

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 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	Gorse Hill Primary School
Number of pupils in school 2023-2024	439 inc Nursery 436 inc Nursery
Proportion (%) of pupil premium eligible pupils 2023-2024	21% (YR-Y6) 16% (YR-Y6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	01.09.22 31.12.23
Date on which it will be reviewed	On-going; in full July 23 On-going; in full July 24
Statement authorised by	Luke Graham
Pupil premium lead	Louise Francis
Governor / Trustee lead	Sarah Rutherford

### Funding overview

Detail	Amount
Pupil premium funding allocation: 2022-2023 2023-2024	£109,415 £107,670
Recovery premium funding allocation:2022-2023 2023-2024	£11,455 £10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for 2022-2023</b> 2023-2024	£120,870 £118,400

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

At Gorse Hill Primary School, we believe in the unlimited potential of every child and that 'every child can' which is especially so for our disadvantaged children. In order for our disadvantaged children to close the attainment gap with their non-disadvantaged peers, it is our intent to provide quality first teaching for all our children.

Through our school's CARE values (Courage, Appreciation, Respect, Responsibility and Excellence) as well as our 4 Golden Threads (Knowledge & Skills; Language Rich; Experience Rich and Values & Community) we aim to develop children with the self-belief to achieve high aspirations who are motivated and excited lifelong learners.

As a school, we aim to raise the attainment of our disadvantaged children through assuring that teaching and learning opportunities meet all children's needs. Accurate assessments, robust data analysis and pupil progress meetings will ensure that children needing support are identified and provision put into place in order to close the attainment gap.

Our Pupil Premium Funding allows us to provide our children with:

- The quality first teaching that all children deserve
- Relevant and up-to-date CPD opportunities for teachers and support staff
- Academic interventions where required
- Social, emotional (including ELSA) and behavioural support for children and families through our Inclusion Team
- A variety of experiences and cultural capital for children who may not otherwise engage in such opportunities

## Challenges

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

Challenge number	Detail of challenge
1	Poor communication skills: Wellcomm assessments show that language acquisition in EYs are below age-related expectations. Observations in KS1 and KS2 demonstrate lower than average speaking and listening skills with vocabulary gaps.
2	Previous learning is not embedded and recall is not consistently accurate amongst those children not currently attaining at the level of

	their peers. Internal data demonstrates that children are continuing to find it difficult to retain learning. Data has identified gaps due to previous school closures that are continuing to be closed.
3	SEN and/or EAL barriers: PP children with SEN make up 5% of our PP register and PP children with EAL make up 6.5% of our register. Data suggests that these children need to make accelerated progress from their starting points.
4	Social and emotional needs (children & families) - 80% of PP children accessed the Inclusion Team last academic year.
5	Reading fluency and comprehension: Data shows that children – particularly in KS2 – struggle with reading comprehension in particular. Statutory assessments show an improvement in reading, however PP children have been shown to have a vocabulary gap in internal assessments.
6	Writing stamina: school data has shown that children need more time to embed the skills taught in order for the children to apply them accurately and consistently.
<b>External Challenges</b>	
7	Opportunities for enrichment activities: Many of our children could not access external activities due to financial constraints as a result of the rising cost of living crisis
8	Less than 95% attendance and persistent absence: School attendance data shows that disadvantaged attendance currently sits at just below non-disadvantaged pupils while persistent absence of disadvantaged pupils is higher than non-disadvantaged pupils. Rigorous monitoring of attendance by the office and inclusion team has increased attendance and decreased persistent absence of disadvantaged pupil but this continues to be a focus.

## 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>Quality First Teaching is available to all children.</p> <p>Planning lesson sequences demonstrate clear learning journeys.</p> <p>Where necessary, pupils will experience pre-teaching in preparation for recall and building on previous learning.</p>	<ul style="list-style-type: none"> <li>• Internal assessments, learning walks, observations and pupil books will show consistent progress from starting points</li> <li>• Pupils are able to articulate and demonstrate their previous and new learning with accuracy</li> <li>• Adaptations to the curriculum will demonstrate increased fluency in reading and maths fluency</li> </ul>

