

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 until 2023 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	Forest and Sandridge
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	86 (21%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	Ongoing Full Review July 2023
Statement authorised by	J MEAD
Pupil premium lead	James Mead
Governor / Trustee lead	Simon Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85770
Recovery premium funding allocation this academic year	£8990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£80330 Service £5440

Part A: Pupil premium strategy plan

Statement of intent

Nurture, Grow, Flourish

**“For I know the plans I have for you,” says the Lord... “Plans to give you hope and a future”
Jeremiah 29:11**

At Forest & Sandridge CE School our **INTENT** is to enable ALL children to FLOURISH through all the opportunities we provide them with. By FLOURISH we mean:

- Live their lives by the values instilled in them at school
- Fulfil their potential and realise the plans for their lives – academic, moral, emotional, spiritual
- Develop a love for learning and learning skills for life built upon a deep and broad knowledge base
- Enjoy their own uniqueness – made in God’s image... recognising their own self and aspirations as well as the aspirations of others
- Have a strong sense of hope for their future

Key Strategies adopted by Forest and Sandridge in supporting pupils who are eligible for Pupil Premium Funding.

In order to be highly successful in improving achievement for the children eligible for pupil premium, the staff at Forest and Sandridge:

- Carefully ringfence the funding so that it is always spent on the targeted group of pupils.
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Thoroughly analyse which pupils were underachieving, particularly in English and Mathematics, and why.
 - Draw on research evidence (such as the EEF) and evidence from our own and others’ experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
 - Are very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
 - Allocate their best teachers to teach intervention groups to improve Mathematics and English.
 - Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.
 - Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
 - Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. (AFL)
 - Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.

- Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.
- Have a clear policy on spending the Pupil Premium, agreed by governors and publicised on our website.
- Provide well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).
- Thoroughly involve governors in the decision making and evaluation process.
- Are able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for pupils.

We ensure that the children know exactly what they need to do to improve – ie their targets. The parents are also involved and invited to discuss the support offered and shown how to continue that learning at home.

Below are just some of the processes and strategies employed by staff at Forest and Sandridge to maximise progress and attainment for pupils eligible for pupil premium.

- Data tracking - is used rigorously across the whole school and identifies all underachieving pupils. A disproportionate number of these could be disadvantaged pupils. The subsequent interventions are based on underperformance and other factors that contribute. These might be related, for example, to attendance, behaviour, or even factors outside of school.
- High profile of pupils eligible for free school meals – the high profile of disadvantaged pupils ensures stakeholders are aware of their needs and of the support that is available. Staff are made aware of the achievement data surrounding disadvantaged pupils and the responses that are possible. As a strategic approach is taken all staff have professional respect for the school's Pupil Premium Project and its outcome.
- Effective teaching and learning – all staff recognise and accept that the vast majority of pupils' progress comes out of quality First Teaching and Learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking skills and clear assessments that support learning. Staff training has been focused accordingly.
- Literacy support – the development of good literacy skills is a whole school focus. Levels of progress and attainment are carefully tracked and monitored across the school. Pupils with low literacy levels are provided with additional support so that basic skills can be developed effectively. For disadvantaged pupils with literacy difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning.
- Targeted support – tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Staff take responsibility for determining the additional resources that pupils need in order to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress.
- The full range of educational experiences – support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses and competing in sporting events
- Attendance – staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.

