progress across the year; • Eligible pupils are more able to access learning and make progress in line with non-PP pupils.
Sustained improved attendance for all pupils, particularly our eligible pupils. (7)	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Overall absence rate for all pupils being no more than 4%; • Attendance of eligible pupils in line with non-eligible peers; • Persistent absence figures for eligible pupils is in line, or below that of eligible pupils nationally and in line with non-eligible pupils.

Strategies/activities 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.

High-Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £114,150

Strategy/Activity	Evidence that supports this approach	Challenge/Impact
<p>Training and moderation opportunities at regular intervals throughout the year within and across schools to ensure accurate teacher assessment. £2000.00</p> <ul style="list-style-type: none"> - Moderation training (£800.00) - Moderation of practice (in school, within or across hub schools (£1200.00) <p>Training and release time to embed new feedback policies and practices and to carry out weekly conference feedback with eligible children. £8500.00</p> <ul style="list-style-type: none"> - CPD (£800.00) - Monitoring practice (£1656.00 - 1 day per term T&L Lead) - Working party tried and tested strategies - Pupil conferencing (£5500.00 – release time) - PP children first ethos - Share, monitor and review good practice/use of evidence-based strategies <p>Total £10,500.00</p>	<p>Accurate teacher assessment requires dedicated ongoing professional development to ensure its accuracy. Balance between ongoing formative assessment, then teacher assessment that is confirmed by test outcomes is good practice given importance of drawing conclusions from data (EEF). Awareness that results of a test don't always reflect pupils' progress and attainment seen within the classroom.</p> <p>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall. Impacts are highest when feedback is delivered by teachers.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p> <p>https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better</p>	<p>1, 2, 3, 5</p> <p>Participation in hub moderation and Year 6 moderation evidenced good understanding of assessment criteria. Through moderation all Writing shared in all year groups was of high standard. Staff meetings on moderation picked out key areas for improvement which were acted on quickly and built into the following years SIP.</p> <p>Feedback strategies from working party tried and tested across school. Feedback agreed and finalised based on most effective methods from research and practice.</p>

<p>Purchase of standardised diagnostic assessments. £3000.00 (Resources/Training)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly. £1500.00 (Additional CPD/release time) £1000.00 (1/2 day a term T&L Lead to plan/deliver training)</p> <p>Total £5500.00</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5</p> <p>Standardised tests used to assess children's understanding and identify areas for improvement in place. Termly Pupil discussion meetings with all year groups show teachers have thorough understanding of pupils' attainment and what their next steps are. Pre-teaching/intervention sessions have then targeted those areas of weakness and evidence of progress for vulnerable pupils is clear.</p>
<p>Fund ongoing training/release time for EYFS staff to maximise learning through sustained shared thinking. £1500.00</p> <ul style="list-style-type: none"> - CPD for EY staff enabling them to fully support interactions with children and enrich their learning (£500 - CPD) - NELI assessment for all EYFS children (provides a baseline from which to build (£1000.00 - 20 hrs cover for training, 32 hrs cover for assessment) - Bespoke planning of provision and teaching to address key areas of weakness within the ELGs identified through ongoing monitoring (Within planned whole school CPD) <p>Opportunities to observe good practice across the hub and to participate in joint moderation. £1000.00</p>	<p>Sustained shared thinking improves both the skills involved in learning, as well as supporting children in knowing and remembering more in all 7 areas of development via adult-child interaction.</p> <p>https://www.ucl.ac.uk/ioe/case-studies/2021/feb/sustained-shared-thinking-early-years</p> <p>https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>1, 3, 4, 5, 6</p> <p>Very effective CPD for EYFS lead has helped shape the setting. Visits to other settings, active participation in Trust training and a focus on this area with our SEA has shown improved standards in EYFS compared to prior year.</p> <p>Areas have been set up to encourage dialogue and to take advantage of the principles of sustained share thinking. HT and DHT have attained Trust-led EYFS</p>