<p>End of Unit quizzes and assessment records in non-core subjects are being developed to ensure that children retain and can build on what has been taught.</p>	<ul style="list-style-type: none"> <li>• Teachers create end of unit quizzes appropriate to T&amp;L which are monitored by Subject Leads</li> <li>• Assessment records showing attainment are completed and passed to the next teacher</li> <li>• Pupil voice demonstrates that children 'know more, do more and remember more'.</li> </ul>
<p>Disadvantaged children (including SEND/EAL children) will make expected or better than expected progress according to their individual starting points.</p>	<ul style="list-style-type: none"> <li>• Pupil progress meetings and data drops will measure the attainment and progress of these children and further targeted support will be implemented as necessary</li> <li>• Where appropriate additional professionals will be included</li> </ul>
<p>Children will access the Inclusion team (including ELSA trained LMs) when required to support social and emotional needs enabling children to be in a better learning place</p>	<ul style="list-style-type: none"> <li>• Children will be able to articulate their feelings to adults and will be supported to implement strategies to enable them to manage their emotional needs and resilience with greater independence.</li> </ul>
<p>CPD in reading, Writing &amp; Maths will continue to ensure consistency in teaching leading to improved outcomes.</p>	<ul style="list-style-type: none"> <li>• Pupil progress meetings and data drops will measure the attainment and progress of children and further targeted support will be implemented as necessary</li> <li>• TWHF Literacy &amp; Maths Leads will work with the Subject Leads in school to deliver training for ECTs &amp; RQTs which will be monitored through learning walks, drop ins, observations &amp; evidence of pupil work etc</li> </ul>
<p>Interventions for SEND and/or the lowest 20% of cohorts will lead to improved outcomes from children's starting points.</p>	<ul style="list-style-type: none"> <li>• Planning for interventions will show small sequenced steps matched to children's needs</li> <li>• Pupil progress meetings and data drops will measure the attainment and progress of children</li> </ul>
<p>Families will be more targeted when staff identify that they may be eligible for the PPG</p>	<ul style="list-style-type: none"> <li>• Teachers, the Inclusion Team and office staff will have direct conversations with families signposting the PPG</li> <li>• The poster we use to highlight the benefits of receiving the PPG have been translated into the 5 most widely spoken languages in school enabling the information to be read in families' home languages</li> </ul>



## 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: £95,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Expected and/or expected + progress for PP children from starting points (end of previous key stage and year on year)</p> <p><b>Actions/Approach</b></p> <p>QFT across the curriculum: Non-negotiables implemented for school approach for reading and writing and for the mastery approach in maths</p>	<p>“Quality Teaching helps every child”</p> <p>EEF Guide to the Pupil Premium <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil%20Premium%20Guide%20Apr%202022%201.0.pdf?v=1650463957">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium Guide Apr 2022 1.0.pdf?v=1650463957</a></p> <p>EEF T&amp;L toolkit – Reading Comprehension strategies +6 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Consistency in teaching will ensure that all pupil have the same opportunities to make at least expected progress and in some cases better than expected progress.</p>	<p>2, 5, 6</p>
<p>Increased % in combined attainment of RWM at National Average for PP children</p> <p><b>Actions/Approach</b></p> <p>QFT across the curriculum: Non-negotiables implemented for 3-phase approach for reading and writing and for</p>	<p>“Quality Teaching helps every child”</p> <p>EEF Guide to the Pupil Premium <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil%20Premium%20Guide%20Apr%202022%201.0.pdf?v=1650463957">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium Guide Apr 2022 1.0.pdf?v=1650463957</a></p> <p>EEF T&amp;L toolkit –Reading Comprehension strategies +6 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Consistency in teaching will ensure that all pupil have the same opportunities to make at least expected progress and in some cases better than expected progress.</p>	<p>2, 5, 6</p>

the mastery approach in maths		
<p>Planned CPD opportunities for teaching staff leading to improved teaching and outcomes</p> <p><b>Actions/Approach</b></p> <p>Identified whole school priorities will be addressed through high quality CPD in order to embed expectations, develop practice and further establish consistency in teaching across the school</p>	<p>“High-quality CPD for teachers has a significant effect on pupils’ learning outcomes.” Evidence review: The effects of high-quality professional development on teachers and students – The Education Policy Institute.</p> <p><a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a></p>	1, 2, 3, 5, 6
<p>Use of standardised assessments (Headstart assessments for reading &amp; NTS maths assessments) to support teacher judgements</p> <p><b>Actions/Approach</b></p> <p>Training to administer and interpret tests including QLA data to identify children’s strengths and areas of development (especially for ECTs)</p>	<p>“Schools should aim for a culture of using data constructively for positive, supportive change.....with the ultimate aim of improving outcomes for pupils.”</p> <p>from ‘Making the most of assessment data’ NFER Classroom</p> <p><a href="https://www.nfer.ac.uk/media/3131/making_the_most_of_assessment_data.pdf">https://www.nfer.ac.uk/media/3131/making_the_most_of_assessment_data.pdf</a></p>	2, 3, 5
<p>PP/EAL children have access to high quality texts in order to develop reading for pleasure</p>	<p>EEF T&amp;L Toolkit – Reading Comprehension Strategies + 6 months;</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Parental engagement +3 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	5, 6, 7