3	<p>Cross over with SEND including ASD, ADHD, SEMH, C&L</p> <p>30/85 35% children who are eligible for PP funding also have some form of SEND. Children need robust, adaptable interventions to ensure progress is made and the gap is closed. Observations, provision maps and discussions with pupils show that these children make progress but more rapid progress is needed to support the attainment of our disadvantaged children.</p>
4	<p>Lack of extra enrichment opportunities at home (cultural capital)</p> <p>The cost of living crisis that is affecting the UK currently will affect our most disadvantaged greatly. Supporting families with wrap around care and ensuring they have the same opportunities as their peers is important to having a successful school experience. From our experiences pre and post pandemic, our disadvantaged children are more likely to miss out on real experiences which can reduce their cultural capital and engagement in learning due to contextual limitations.</p>
5	<p>Attendance and lateness of Pupil Premium Children</p> <p>We recognise through rigorous attendance procedures that the attendance of our Pupil Premium children is significantly lower than those who are not PPG. Last year PP Attendance was 93.49%. This is significantly lower again since pre-covid. Although our attendance procedures are robust we feel this is a challenge we need to continue to address.</p>
6	<p>Lack of parental engagement and support at home</p> <p>We recognise that engagement of our pupil premium families is lower than those who are not PP. These involves engagement in Family Learning Mornings and parents evening. Parents are not always equip to support with learning at home.</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
Raised profile of disadvantaged learners among all staff.	<ul style="list-style-type: none"> All staff will be aware of the disadvantaged children in their class. Regular updates will support the understanding of how disadvantaged learners attain at Forest. Staff voice will show a greater understanding of what it means to be disadvantaged at Forest and how we can support these children.
Improved Reading, Writing and Maths attainment among disadvantaged children.	<ul style="list-style-type: none"> KS2 writing outcomes in 2024/25 show that 65% of disadvantaged children met the expected standard at the end of KS2. SEN disadvantaged children make progress, overtime, against their writing targets and we are aspirational in our expectations of our SEN children. KS1 writing outcomes are closer aligned with non-disadvantaged peers.
Improved Phonics attainment among disadvantaged children in the Year 1 Phonics Screening.	<ul style="list-style-type: none"> Year 1 Phonics Screening results show that disadvantaged children are achieving as well as their non-disadvantaged peers. Disadvantaged children are achieving as well as the national average.

<p>Quality first teaching available to all children.</p>	<ul style="list-style-type: none"> • Observations show consistent quality first teaching that impacts learning and retention of knowledge among disadvantaged learners. • Lesson sequencing is well thought out and allows children to revisit key information and assimilate it with new learning in a logical and effective sequence. • Assessment of all children, especially SEN and PP, will be robust and lead to improved teaching and allow children to do more and remember more. • CPD will be develop the teachers' subject knowledge, leading to improved teaching and outcomes for all children, including disadvantaged.
<p>Robust and progressive curriculum that caters for our disadvantaged learners.</p>	<ul style="list-style-type: none"> • Curriculum, especially foundation subjects, are well sequenced and progressive in the knowledge, skills and understanding. • Sequencing of learning positively supports cognitive load theory. • Assessment of foundation subjects supports the retention of key learning in the long term and supports the learning of our disadvantaged learners. • Foundation subject intents clearly highlight and recognise how bottom 20% are supported in learning and these strategies are embedded across the school.
<p>All children will be emotionally available to learn and feel that their mental well-being is supported by all adults in school.</p>	<ul style="list-style-type: none"> • Pupil Premium children will be engaged in their learning with very rare low-level disruption. • When 'Value reminders' are used children quickly change their behaviour. • Pupils will have a sense of belonging and emotional maturity will be achieved. • Pupils will take risks in learning, cope with the challenges of change, display resilience and feel motivated showing consistently a growth mind-set. • Pupils will be socially confident and maintain friendships • Pupils will be recognised regularly in Golden Book Celebration worship. • Provisions to support children – Morning Nurture, ELSA Support, Thrive, play therapy and counselling.
<p>Children will show positive attitudes towards their learning and our curriculum will motivate and captivate learners in order for them to achieve their full potential.</p>	<ul style="list-style-type: none"> • PPG provision to be embedded across the school for all PPG children to track: intent, implementation and impact of provision • Children to be engaged in learning • Children to show successful learning skills in every lesson across the curriculum • Age-related skills and knowledge to be achieved in every subject across the curriculum • Children to have access to a range of enrichment activities. • Themes in school to be planned with vulnerable children at the forefront ensuring