<ul style="list-style-type: none"> - Visits to other settings/joint moderation activities <p>Purchase resources so provision includes all 7 areas of development enriching adult-child interaction. £3000.00</p> <ul style="list-style-type: none"> - Bespoke resources to support key areas <p>Total £5500.00</p>		<p>training so they are better able to support and monitor EYFS. Purchase of high-quality texts has ensured children are sharing a range of texts at school and with their families.</p>
<p>Embedding explicit teaching of vocabulary and dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>£10,500.00</p> <ul style="list-style-type: none"> - Early language CPD - Peer observations (£800.00 - 1 hr per week release time) - Reading/language resources (£450.00 - Widget) (£1000.00 - Additional resources) - Participation in Oracy project with Voice 21 (£1200.00 - Cost of programme) (£1500.00 - 1 day a short term Oracy Lead) (£650.00 - 1 day a long term Oracy Champion) - Subject Leader/Curriculum Leader Time (£4000.00) - SENCo Time (£1500.00) <p>Bridging the gap in cultural literacy can ensure that no-one is left outside of current or future conversations.</p> <p>£2500.00</p> <ul style="list-style-type: none"> - CPD/Coaching (£1000.00) - Subject Leader time (£1500.00 Reading Lead/Curriculum Lead) 	<p>Explicit teaching of vocabulary and oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 2</p> <p>Children are gaining in confidence in developing conversation skills using a more secure range of Tier 2 and 3 vocabulary. Pupil book studies and pupil voice activities showed that children in receipt of PP were as able to talk about their learning as their peers.</p> <p>DHT has attended dialogic training and has begun feeding this into the CPD programme for next academic year with support from our SEA. Pre-teaching has, in some year groups where needed, been focused on learning key vocabulary so the children are able to apply it in their learning.</p>

<p>We will purchase resources (such as high-quality texts) and fund ongoing teacher training and release time. This also includes curriculum planning and support from subject leaders.</p> <p>£2000.00</p> <ul style="list-style-type: none"> - High Quality Texts <p>Total £15,000.00</p>		<p>Access to high quality texts has increased with additional resources purchased for all classes.</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>£9650.00</p> <ul style="list-style-type: none"> - Phonics Resources (£7000.00) - Phonics Monitoring/Audit (£650.00) - CPD linked to Phonics for relevant staff (£2000.00) <p>Address any vocabulary deficits early through language acquisition and phonic development.</p> <p>£3000.00</p> <ul style="list-style-type: none"> - Subject Leader Time (£2000.00) - SENCo Time (£1000.00) <p>Total £12,650.00</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p> <p>Monster Phonics training undertaken by all teachers and TAs. A clear policy is in place and phonics teaching is stronger than prior year.</p> <p>Children have made excellent progress within the year. Similarly the number of children passing the phonics check improving on prior year. The intervention pathway is in place and interventions have been running effectively, targeting children's specific needs. Monster phonics book have been purchased and routines are in place for children to read at school and at home regularly. Children are applying their phonic knowledge more confidently in all subject areas.</p>

		English hub audit showed substantial improvements in phonics teaching and learning across the year.
<p>Enhancement of our reading curriculum and teaching delivery in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD.</p> <p>£5000.00</p> <ul style="list-style-type: none"> - CPD from LEAD (£500.00 - cover for CPD included in English Hub offer) - Further CPD (£500.00) - Whole school CPD linked to approach to Reading (Within planned Inset) - Peer observations/sharing of good practice in house (£1000.00) - Termly English Cluster with Keystone TSA (£500.00 - Course costs/cover) - Trust English Subject Leader Termly CPD (£500.00 - Course costs/cover) - Subject Leader Time (£2000.00) <p>Funding will also be used to buy high-quality texts for children to use and study from rather than having to rely on photocopies (if there are budget restraints, ensure disadvantaged children have access to the real texts first).</p> <p>£3000.00</p> <ul style="list-style-type: none"> - High Quality Texts (£3000.00) <p>Total £8,000.00</p>	<p>EEF reports offer seven practical evidence-based recommendations—that are relevant to all pupils, but particularly to those struggling with their literacy. To develop the recommendations, the EEF reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching.</p> <p>Reading comprehension strategies focus on the learners’ understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2, 3, 5</p> <p>School leaders attended CPD from LEAD and Trusted training and this has fed into our reading framework. Early monitoring showed areas for improvement which were met through targeted coaching and training. Monitoring later in the year showed improved teaching of reading and better engagement in reading. Reading comprehension strategies are explicitly taught and there is evidence of progress across school. This now needs to be further embedded to ensure improved attainment across school next academic year.</p> <p>SLT researched Reading Spines and developed our own based on our context. Reading Spine books purchased for all classes and children now have records so they can record the books they have read.</p>