<p><b>Actions/Approach</b></p> <p>Children are able to access the school library on a regular basis in order to access texts that they may not have experience of at home.</p>	<p>High quality texts broaden the vocabulary of children leading to improved reading and writing.</p> <p>Children who read for pleasure are more likely to attain ARE in reading and writing.</p> <p>Children who share books with adults at home are more likely to develop a love of reading. A wider selection of dual language books will enable this to happen in more homes.</p>	

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved communication skills in EYs leading to improved language and early literacy skills</p> <p><b>Actions/Approach</b></p> <p>Interventions will be carried out using NELL resources to develop and increase oral skills and understanding</p>	<p>Wellcomm Assessments carried out by our SENDCo show reduced language skills</p> <p>EEF EY Toolkit – Communication &amp; Language Approaches +6 months;  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p>EEF T&amp;L toolkit – Oral language interventions +6 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 2, 3</p>
<p>Support for children to reach, maintain &amp; be secure at ARE in English and Maths</p> <p><b>Actions/Approach</b></p> <p>Small group interventions carried out across the school for identified children</p>	<p>EEF T&amp;L toolkit – Small group tuition +4 months;  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Reading Comprehension Strategies +6 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>2, 3, 5, 6</p>
<p>Support for SEND/EAL children in KS2 to develop their understanding of phonics</p> <p><b>Actions/Approach</b></p>	<p>“If an older reader is struggling with decoding, phonics approaches will still be appropriate.”</p> <p>EEF T&amp;L toolkit – Phonics +5 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2, 3, 5</p>
<p>Support for EAL children in acquiring</p>	<p>A report from The Bell Foundation, University of Oxford and Unbound Philanthropy states that it takes approx. 6</p>	<p>1, 3, 4, 5, 6</p>

<p>and developing English Proficiency</p> <p><b>Actions/Approach</b></p> <p>A dedicated TA to support class teachers in appropriately differentiating work for EAL children to enable them to acquire and develop their proficiency in English.</p> <p>TA to support children new to country to develop conversational English at a rapid pace to enable them to settle better in to a new environment and to lead interventions to help children to access the curriculum.</p> <p>TA to support families to engage with school and to support their children at home.</p>	<p>years from arrival for EAL children to become fluent in English.</p> <p><a href="https://www.bell-foundation.org.uk/app/uploads/2020/02/University-of-Oxford-Report-Feb-2020-web.pdf">https://www.bell-foundation.org.uk/app/uploads/2020/02/University-of-Oxford-Report-Feb-2020-web.pdf</a></p> <p>EEF T&amp;L Toolkit – Oral Language Interventions +5 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>GHS has an increasing number of EAL pupils with many arriving new to the country with limited English. It is believed that employing a TA to work with EAL children will accelerate their transition into a new school/country enabling children to settle quicker, acquire English at a more rapid pace, access the curriculum at an appropriate stage and use their expertise to support classroom teachers.</p> <p>EEF T&amp;L Toolkit – Parental Engagement + 3 months; <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for children and/or families who are vulnerable and/or anxious</p> <p><b>Actions/Approach</b></p> <p>Learning mentors to meet identified PP children in the playground as a first point of contact</p> <p>Inclusion Team to work with identified PP children to support social, developmental and emotional needs as</p>	<p>EEF T&amp;L toolkit – Social &amp; Emotional learning +4 months; <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>metacognition &amp; self-regulation +7 months; <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>behaviour interventions +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Some PP children have been identified as anxious coming in to school. Learning Mentors are able to spend quality time reassuring and supporting children at the beginning of the school day in order that they are able to start their day in a better learning place.</p>	<p>1, 4, 8</p>