	<p>they experience and have access to every learning opportunity</p> <ul style="list-style-type: none"> • PPG children to have access to extra curricula activities e.g. music lessons, trips, residential etc.
<p>For all vulnerable children to have access to our broad and balanced curriculum whilst fully engaging in all areas of school life.</p>	<ul style="list-style-type: none"> • Themes to engage the interest of our vulnerable learners. • Learning resources readily available for all children. Where gaps in experience are recognised, • Teachers to consider and implement a range of pre-learning experiences and contexts that may need to be addressed to ensure children have full access to our curriculum. • For any vulnerability to not hinder a child's school experience e.g. breakfast club, trips, residential etc. • Gaps in learning have been identified and addressed whilst ensuring new skills are embedded.
<p>Attendance of all pupils to meet National. Average Attendance diminished between Pupil Premium and Non-Pupil Premium.</p>	<ul style="list-style-type: none"> • Pupil Premium attendance will be at least 97% • The difference in attendance between PP and Non PP children is diminished • Attendance tracking and monitoring to be in place with weekly attendance meetings, actions as required with individual families. Termly meetings with EWO (Vicky Gale) to review attendance interventions and monitoring. • Attendance lead to monitor attendance regularly and review procedures from Attendance Network meetings across the year.
<p>Parents to be more engaged with school activities both in school and at home.</p>	<ul style="list-style-type: none"> • HSS to build up positive relationship with parents in school and support where appropriate. • Parental engagement with events such as the family learning mornings and parents evenings will be good whether their child is PP or non PP • Specific 'PP only' events for parents in school will be well attended such as 'coffee mornings' and Family Jigsaw • Parents to attend school regularly for 'Family Learning Mornings' • Parents to attend all parents meetings. • Tapestry programme to be used in EYFS to engage parents with their child's learning. • Parents to be invited to school regularly for updates and changes e.g. new behaviour policies, Vision and Values.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 42422.8

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A Thrive Approach curriculum to support/improve children mental wellbeing.</p> <p><u>Chosen Approach</u> Develop a wellbeing curriculum focusing on the Thrive Approach.</p> <p>RECOVERY FUNDING</p>	<p>Improving children’s wellbeing and attitudes to school can enhance learning experience and life chances. “Essential life skills are important in determining life chances and can be measured in a robust and comparable way.” EEF Attainment Gap Report 2018</p>	1,2,3,4,6
<p>Whole School Approach to Reading, Writing and Maths. See below for additional information.</p> <p><u>Chosen Approach</u> A relentless approach to achieving and maintaining consistent quality first teaching across the school by: Regularly reviewing teaching and learning, through book scrutinies, learning walks and lesson observations. Providing targeted training and CPD both in house and externally for teachers and TA’s. Evaluating and reviewing targets for teachers regularly. Regular progress meeting and targeted interventions for those students that are not making expected progress and to extend children identified as HA.</p>	<p>“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and effective feedback methods”. (Education Endowment Foundation 2018)</p>	1,3
<p>A inclusive mastery approach to maths that builds self-confidence and resilience in pupils. Through the approach, our children focus on small</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.” EEF Teaching and Learning Toolkit: Mastery Learning</p>	1,3

<p>steps each lesson and there are daily opportunities</p> <p>to verbalise their learning and understanding.</p> <p>Actions and Approach To continue to implement and monitor the delivery of our mastery maths curriculum. “Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. A high level of success should be required before pupils move on to new comment.</p>		
<p>A three-phased approach to English driven by language rich texts to raise attainment of PP children in Reading and Writing.</p> <p>Actions and Approach To continue implementing a three phased approach to English to support children in their Quality First Teaching known to be biggest driver in terms of improving attainment of PP children. ‘</p>	<p>What happens in the classroom makes the biggest difference’ EEF Attainment Gap Report 2018 EEF Covid-19 Support Guide for Schools 2020 Reading, Writing and use of vocabulary.</p>	<p>1,3</p>
<p>Children are exposed to a broad and balanced curriculum taught by highly trained adults and given wider opportunities for exploring arts and culture.</p> <p>Chosen Approach</p> <p>Subject leaders have adapted our curriculum to ensure progression within years and across the school. Foundation subjects are well planned and delivered to the highest standard ensuring a broad and balanced curriculum</p>	<p>Children are exposed to a broad and balanced curriculum taught by highly knowledgeable adults and given wider opportunities for exploring arts and culture.</p>	<p>1,3,4,6</p>