		Classrooms have been set up to encourage reading and interactive displays and reading areas around school emphasise that we are a reading school.
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. £5000.00</p> <ul style="list-style-type: none"> - Maths CPD (£1000.00) - Whole school CPD linked to approach to Maths (Within planned Inset) - Peer observations/Sharing of good practice in house (£1000.00) - Termly Maths Cluster with Keystone TSA (£500.00 - Course costs/cover) - Trust Maths Subject Leader Termly CPD (£500.00 - Course costs/cover) - Subject Leader Time (£2000.00) <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and/or CPD (including Teaching for Mastery training). £3000.00</p> <ul style="list-style-type: none"> - Teaching for Mastery (£1000.00) - Maths resources (£2000.00) <p>Total £8000.00</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>4</p> <p>Maths Lead has taken part in Trust-led maths training. She has supported specific teachers to improve their maths teaching and progress across the academic year is evident.</p> <p>Maths resources have been purchased and there is evidence that teachers and TAs are more confident in teaching using manipulatives.</p> <p>Specific guidance for teachers has been created to support them with planning and teaching effectively.</p>
<p>Improve the quality of social and emotional (SEL) learning. £2000.00</p> <ul style="list-style-type: none"> - CPD led by SLT/SEMH Lead/External (£1000.00) 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	<p>6</p> <p>Mental Health and Wellbeing of children has been prioritised.</p>

<ul style="list-style-type: none"> - Mental Health and Well-Being working party tried and tested strategies (£800.00) <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. £2500.00</p> <ul style="list-style-type: none"> - SEMH support for pupils/parents (£1500.00) - SEMH resources (£1000.00) <p>Total £4500.00</p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>Books have been purchased for staff to use with children and for children to access when experiencing times of difficulty. Drop-in sessions and group work with our ELSA have proven highly effective for the children. Targeted support for vulnerable children has been highly effective, supporting them with emotional needs. Children who are subject to Early Help and those with a social worker, have also benefited from this level of support.</p>
<p>Training and coaching for staff to increase understanding of science of learning and metacognition to support implementation of seven EEF recommendations to develop metacognitive knowledge and skills. £4000.00</p> <ul style="list-style-type: none"> - CPD led by SLT/Sue Arnold (£500.00) - TA training (£650.00) - Staff to undertake relevant research (£1300.00 - release time for CTs for research) - Monitor and review impact of CPD, research and practice (£1200.00 - T&L Lead 1 hr week) - Peer reviews/Hub visits (£350.00 release time) <p>Effective metacognitive strategies get learners to think about their own learning more explicitly, usually by teaching them to set goals, and monitor and evaluate their own academic progress.</p>	<p><i>The Science of Learning</i> summarises existing cognitive-science research on how students learn and connects it to practical implications for teaching.</p> <p>https://www.stem.org.uk/science-of-learning</p> <p>https://sciencetltoolkit.wordpress.com/2019/02/18/12-research-papers-on-dual-coding/</p> <p>The EEF guidance is relevant to early years practitioners, teachers, and senior leaders in all educational settings.</p> <p>To develop the recommendations, the EEF reviewed the best available international research and consulted experts, teachers, and academics to arrive at key principles for effective teaching. Each recommendation is accompanied by specific examples. International evidence states that when properly embedded these approaches are powerful levers for boosting learning.</p>	<p>8</p> <p>Whole school CPD led by Sue Arnold with follow up training for TAs, focussed on questioning skills was consolidated with a staff meeting where we agreed principles to follow which now feature in our Teaching and Learning policy.</p> <p>Coaching sessions with teachers helped them to plan for metacognition in classrooms and a whole school session, introduced the concept of thinking about our learning to the children.</p>

