

Pupil Premium Strategy Statement – Spalding Parish CE Day School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	552
Proportion (%) of pupil premium eligible pupils	25.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	Termly – next review April 2023
Statement authorised by	Diane Mulley, Head Teacher
Pupil premium lead	Emily Hill, Deputy Head Teacher
Governor / Trustee lead	Emma Rains (Governor) Vicky Matthews (SEA) Tamara Allen (DCEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,900
Recovery premium funding allocation this academic year	£20,735
Pupil premium (and recovery premium) funding carried forward from previous years	£21,222
Total budget for this academic year	£235,857

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.

Wholly inclusive, striving for fulfilment, empowering the flourishing of our world.

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, particularly 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 Key Stage 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 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 60-65% of our eligible pupils arrive below age-related expectations with the focus clearly on increasing the number of pupils achieving expectations within a given year group.
4	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 70-75% of our eligible pupils arrive below age-related expectations with the focus clearly on increasing the number of pupils achieving expectations within a given year group.
5	Our assessments, book looks, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils is affected 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 reading and maths.

6	<p>Our assessments (including Bounce Wellbeing Survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
7	<p>Our attendance data indicates that attendance among eligible pupils, whilst more or less in line with non-eligible pupils, still remains lower than the national figure and our school target for attendance. As such it remains an area of focus.</p> <p>26% of disadvantaged pupils have been 'persistently absent' compared to 22% of their peers through recent attendance analysis. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
8	<p>Emotional readiness for learning can also be a barrier to progress for our eligible pupils as a result of both personal and environmental issues. This has resulted in some gaps in knowledge resulting in some pupils falling further behind age-related expectations. In correlation with this, some 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.</p> <p>Some pupils who are disadvantaged can find it harder demonstrate metacognitive strategies and to self-regulate.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments, Pupil Book Study and observations indicate significantly improved oral language among eligible pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Phonics outcomes in 2024/25 show that outcomes for eligible pupils are improving and exceed National figures for all. KS1 reading outcomes in 2024/25 show that outcomes for eligible pupils are improving and exceed National figures for all. KS2 reading outcomes in 2024/25 show that outcomes for eligible pupils are improving and exceed National figures for all.
Improved maths attainment for disadvantaged pupils at the end of KS2.	EYFS maths outcomes in 2024/25 show that outcomes for eligible pupils are improving and exceed National figures for all. KS1 maths outcomes in 2024/25 show that outcomes for eligible pupils are improving and exceed National figures for all. KS2 maths outcomes in 2024/25 show that outcomes for eligible pupils are improving and exceed National figures for all.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil wellbeing surveys, parent surveys and teacher observations • behaviour incidents are rare • continued high levels of participation in enrichment activities, particularly among eligible pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils and the attendance figure for all pupils, both eligible and non-eligible are at least in line with national figures, with attendance of eligible pupils in line with attendance of all. • the percentage of all pupils and eligible pupils who are persistently absent is below national PA figure for both with no gap evident between PA figure for eligible pupils and for all.
To improve pupils' retention of knowledge (knowing more, remembering more) and to develop metacognition and self-regulation, particularly for our disadvantaged pupils.	Through lesson visits and pupil book study: <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.

NB: Below is the DfE’s Menu of Approaches to help ensure your chosen activities are effective. This has been added here to help you check against the decisions you make. Delete this from your website copy.

Approaches that you could implement	
High-quality teaching	Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils
	Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning
	Mentoring and coaching
	Recruitment and retention of teaching staff
	Technology and other resources focussed on supporting high quality teaching and learning
Targeted academic support	Interventions to support language development, literacy, and numeracy
	Activity and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions
	One to one and small group tuition
	Peer tutoring
Wider strategies	Supporting pupils’ social, emotional and behavioural needs
	Supporting attendance
	Extracurricular activities, including sports, outdoor activities, arts, culture and trips
	Extended school time, including summer schools
	Breakfast clubs and meal provision
	Communicating with and supporting parents
<p>Schools may be justified in funding items not listed where this is necessary to overcome specific barriers to student attainment, for example to meet acute needs around student equipment to ensure readiness to learn.</p> <p>Across all tiers, schools should also consider how funding is used to support:</p> <ul style="list-style-type: none"> • Effective identification of pupil needs, for example through diagnostic assessment • Successful implementation of approaches • Effective monitoring and evaluation of approaches 	