<p>that celebrates all learning and promotes creativity.</p>		
<p>All children, regardless of background, are exposed to quality first teaching and learning combined with timely catch up and keep up interventions.</p> <p>Actions/Approach Whole School Approach. A relentless approach to achieving and maintaining consistent quality first teaching across the school by: Regularly reviewing teaching and learning, through book scrutiny, learning walks and lesson observations. Providing targeted training and CPD both in house and externally for teachers and TA's. Evaluating and reviewing targets for teachers regularly. Regular progress meeting and targeted interventions for those students that are not making expected progress and to extend children identified as having the potential to reach GD. Robust ECF programme delivered by highly effective mentors.</p>	<p>"Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and effective feedback methods". (Education Endowment Foundation 2018)</p>	<p>1,3,4,6</p>
<p>For PPG children to achieve to the same standard in phonics as their non-PPG peers.</p> <p>Continue with Rising Stars across EYFS, Year 1 and Year 2 "Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics</p>	<p>"Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. PPG children starting at lower level of literacy in EYFS." EEF PPG children tend to start school with weaker phonic knowledge than their peers.</p>	<p>1,3</p>

techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. PPG children starting at lower level of literacy in EYFS.” EEF PPG children tend to start school with weaker phonic knowledge than their peers.		
Continue to buy into Times Table Rock Stars. Engage all learners, including Disadvantaged Learners to improve times table knowledge in Year 3 and 4 for MTP check and Year 5 and 6 for intervention.		1,3
SAT Buster Books for Upper Key Stage 2 “Homework has a positive impact on average (+5 months).	Homework that is linked to classroom work tends to be more effective.” 1 and 2 9 Actions and Approach Improved grammar, reading and maths skills through regular practice in class and through consolidation home learning activities. EEF Teaching and Learning Toolkit: Homework +5 months	1,3,4

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

Budgeted cost: £ 6995.2

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of targeted interventions planned through Pupil Progress Provision Planning to support the catch-up of Pupil Premium children in Reading, Writing and Maths.</p> <p>Actions/Approach</p> <p>Pupil Progress Provision Planning used to plan high-quality catch up intervention sessions for identified Pupil Premium children. Teacher or HLTAs to provide interventions and therefore increase attainment</p>	<p>“There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catchup strategy.” EEF Covid-19 Support Guide for Schools 2020</p>	1,3

and progress, narrow the gap between vulnerable groups. More disadvantaged children to achieve On Track +/- Greater Depth at end of KS2.		
<p>Ensuring all children have access to high quality resources to ensure high quality first teaching is achievable. There will be a big focus on ensuring children have access to high quality reading books and to ensure themes come alive through the resources we are able to use through our teaching.</p> <p>Actions/Approach</p> <p>Wiltshire Learning Resources Hub</p> <p>RECOVERY FUNDING</p>	<p>Quality First Teaching known to be biggest driver in terms of improving attainment of PP children. 'What happens in the classroom makes the biggest difference'</p> <p>EEF Attainment Gap Report 2018 EEF Covid-19 Support Guide for Schools 2020</p>	1,3,4,6
<p>Subsidise Balance Ability so that all children in Reception can learn to ride a bike.</p> <p>Actions/Approach</p> <p>Balance Ability</p>	<p>Damian Hinds, in his August 2018 speech cited 'making more extra-curricular activities available' as one of the 'seven key truths' in raising attainment of Disadvantaged learners.</p>	5
<p>Support SEN children through the use of a range of technology within school and the app, Widget.</p> <p>Actions/Approach</p> <p>SENCO to support the training of staff in using Widget to support the learning of our SEN and disadvantaged children, leading to better outcomes.</p>	<p>Where technology is effectively used to improve teaching and learning activities, it is carefully integrated into lessons by teachers and teaching assistants trained in its use, and trained to support pupils to use it effectively.</p> <p>EEF Digital Technology Guidance Report</p>	1, 2
<p>Employing an Emotional Literacy Support Assistant</p>	<p>Moran (2010), Geddes (2005) and Bomber (2007; 2010) all highlight the key role adults can play in supporting young people to develop self-awareness, express their</p>	1,2,3,5