<p>well as learning behaviours</p> <p>Identified PP children to access external agencies (TAMHS, Ed Psych)</p> <p>ELSA interventions to support emotional needs of identified children in order that they can better access learning.</p>	<p>Learning mentors work with identified PP children in the classroom to support learning behaviours and needs</p> <p>Learning mentors work to develop social, emotional and self-esteem needs with PP children within the classroom, on an individual basis and in small groups</p> <p>Inclusion Manager/Learning Mentors engage with parents/carers to provide support</p>	
<p>Many of our parents have added financial constraints due to the cost of living crisis. In order to ease this, we ensure that PP children are engaged in all aspects of school life accessing the same opportunities as non-PP children</p> <p><b>Actions/Approach</b></p> <p>There is a fund available for PP families facing financial hardships to access for support such as:</p> <p>School trips/residential visits subsidised.</p> <p>Support available for school uniform</p>	<p>Disadvantaged children/families are not constrained by financial restraints and are able to access the same opportunities as their peers.</p> <p>Gorse Hill and Pinehurst LSAO is amongst the 50% of most deprived neighbourhoods nationwide according to the IDACI</p>	4, 7
<p>Lateness/absenteeism/ Persistent Absenteeism is decreased in PP children</p> <p><b>Actions/Approach</b></p> <p>Attendance Officer to monitor lateness, contacting parents via phone in first instance, and mail for persistent lateness. Upscale to EWO if necessary.</p> <p>Attendance Officer to send attendance letters to parents and issue PN in line with TWHF &amp; SBC guidelines</p>	<p>We have noticed that attendance of PP children is slightly lower than non-PP children and also slightly lower than the National Average. This is not true for all year groups though it is our intention to improve the attendance of all children.</p>	8

<p>EWO to monitor absenteeism levels of all PP children and take appropriate action. PP children with persistent lateness/absence will be subject to home visits.</p> <p>Attendance Officer to analyse comparative attendance data per term/year for individual children where necessary</p>		
<p>Information shared with families about the PPG so that parents/carers apply and the number of children in receipt of the grant is better reflective of the community that we serve.</p> <p><b>Actions/Approach</b></p> <p>Flier sent to parents about qualifying for PPG.</p> <p>Regular reminders via text, email, schoop to families about PPG should circumstances change.</p> <p>Incentives will be provided for families where FSM are applied for and accepted; a book bag for Reception children and a school jumper for other pupils.</p>	<p>The IDACI Index shows that Gorse Hill is amongst the 50% most deprived neighbourhoods nationwide. Our uptake of the PPG is not reflective of this.</p>	<p>All</p>

**Total budgeted cost: £109,415 (2022-2023)**

## 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.

<b>Teaching</b>									
% Expected and/or expected + progress for PP children from starting points (UG – Ungraded)									
<b>Impact:</b>									
Yr Gp	All			PP			Not PP		
	R	Wr	M	R	Wr	M	R	Wr	M
Y1	96.5	91.2	94.7	100	100	100	96.1	90.2	94.1
	57 UG – 2 – 3.5%			6 UG - 0			51 UG – 2 - 3.9%		
Y2	95.6	89.4	93.7	92.3	100	84.6	97	94	97
	47 UG – 1 – 2.1%			13 UG - 0			34 UG – 1 – 2.9%		
Y3	98.3	98.3	98.4	90	100	100	98	98	97.9
	59 UG – 1 – 1.7%			10 UG - 0			49 UG 1 – 2%		
Y4	93.2	93.3	96.6	85.7	100	100	94.3	92.3	96.1
	59 UG – 1 – 1.7%			7 UG - 0			52 UG – 1 – 1.9%		
Y5	75.8	84.5	84.5	70.6	82.4	82.3	73.69	85.3	85.4
	58 UG – 7 – 12.1%			17 UG – 3 17.6%			41 UG – 4 – 9.8%		
Y6	83.3	93.3	91.7	100	100	100	76.2	90.5	88
	60 UG – 4 - 6.7%			18 UG - 0			42 UG – 4 – 9.5%		

**Lessons Learnt:**  
All teaching staff have access to the school data system. Staff identify children who have not made enough progress, carefully monitor current progress (including planning interventions where necessary) and are held accountable by Senior Leaders.

**Increased % in combined attainment of RWM at National Average for PP children**

**Impact:**

Attainment (% ARE and above) Data Point 3 – End of Year												
Yr Gp	All				PP				Not PP			
	GLD				GLD				GLD			
YR	75				90				72			
	C	R	Wr	M	C	R	Wr	M	C	R	Wr	M
Y1	54	71	56	75	50	83	67	83	55	71	55	75
Y2	60	65	62.5	77	36	36	36	50	71	77	74	88
Y3	51	59	54	58	30	30	50	40	55	65	55	61
Y4	43	48	45	61	29	43	29	29	45	49	47	66
Y5	32	41	48	55	35	41	35	53	31	41	54	56
Y6	57	71	64	76	29	47	29	41	68	81	78	90

**Lessons Learnt:**

Disadvantaged children are significantly below non-disadvantaged pupils in achieving combined. After analysis, school has implemented changes to teaching in reading and writing. Senior leaders will analyse data at each data drop and teachers will be held to account in Pupil Progress meetings.