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£128,850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training and moderation opportunities at regular intervals throughout the year within and across schools to ensure accurate teacher assessment.</p> <p>£5200.00</p> <ul style="list-style-type: none"> - Moderation training (£1200.00) - Moderation release time (£2000.00) - Moderation of practice (in school, within or across hubs schools) (£2000.00) <p>Training and release time to embed new feedback policies and practices and to carry out fortnightly conference feedback with disadvantaged children.</p> <p>£8700.00</p> <ul style="list-style-type: none"> - TA CPD (£1250.00 – 4 days T&L Lead) - Monitoring practice (£1900.00 - 1 day per term T&L Lead) - Coaching (£950.00 3 days T&L Lead + £600.00 - 3 days cover) - Pupil conferencing (£4000.00 – release time) - PP children first ethos - Share, monitor and review good practice/use of evidence-based strategies <p>Total £13,900.00</p>	<p>A system that places significant emphasis on achievement in national tests at various key stages contradicts the need for teachers to think deeply about assessment. Numerous past papers and their associated marking schemes have dominated schools' practices for years, leading many professionals to side-line the importance of getting to grips with core assessment principles.</p> <p>Accurate teacher assessment that does not wholly rely on test outcomes requires dedicated ongoing professional development to ensure its accuracy. However, a balance between ongoing formative assessment, then teacher assessment that is confirmed by test outcomes is good practice. We know that, especially for younger children, that the 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, 4</p>

<p>Purchase of standardised diagnostic assessments. £2000.00</p> <p>Training for staff – prior to pupil discussions - to ensure assessments are administered and interpreted correctly.</p> <p>£2500.00 (1 day Assessment Lead to review assessments/diagnostic information with CTs plus outcomes for eligible pupils are improving and exceed National figures for all.)</p> <p>Total £4500.00</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</p>
<p>Fund ongoing training and release time for EYFS staff to maximise learning through sustained shared thinking.</p> <p>Opportunities to observe good practice across the hub and to participate in joint moderation. £1200.00 (Release time – 1/2 day a term for both staff)</p> <p>Purchasing resources so that the provision includes all 7 areas of development that enriches adult-child interaction. £2000.00</p> <p>Bespoke planning of provision and teaching to address key areas of weakness within the ELGs identified through ongoing monitoring, including planned work with SEA) £1000.00 (Release time)</p> <p>Dialogic Classroom training within planned whole school CPD (£300.00 – Release time plus follow up coaching)</p> <p>Total £4500.00</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>Evidence that cognitively challenging classroom talk can lead to gains for pupils in language, maths and science.</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>1, 3, 4, 5</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. £12,000.00</p>	<p>There is a strong evidence base that suggests 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>1, 4</p>

<ul style="list-style-type: none"> - Dialogic Classroom/Early Language CPD - Peer Observations (£1000.00 – Weekly release time – schedule in place) - Reading language resources (£500.00 – Widget) (£1500.00 – Additional Resources) - Active Spelling CPD/Resources and follow up support (£1500.00 – CPD) (£1000.00 – Resources) - Subject Leader/Curriculum Leader Time (£4500.00) - SENCo Time (£2000.00) <p>Bridging the gap in cultural literacy can ensure that no-one is left outside of current or future conversations. £3000.00</p> <ul style="list-style-type: none"> - CPD/Coaching (£1000.00) - Subject Leader Time (£2000.00 Reading Lead/T&L Lead/ Curriculum Lead) <p>We will purchase resources (such as high-quality non-fiction texts) and fund ongoing teacher training and release time. This also includes curriculum planning and support from subject leaders. £5000.00</p> <ul style="list-style-type: none"> - High Quality Non-Fiction texts - Ongoing CPD/Release Time <p>Total £20000.00</p>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence that cognitively challenging classroom talk can lead to gains for pupils in language, maths and science.</p>	
<p>Ensure fidelity to a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. £3000.00</p> <ul style="list-style-type: none"> - £1000.00 (Resources) - £2000.00 (CPD linked to Phonics) 	<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>	2

<p>Release time for phonics lead to coach, team teach, deliver training, create CPD pathways for individual practitioners to improve practice.</p> <p>£1200.00</p> <p>Address any vocabulary deficits through early language acquisition and phonic development</p> <p>£1500.00</p> <ul style="list-style-type: none"> - £1500.00 (SENCo/Subject Leader time) <p>Total £5700.00</p>		
<p>Enhancement of our English curriculum and teaching delivery in line with DfE and EEF guidance.</p> <p>£3000.00</p> <ul style="list-style-type: none"> - English Writing Audit and follow up work/coaching/CPD (£1000.00) - CPD from LEAD and release time (£1000.00) - Trust English Subject Leader Termly CPD (£1000.00 – Course costs/cover for Reading and Writing lead) - Whole school CPD linked to approach to Reading and Writing (within planned CPD) <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>£1500.00</p> <ul style="list-style-type: none"> - Subject Leader Time <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> <p>Total £7500.00</p>	<p>The 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>	2, 3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of</p>	3