<p>(ELSA) to allow targeted interventions for individual children and small groups.</p> <p>Actions/Approach</p> <p>Targeted intervention for individual children and small groups to support children with additional emotional needs both long term and short term. Linked with Home School Support.</p>	<p>emotions and find their own solutions. ELSA work this year has allowed a large number of children to access learning and succeed in understanding their own feelings. ELSA is highly valued by parents and children. ELSA has also supported staff with the introduction of ELSA skills and embedded them within classrooms.</p>	
<p>Behavioural / emotional support using a counselling service.</p> <p>Actions/Approach</p> <p>Key support staff to employ a range of strategies and resources to help pupils develop self-regulation of behaviour and to make positive choices. Helping students to become more independent in managing their emotions and reactions to events in school and life.</p>	<p>The evidence from the EEF indicates that the impact is greater for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies</p> <p>As a school we have seen the impact regular counselling has on both the external experiences of our pupils and the experience within school, leading to greater engagement with their learning.</p>	1,3,4,5
<p>Robust, targeted interventions for our SEN pupils that are adapted regularly to promote rapid progress leading to improved attainment in reading, writing and maths.</p> <p>Actions/Approach</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,3

<p>'Catch up' and 'Keep up' interventions will be targeted and robust. Provision maps will monitor progress of SEN children and enable teachers to adapt approaches to ensure children make progress against their targets. Interventions will be in place for children who need them.</p>		
<p>School-Led Tutoring to supplement final 40% of ring-fenced school led tutoring budget.</p> <p>Actions/Approach</p> <p>Tutor to be employed to work with identified disadvantaged children to support Reading, Writing and Maths in 1:1 and Small Groups. EEF Covid-19 Support Guide for Schools 2020</p>	<p>"There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy."</p>	<p>1, 3</p>

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

Budgeted cost: £39902

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For families and pupils who are vulnerable or anxious to be supported.</p> <p>Actions/Approach</p> <p>Employing a Home school Support TAs to work with our vulnerable families to develop parenting skills and ensure families gain access to the housing, benefits and health care they are entitled to.</p>	<p>Parental engagement is shown by the EEF TT as having a moderate impact on progress in learning.</p> <p>Our Home School Support TAs are highly effective and have supported a great number of families since starting and is highly valued by those they work with. Case studies show great impact on the families supported by the home school support TAs in their individual circumstances. Evidence also shows a positive impact on the engagement of families involved. (Feedback 2020/21)</p>	<p>2,5,6</p>

<p>Themed mornings for PP families once every term.</p> <p>SLT to work closely with specific families to ensure good relationships and links are built.</p>		
<p>Supporting and encouraging PP children in KS1 and 2 in exploring and developing characteristics to achieve emotional maturity.</p> <p>Actions/Approach</p> <p>ELSA provision in place to explore emotions and responding to emotions.</p>	<p>The EEF Teacher Toolkit highlights the positive impact of 'Social and Emotional' learning and on average children make 4 months extra progress.</p> <p>Moran (2010), Geddes (2005) and Bomber (2007; 2010) all highlight the key role adults can play in supporting young people to develop self-awareness, express their emotions and find their own solutions. ELSA work this year has allowed a large number of children to access learning and succeed in understanding their own feelings. ELSA is highly valued by parents and children. ELSA has also supported staff with the introduction of ELSA skills and embedded them within classrooms</p>	2,3,4
<p>Supporting pupils to achieve good emotional health and wellbeing.</p> <p>Actions/Approach</p> <p>Relate, time to talk counsellor</p>	<p>The EEF Teacher Toolkit highlights the positive impact of 'Social and Emotional' learning and on average children make 4 months extra progress.</p>	2,3,4
<p>PP children are engaged in all aspects of school life and in a wide range of experiential learning</p> <p>Actions/Approach</p> <p>Subsidising costs of residential visits and school trips.</p> <p>School contributions to school Uniform.</p> <p>Offering subsidised music lessons to PP children.</p> <p>Bespoke projects offered to PPG children e.g. Melksham Art Sculpture Project.</p>	<p>The EEF Teacher Toolkit recognises that arts participation has a positive impact on disadvantaged children's progress.</p>	5,6