**Wider curriculum re-design to improve outcomes across the curriculum through higher engagement from children and developing their ability to make links and connections across the curriculum.**

**Impact:**

Our school offers a broad and balanced curriculum. Planning shows carefully sequenced lessons, book scrutinies show continued improvement in children’s knowledge and understanding and pupil voice demonstrates that children are beginning to articulate their learning more effectively. Subject Leaders have been supported in carrying out monitoring activities for their subjects. Senior Leaders regularly carry out ‘Work Watch’ within year groups giving children the opportunity to talk about their learning in core subjects. Displays around school demonstrate high quality outcomes.

**Lessons Learnt:**

Subject Leaders now have a termly timetable for monitoring aspects of non-core subjects. Senior Leaders continue to monitor planning and books. End of Unit quizzes and assessment sheets will be implemented next academic year (2022-2023) to further demonstrate children’s knowledge and gaps in learning to be addressed.

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

**Improved communication skills in EYs & KS1**

**Impact:**

Autumn data for Reception showed:

	Listening Attention & Understanding	Speaking
All	62%	59%
PP	75%	75%
Not PP	60%	56%

End of Year data for Reception shows:

	Listening Attention & Understanding	Speaking
All	70%	70%
PP	92%	92%
Not PP	65%	65%

Y1 Phonics:

	Autumn	Summer
All	55%	84%
PP	43%	86%
Not PP	57%	72%

**Lessons Learnt:**

Staff identify targeted children that need additional support and plan carefully sequenced interventions in order for accelerated progress to be made.

**Support for children to reach, maintain & be secure at ARE in English and Maths**

**Impact:**

Minimal impact as children identified for interventions tended to be the lowest 20% in each year group who are WTS.

**Lessons Learnt:**

Change in approach following Pupil Progress meetings; greater emphasis placed upon targeting children to be secure ARE with identified support in class from teacher. To be reviewed regularly at data drops.

**Support for children and/or families who are vulnerable and/or anxious**

**Impact:**

Inclusion Team Access 2021-2022 (198 children accessed between September & July)

PP Access	28%
Non-PP Access	72%

80% of PP children accessed the Inclusion in 2021-2022

**Lessons Learnt:**

Children were supported individually, within groups and in the classroom to address learning behaviours and anxieties. Referrals were made from class teachers and as a result of pupil progress meetings. Children were able to talk about anxieties and issues and were therefore able to better prepare for learning.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

**Teaching**

**Increased % in combined attainment of RWM at National Average for PP children**

**Impact:**

Attainment (% ARE and above) End of Year Data 2023												
<u>Yr Gp</u>	All Pupils				PP				Not PP			
YR	GLD				GLD				GLD			
	68				71				68			
	C	R	<u>Wr</u>	M	C	R	<u>Wr</u>	M	C	R	<u>Wr</u>	M
Y1	62	80	63	83	58	83	58	100	63	79	64	79
Y2	33	48	38	53	56	56	56	89	33	47	37	53
Y3	52	63	52	69	44	56	44	61	56	67	56	72
Y4	38	57	44	62	20	40	30	50	41	61	47	65
Y5	32	58	38	63	29	29	29	43	32	62	40	66
Y6	53.5	61	62.5	71	38	46	54	61.5	58	65	65	74

**Lessons Learnt:**

In some year groups the actions school have taken in new approaches for teaching reading and writing are beginning to have an impact for Pupil Premium children. For other year groups and for non-Pupil Premium children, the approaches need to be embedded in order for impact to be demonstrated.

**Expected and/or expected + progress for PP children from starting points (end of previous key stage and year on year)****Impact:**

Progress in Reading & Maths 2022-2023 (Scaled scores progress from assessments)

Curriculum Area	Year Group	All Pupils	Pupil Premium	Non Pupil Premium
Reading	3	86%	87.5%	85%
	4	54%	67%	51%
	5	89%	66%	87%
Maths	3	65%	70%	63%
	4	42%	40%	42%
	5	80%	83%	81%

Attainment in Reading & Maths 2022-2023 (Scaled scores from assessments)

Curriculum Area	Year Group	All Pupils	Pupil Premium	Non Pupil Premium
Reading (GL Assessment)	3	52%	47%	54%
	4	55%	20%	62.5
	5	53%	33%	57%
Maths (GL Assessment)	3	58%	41%	66%
	4	38%	30%	39.5%
	5	47%	33%	49%

**Lessons Learnt:**

In spite of disadvantaged children attaining lower scaled scores than their peers, in most year groups they are broadly in line with or are making a greater level of progress than their peers. This demonstrates that the new approach to reading has had an impact on progress levels but needs further time to embed for the impact to be seen in their attainment.