<p>£3000.00</p> <ul style="list-style-type: none"> - Maths CPD (£1000.00) - Mastering Early Number CPD and release time (£500.00) - Whole school CPD linked to approach to Maths (Within planned inset) - Peer observations/Sharing of good practice in house (£1000.00) - Trust Maths Subject Leader Termly CPD (£500.00 - Course costs/cover) <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>£1500.00</p> <ul style="list-style-type: none"> - Subject Leader Time <p>To ensure children in all classes have access to high quality concrete maths resources.</p> <p>£2000.00</p> <ul style="list-style-type: none"> - Resources to support the Build it, Draw it, Write Approach - Additional resources <p>Total £6500.00</p>	<p>Mathematics, drawing on evidence-based approaches:</p> <p>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:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>£8500.00</p> <ul style="list-style-type: none"> - CPD led by SLT/SEMH Lead/External (£1000.00) - Bounce Wellbeing surveys/analysis and follow up work (£1000.00) - CPD for Mental Health and Wellbeing team (£2500.00) - Mental Health and Well-Being support for staff/pupils (£4000.00) 	<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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	

<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>£2500.00</p> <ul style="list-style-type: none"> - SEMH support for pupils/parents (£1500.00) - SEMH resources (£1000.00) <p>£11000.00</p>		
<p>Training and coaching for staff to increase their understanding of the science of learning and metacognition to support the implementation of the seven EEF recommendations to develop metacognitive knowledge and skills in pupils.</p> <p>£2550.00</p> <ul style="list-style-type: none"> - CPD led by SLT/Sue Arnold (£500.00) - TA training (£750.00) - Staff to undertake relevant research (£1300.00 - release time for CTs for research) <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>£2200.00</p> <ul style="list-style-type: none"> - Monitor and review impact of CPD, research and practice (£1200.00 - T&L Lead 1 hr week) - Peer reviews/Hub visits (£1000.00 - release time) <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><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>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>	7

<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. They may also use this time 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 £10750.00</p>		
<p>Ongoing whole school CPD for all staff to ensure QFT (LAAT subject leaders updates, effective questioning, teaching development)</p> <p>£34500.00</p> <ul style="list-style-type: none"> - Whole school CPD line to SIP priorities - PP Champion to ensure PP high profile with clear focus on monitoring and review (8000.00 - 0.5 day a week) - T & L lead driving improvements within QFT (£8000.00 – 0.5 day a week) - Bespoke mentoring and coaching (£8000.00 – 0.5 day a week) - CPD on the effective use of TAs (£2500.00 – DHT/SENCo) - Participation in work with Sue Arnold focussed on vulnerable pupils (£3,000.00) - AfA Champions (£2000.00) - Subject/Curriculum Lead time (£3000.00) <p>Technology and other resources to support high quality teaching and learning</p> <ul style="list-style-type: none"> - Resources (Ipads/laptops) £10000.00 <p>Total £44500</p>	<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>	

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

Budgeted cost: **£74,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a program to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>£6750.00</p> <ul style="list-style-type: none"> - 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) - Direct parental support - SENCo/SEMH TA (£1000.00 - 1 hr a week scheduled support) – - Pre Teaching/Intervention – 121/small group sessions (£5000.00 - Release time within year groups to deliver sessions) <p>Total £6750.00</p>	<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, 4</p>
<p>Funding for key staff to deliver the Elklan programme so that the school can increase its capacity to support and meet the communication needs of all pupils, but especially those disadvantaged children who may also have SLCN or are EAL.</p> <p>£4000.00</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. See link below for detailed case studies.</p> <p>https://www.elklan.co.uk/OurWork/</p>	<p>1, 4</p>

<p>Additional phonics sessions targeted at disadvantaged 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 disadvantaged 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>Engaging with the National Tutoring Programme 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 disadvantaged, including those who are high attainers.</p> <p>£21250.00</p> <ul style="list-style-type: none"> - Pupil conferencing (£5500.00) - Year 6 Reading Boosters (£2000.00 – after school 45 mins per session) - Year 6 Maths Boosters (£2000.00 – before school 45 mins per session) - Year 2 Reading Boosters (£1500.00 – after school 30 mins per session) - Year 2 Maths Boosters (£1500.00 - after school 30 mins per session) - Year 2 Phonics Boosters (£750.00 - after school 30 mins per session) - Third Space Intervention (£8000.00) <p>Total £21250.00</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>4</p>
<p>Pre and post teaching interventions.</p> <p>£20000.00</p>	<p>Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundley, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006).</p>	<p>3, 4</p>