<p>Improving the cultural capital of pupils at the school.</p> <p>Actions/Approach</p> <p>Development of a progressive set of cultural experiences that all children will experience as they go through the school.</p>	<p>Research shows that when children and families' cultures are valued, both the child's experience of learning and progress can benefit (<i>Husain et al., 2018, p. 4 and Gazzard, E. 2018 in Chalmers, H. and Crisfield, E. 2019</i>)</p> <p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work.</p>	<p>5,6</p>
<p>PP children all come in to school ready to learn.</p> <p>Actions/Approach</p> <p>HSS, VP and Attendance lead will work with families to help with attendance and morning routines to avoid lateness to school.</p> <p>Weekly attendance meetings will monitor the punctuality and attendance of all children, and focus on PP children.</p> <p>All class teachers will be aware, with the Venn diagrams of the children in their classes who have attendance issues.</p> <p>A reduced cost for extended provision is offered so that parents can ensure children get to school and are looked after at the end of the school day</p>	<p>Improved attendance in school means that the children are in school at every possible opportunity to access their learning.</p> <p>The EEF Teacher Toolkit recognized that parental engagement has a moderate impact on a child's progress.</p>	<p>2,5,6</p>
<p>Contingency fund for acute issues.</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: £ 80330

Service Pupil Premium Grant

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Key support staff to employ a range of strategies and resources to help pupils develop self-regulation of behaviour and to make positive choices. Helping students to become more independent in managing their emotions and reactions to events in school and life.</p>	<p>The evidence from the EEF indicates that the impact is greater for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.</p>	<p>2,6</p>
<p>A large portion of our service PPG is spent on our HSS, ELSA, Thrive support and counsellors for the reasons outlined above.</p>		

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 2021 to 2022 academic year.

Activity area 2021/22	Impact from 2021-2022
<p>Teaching and Interventions</p>	<p>We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.</p> <p>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.</p> <p>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.</p> <p>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 regional 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.</p> <p>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.</p> <p>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. Data analysis completed ahead of September 2022, showed that while gaps in attainment between Pupil Premium and Not Pupil Premium persist, we have seen percentage improvements in the attainment of our disadvantaged pupils in Reading (a 2% increase). This is a huge positive for the school given our commitment</p>