<p>Thinking frames will be introduced to support pupils to think deeper.</p> <p>Dual coding techniques and retrieval practice will be used to support pupils' retention of what has been taught and to think about how it aids new learning.</p> <p>£2000.00</p> <ul style="list-style-type: none"> - Staff use evidence-based whole-class teaching interventions - Coaching linked to metacognition and strategies/approaches (£2000.00) <p>Funding will also be used to provide release time for subject leaders so that they can ensure their subject's curriculum is well-sequenced to enable pupils to retain and build on prior knowledge and to master new ideas. Also to support colleagues in planning a sequence of work.</p> <p>£4000.00</p> <ul style="list-style-type: none"> - Subject/Curriculum Lead time (£3000.00) - SENCo Time (£1000.00) <p>Total £10000.00</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p>	<p>Children across school are more able to talk about ways in which they learn.</p> <p>Subject leaders have begun to think about ways to develop metacognition in their own subject areas and gave presentations in staff development sessions about how to improve learning in their subject. The impact of this will be monitored throughout the academic year.</p>
<p>Ongoing whole school CPD for all staff to ensure QFT (LAAT subject leaders updates, effective questioning, teaching development)</p> <ul style="list-style-type: none"> - Whole school CPD linked to SDP priorities - PP Champion to ensure PP high profile with clear focus on monitoring and review (£7000.00 - 0.5 day a week) - T & L lead driving improvements within QfT (£7000.00 – 0.5 day a week) - Bespoke mentoring and coaching (£8000.00 - 4 hrs a week) - CPD on the effective use of TAs (£2500.00 - 3 hrs fortnightly) 	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning.</p> <p>Teachers should be mindful of the differing needs within their classes – it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported. Similarly, we know that retrieval</p>	<p>1, 2, 3, 4, 5, 6, 8</p> <p>Teaching and Learning policy very clearly prioritises vulnerable children and has been agreed with all staff.</p> <p>Coaching conversations always prioritise vulnerable children and children in receipt of PP.</p> <p>Improvements in teaching and learning were observed across school.</p>

<ul style="list-style-type: none"> - Participation in AfA programme (£2,000.00) - AfA Champions (£5000.00) - Subject/Curriculum Lead time (£3000.00) <p>Total £34,500.00</p>	<p>practice supports knowledge retention, but it is important to think carefully about how that is implemented in individual subjects across the curriculum to ensure it supports learning.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>AfA monitoring showed the children across school were very focussed on their learning.</p> <p>Questioning strategies are constantly reviewed and in most classrooms, these are highly effective in helping children make progress.</p> <p>The AfA programme has had a clear impact on targeted children and also on the quality of teaching across school.</p>
--	--	---

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

Budgeted cost: **£60,000**

Activity	Evidence that supports this approach	Challenge/Impact
<p>Purchase of a program to improve listening, narrative and vocabulary skills for eligible pupils who have relatively low spoken language skills.</p> <p>£15,000.00</p> <ul style="list-style-type: none"> - Speech and language toolkit/screening NELI/Wellcomm - Intervention programme - NELI/Wellcomm (£8000.00 – Programme delivery) - Bespoke staffing, eg. speech and language specialist, SENCo, CTs/TAs/ trained in delivering interventions, EAL TA support (£500.00 - CPD/cover/release time to train others) - Bespoke resources to support specific interests (£250.00 - Resources) 	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 5</p> <p>EAL TA support has helped secure progress of children who need support with their language skills.</p> <p>Pre-teaching has effectively built the confidence of vulnerable learners in preparing them for lessons.</p>