<ul style="list-style-type: none"> - Pre Teaching (£15000.00 – daily sessions for identified pupils) - Post Teaching (£5000.00 – input to respond to needs) <p>Total £20000.00</p>	<p>Pre-teaching prevents/minimises experiences of 'failure' in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006).</p> <p>Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Minkel, 2015).</p>	
<p>Maths targeted intervention £4000.00</p> <ul style="list-style-type: none"> - Maths on the Move (£4000.00) <p>Total £4000.00</p>	<p>Both targeted interventions and universal approaches can have positive impact.</p>	
<p>Purchasing of equipment, such as technology devices to support home learning. £10000.00</p> <ul style="list-style-type: none"> - Additional resources (£10000.00) <p>Total £10000.00</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, 6, 7</p>

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

Budgeted cost: **£32,150.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. £2500.00</p> <ul style="list-style-type: none"> - Behaviour training including review of policy and practice (within planned CPD) - Unconditional Positive Regard Training (£2000.00) 	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>

<ul style="list-style-type: none"> - LAAT Access All Areas Conference (£500.00 – Release time) <p>Total £2500.00</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>£7500.00</p> <ul style="list-style-type: none"> - Attendance Officer work (£4000.00 – 5 hrs per week) - Supplementary Attendance Work by Attendance Lead (SAP meetings, etc.) (£3000.00) - LA Attendance Support Offer (£500.00) <p>Total £7500.00</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</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>£3500.00</p> <ul style="list-style-type: none"> - Reading Cafes/Parental Workshops (£1000.00) - Family Learning Workshops (£2500.00 – SENCo time) <p>Develop strong relationships with parents and families through the pastoral lead in order to foster trust</p> <p>£1500.00</p> <ul style="list-style-type: none"> - Parental support (£1500.00 - 1/2 day a week) <p>Use funding to release teachers to carry out structured conversations (AfA strategies) with parents.</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</p>

<p>Focus on supporting academic achievement and highlighting the opportunities available for their children.</p> <p>£3000.00</p> <ul style="list-style-type: none"> - Structured Conversations (£3000.00 – Release Time) <p>Total £8000.00</p>		
<p>Enrichment activities.</p> <p>Use of funding to allow disadvantaged children access to unique experiences, such as a trip to a university or to visit a city or art gallery.</p> <p>£4500.00</p> <ul style="list-style-type: none"> - Enrichment activities (£1500.00) - World of Work initiative including relevant visits and Careers Day (£3000.00 – PP Lead time plus funding for enrichment element) <p>Diverse clubs (e.g., archery, Taekwondo, cookery club, drama, drums etc)</p> <p>£1000.00</p> <ul style="list-style-type: none"> - Enrichment activities (£1000.00) <p>No financial barriers to participate in an outward bound residential that develops self-esteem and identifies talents.</p> <p>£1500.00</p> <ul style="list-style-type: none"> - Increase participation funding (£1500.00) <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>£1500.00</p> <ul style="list-style-type: none"> - Enrichment activities (£1000.00) 	<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 non-disadvantaged peers.</p>	<p>5</p>

<ul style="list-style-type: none"> - Magical Maths (£500.00) <p>Total £8500.00</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>Contingency fund for acute issues.</p> <p>Total £3150.00</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>All</p>

Total budgeted cost: £149,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key Stage 1 and 2 data, phonics check results and internal assessments.

Schools are not required to publish their 2022 Key Stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish Key Stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and Trust level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was above National figures both for overall absence and also for PA. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated challenges in relation to wellbeing and mental health remain high with the impact on disadvantaged pupils particularly acute.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Third Space Maths Intervention	Third Space
Maths on the Move	Discovery Sports

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

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:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- 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. Disadvantaged 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 also participated in a pupil premium workshop led by the Trust's SEA with the opportunity to engage in collaborate professional dialogue and planning with schools from a similar context to get an external perspective on our strengths and areas for development. This has enabled us to broaden the pockets of good practice and revisit our whole school ethos in ensuring we meet the needs of disadvantaged and SEND children through quality first teaching, then we are getting it right for all our children.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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