	<p>to providing children with a crafted three phased approach to English driven by high quality texts, rich with high level vocabulary.</p> <p>The gap between disadvantaged and Non is still significant. However, the support these children have had and the development of our support for the bottom 20% has been huge. Teacher's have a range of strategies to support the most vulnerable in all areas of the curriculum to ensure maximum progress is made, wherever our children's starting points are.</p> <p>As can be seen from the data, there are significant gaps in attainment between Pupil Premium and Not Pupil Premium. School closures in 2019-20 and 2020-21 were predicted to have 14 had a huge impact on Pupil Premium children's attainment. Current research confirming this as follows:</p> <ul style="list-style-type: none"> • DFE Study January 2022 states ““For primary pupils from disadvantaged backgrounds, the report finds on average 0.5 months more learning loss in reading and 0.7 months more in mathematics compared to their non-disadvantaged peers.” • EEF Report May 2022 states, “Studies show that Covid related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds. A recent DfE study (2022) suggests that pupils have experienced a greater impact in areas of high deprivation. There is evidence that the attainment gap between disadvantaged pupils and their classmates has grown since the onset of the pandemic.” To counteract the above, we have worked hard as a school continuing to raise the profile of Pupil Premium and create a positive culture around disadvantaged as our intent suggests. We completed rigorous assessments of how well our Pupil Premium children engaged during 2020-21 lockdowns (detailed more in 2021-22 PP folder) and implemented provision maps for all Pupil Premium children in the 2021-22 academic year.
<p>Targeted Support and Wider Strategies</p>	<ul style="list-style-type: none"> • The emotional support that has been put in place through ELSA, Relate, morning nurture, Thrive and Home School Support worker has had a massive impact on how well pupil premium children are engaging within the classroom. A very small percentage of pupils who struggle to engage within the classroom are quickly supported and encouraged back to their learning stations. We have built up good relationships with parents to ensure children who struggle with their behaviour are support both in school and at home. Behaviour across the school is good. • PPG children are being recognised in class daily for good behaviour and this is celebrated through our behaviour system. Pupils feel safe and happy in school. • Generally Pupils will take risks in learning, cope with the challenges of change, display resilience and feel motivated showing consistently a growth mind-set. Where children struggle with this, individual thrive or ELSA approaches are implemented to support. Pupils are recognised regularly in Golden Book Celebration worship. • We have successfully implemented our pupil provision plans over the course of the year. SLT meet regularly with teachers to challenge and support ensuring that the most vulnerable children are supported and targeting. This looks different for every child. We

	<p>have worked hard to support the bottom 20% within all areas of the curriculum and ensure quality first teaching is embedded. Children to have access to a range of enrichment activities across the curriculum including trips and special days. Themes in school are planned with vulnerable children at the forefront ensuring they experience and have access to every learning opportunity. We refer back to previous learning, have a heavy focus on key vocab and</p> <ul style="list-style-type: none"> • PPG children to have access to extra curricula activities e.g. music lessons, trips, residential etc. The school continues to give the children the cultural capital required to succeed in life. Residentials and trips are subsidised and teachers are challenged to plan immersive lessons across all subjects to help our disadvantaged children make the necessary connections needed for learning to become permanent. British values are upheld and interwoven with our termly school values as we seek to develop the whole child. Both are then complemented by our PSHE and Wellbeing curriculums which seek to ensure that children have a secure understanding of how to be healthy in mind, body and relationships.
<p>Response to Covid-19 2020-2022</p>	<ul style="list-style-type: none"> • A range of measures were introduced with the aim of minimising the potential widening of the attainment gap. These included: <ul style="list-style-type: none"> • Phone Calls – Regular phone calls were made to all children (including extra calls for our most vulnerable). On top of this, teachers posted daily on Twitter to maintain regular contact. Verbal feedback on the support given both through Twitter and via phone calls was extremely positive. • Laptops and iPads– Laptops and iPads were secured from the LA and given to identified families to support with home learning. • Devices – Amazon Fire tablets were secured as part of a Trust initiative and donated to identified families to support with home learning. • Learning Packs - For some of our nursery families, we dropped off learning packs with arts and crafts, small toys, books, glue sticks, playdoh and more to support the children’s learning and playing at home • Extra contact - In line with government and LA guidance, we made daily contact with some of more identified disadvantaged: children with social worker, previous social worker, young carers, identified vulnerable etc. Again, parents have been very grateful. We have also continued to make referrals to agencies where people are struggling. Referrals have been made to TAMHs, Early Help, Health Visitors and more. • Reading – To support families with reading at home, teachers set reading books using Rising Starts Online. Other online books and websites were also used to support reading at home • Video – To maintain a sense of community, wholeschool videos were made and posted on our social media channels. Videos showed children’s work, again with the aim of supporting the wellbeing of our children. We also had worship online with a similar frequency to when we were in school.

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Externally provided programmes

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

Programme	Provider
Thrive Approach	Thrive
Counselling	Relate