<ul style="list-style-type: none"> - Direct parental support - SENCo/SEMH TA (£1000.00 - 1 hr a week scheduled support) - Pre Teaching – 121/small group sessions (£5000.00 - Release time within year groups to deliver sessions) <p>Total £15,000.00</p>		<p>The Neli programme will be reviewed this academic year.</p> <p>Training on dialogic learning was attended by DHT and will be rolled out over the academic year.</p>
<p>Funding for key staff to access the Elklan training so that the school can increase its capacity to support and meet the communication needs of all pupils, but especially those eligible children who may also have SLCN or are EAL.</p> <p>£3000</p> <ul style="list-style-type: none"> - Elklan Training (£1000.00) - Elklan Delivery (£2000.00) - SEND Support (£1000.00 – 1 hr a week) <p>Total £4000.00</p>	<p>Elklan 5-11 is an externally accredited level 3 course which will improve practitioners' ability to communicate with their pupils and their ability to communicate with them. It equips practitioners with innovative tools and methods to enhance children's learning in the classroom and promotes quality first teaching.</p> <p>We know that the Elklan approach works because an increasing body of evidence is available. Structured evaluation and independent research confirm the positive impact it has had on both professional practice and children's development.</p> <p>See link below for detailed case studies. https://www.elklan.co.uk/OurWork/</p>	<p>1, 5</p> <p>Due to staff changes Elklan training was unable to be undertaken during the academic year. This will now be undertaken during the current year.</p>
<p>Additional phonics sessions targeted at eligible pupils who require further phonics support.</p> <p>£8000.00</p> <ul style="list-style-type: none"> - Phonics intervention (£4000.00) - Phonics resources (£3000.00) - Phonics CPD (£1000.00) <p>Total £8000.00</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from challenging backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p> <p>Phonics intervention developed supporting children to make progress in their learning.</p> <p>An intervention pathway has been developed which is having a positive impact on progress. The phonics lead has provided ongoing training and support for TAs delivering phonics intervention.</p>

		This has built their confidence and resulted in much more impactful sessions.
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be in receipt of PP, including those who are high attainers.</p> <p>£33,000.00</p> <ul style="list-style-type: none"> - Pupil conferencing (£5500.00) - Year 6 Reading Boosters (£1500.00 – after school 45 mins per session) - Year 6 Maths Boosters (£1500.00 – before school 45 mins per session) - Year 2 Reading Boosters (£1000.00 – after school 30 mins per session) - Year 2 Maths Boosters (£1000.00 - after school 30 mins per session) - Year 2 Phonics Boosters (£500.00 - after school 30 mins per session) - Third Space Intervention (£7000.00) - Pre Teaching (£15,000.00 – daily sessions for identified pupils) <p>Total £33,000.00</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>3, 4, 8</p> <p>Targeted Year 2 and Year 6 groups were very successful and the children in those groups made accelerated progress as a result. Teachers reported that those children are subsequently more able to participate in lessons at the level of their peers and this was evident through monitoring.</p> <p>Pre-teaching focussed on phonics and reading in KS1 with positive results.</p> <p>Third Space was effective with children feeling better-prepared for statutory tests and being more able to apply their Maths knowledge.</p> <p>Weekly conference discussions with AfA children about their targets has been implemented.</p>

		The impact will be closely monitored this academic year.
--	--	--

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

Budgeted cost: **£15,932.00**

Activity	Evidence that supports this approach	Challenge/Impact
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>£500.00</p> <ul style="list-style-type: none"> - Restorative approaches training (£500.00) <p>Total £500.00</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>6</p> <p>Relational practice training for all staff was highly effective and all staff are more confident in having reflective conversations with children about their behaviour. Resources have been purchased to support targeted children to self-regulate.</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>£2000.00</p> <ul style="list-style-type: none"> - Attendance Officer (£1500.00 – 5 hrs per fortnight) - LA Attendance Support Offer (£500.00) 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>7</p> <p>Attendance has been a challenge this academic year with high numbers of children suffering with COVID or isolating as a result of COVID. As travel opened up, more of our families travelled abroad to visit family.</p>

<p>Total £2000.00</p>		<p>Attendance has been closely monitored by our attendance officer and will continue to be a priority next academic year.</p>
<p>Purchasing of equipment, such as technology devices or other equipment, such as a dictionary, phonics guides, mathematical resources and stationery to support home learning.</p> <p>£2500.00</p> <ul style="list-style-type: none"> - Home Learning Resource packs (£1500.00) - Uniform/Parish Pioneer Provision (£1000.00) <p>Total £2500.00</p>	<p>The EEF research and DfE guidance supports the use of funding to support children to catch up on any lost learning. The lack of equipment should not be a barrier to children being able to access learning at home so that they do not fall further behind.</p>	<p>2, 3, 4, 5, 6, 8</p> <p>Where children were away from school but well enough to learn, resources were provided to support home learning.</p> <p>Children on low incomes and in receipt of PP have been supported with Parish Pioneer provision where needed.</p>
<p>Increase parental engagement through reading cafes and other workshops so that they know how they can support their children's learning.</p> <p>£1000.00</p> <ul style="list-style-type: none"> - Reading Café/Parental Workshops (£1000.00) <p>Develop strong relationships with parents and families through the pastoral lead in order to foster trust</p> <p>Use funding to release teachers to carry out structured conversations (AfA strategies) with parents to support academic achievement and highlight the opportunities available for their children.</p> <ul style="list-style-type: none"> - Structured Conversations (£3000.00) <p>Total £4000.00</p>	<p>The EEF research states there is moderate impact for very low cost based on extensive research. The right approach is key to improved outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	<p>1, 2, 3, 4, 5, 6, 8</p> <p>Our parent activities were very well attended by all families, including those on the AfA programme and those in receipt of PP.</p> <p>The science workshops, Jubilee celebrations, phonics support sessions and parent consultations were effective in bringing our families back into school.</p>

		This also supported parents in knowing how to better support their children academically. Parent surveys were positive.
<p>Enrichment activities.</p> <p>Use of funding to allow eligible children access to unique experiences, such as a trip to a university or to visit a city or art gallery.</p> <p>£1500.00</p> <ul style="list-style-type: none"> - Enrichment activities (£1500.00) <p>No financial barriers to participate in an outward bound residential that develops self-esteem and identifies talents.</p> <p>£1000.00</p> <ul style="list-style-type: none"> - Enrichment activities (£1000.00) <p>Use of funding to nurture talents and interests e.g., playing a musical instrument; sports at a higher level; participating in dance classes or Taekwondo.</p> <p>£2000.00</p> <ul style="list-style-type: none"> - Enrichment activities (£1000.00) - Magical Maths (£1000.00) <p>Total £4500.00</p>	<p>Widening children's experiences will support cultural capital and enrich the learning experience of all learners so that vulnerable children can become as privileged as their peers.</p>	<p>6</p> <p>Educational visits took place in all year groups last year and targeted support was given to vulnerable families including those in receipt of PP where needed.</p> <p>Some children were supported with piano lessons. All children were encouraged to take part in a range of extra-curricular activities with a clear increase in the number of children in receipt of PP and on the AfA programme attending such activities, developing confidence, interests and social skills.</p>
<p>Contingency fund for acute issues.</p> <p>£2432.00</p> <p>Total £2432.00</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>Money utilised effectively where required.</p>

Total budgeted cost: £190,082.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Please see review information in the reviewed 2020-2021 strategy document.

Externally provided programmes

Programme	Provider
Third Space Maths Intervention	Third Space

Further information (optional)

Additional activity

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by Pupil Premium or Recovery Premium. That will include:

- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Eligible pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new Pupil Premium Strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including formative and summative assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by eligible pupils. This has also included our structured conversations as part of our participation in the AfA programme. We also used the EEF's families of schools database to view the performance of eligible pupils in schools similar to ours considering strategies and approaches that had worked for them.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of PP eligibility on education outcomes and how to address challenges to learning presented by socio-economic difficulties. We also looked at studies about the impact of the pandemic on eligible pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.