**Attainment & Progress in Reading (Y1 Phonics)****Impact:**

Y1 Phonics

	All Pupils	Pupil Premium	Non Pupil Premium
Attainment	88%	92%	89.5%
Progress	98%	100%	98%

**Lessons Learnt:**

Teaching of phonics provides a secure foundation for reading skills. Children are identified early and targeted catch-up interventions are put into place in order for these children to reach the standard required for children to progress.

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

**Support for children to reach, maintain & be secure at ARE in English and Maths**

**Impact:**

Minimal impact as children identified for interventions tended to be the lowest 20% in each year group who are WTS and expected to remain at WTS.



**Lessons Learnt:**

Data to be reviewed weekly for a 3-weekly data input for reading, writing and maths. Concerns followed up on a weekly basis with 'work watches' with children and a member of SLT. Teachers to be challenged where necessary. To be reviewed regularly at data drops. For the 2023-2024 academic year, more interventions for those children currently working towards ARE but expected to attain ARE by the end of the academic year have been planned.

**Support for children and/or families who are vulnerable and/or anxious****Impact:**

Inclusion Team Access 2022-2023 (130 children accessed between September & July)

PP Access	31.5%
Non-PP Access	68.5%

44.5% of PP children accessed the Inclusion Team in 2022-2023

EAL HTLA Access 2022-2023 (47 children accessed between September & July)

PP Access	21%
Non-PP Access	79%

**Lessons Learnt:**

Learning mentors supported anxious children coming into school, giving them a safe space to start their day and become 'learning ready'. They also supported children within the classroom during core curriculum times to focus on learning behaviours enabling children to be more confident in their approach to learning. These children were identified by class teachers and SLT during Pupil Progress Meetings. Additionally, Learning Mentors worked with individual children to develop emotional awareness and self-regulation; both our Learning Mentors are ELSA trained. The Inclusion Lead also worked with individual children.

Our EAL HTLA ran groups supporting language acquisition and phonics teaching. Children in KS2 who required extra phonics teaching were in daily sessions with her. She also ran withdrawal groups for children new to the country developing oral language skills which led on to developing written skills. These children were then able to re-integrate into their classes with less intensive support. We plan to run a similar programme next year.

## 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
Little Wandle SSP	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
Access to Learning Mentor support for SEMH & well-being.	ELSA activities carried out and regular check-ins with Learning Mentor.
Child felt secure in school (new starter) and was ready to learn knowing that she had continued support.	Scaled scores rose throughout the year.
2023-2024: No Service children in school	

## Further information (optional)

- Monitoring schedules are shared with all staff; subject leaders have a focused schedule each term – all SL understand that disadvantaged & SEND children are always included as a focus for book looks, learning walks, pupil voice and observations.
- All staff have a Venn Diagram indicating disadvantaged, SEND & EAL children for their class at the beginning of the year which is updated as new children arrive in school. Teachers use this to understand possible vulnerabilities and barriers to learning within their class.
- Progress and attainment have been analysed at PPMs ensuring that appropriate targets and support are in place for all children.
- There are planned interventions across school to close gaps in learning.
- Termly phonic assessments ensure all children (in KS1 & in Phonic Intervention Groups in KS2) have reading material matched to their phonic level. Where necessary, children are reassessed every 3 weeks in order to make rapid acceleration in their learning.
- Our school has re-established Mini-Police for the last 2 years (post pandemic) giving the children opportunities to work with local PCSOs and be more active within the community. Over these 2 years 36.5% of participants have been disadvantaged or SEND children. In 2023-2024 30% of Mini-Police participants are disadvantaged.
- Post pandemic, we have also re-established our School Council (as children are no longer in bubbles & can mix more freely). 20% of our School Councillors during this time period have been disadvantaged or SEND children. In 2023-2024 this has increased to 40%.
- This academic year (2022-2023) we have implemented 'Friendship Leaders' in KS2 who actively support children in their play to discourage loneliness. 30% of our Friendship Leaders are disadvantaged or SEND children.
- We have also implemented 'Play Leaders' who are in Year 6 and support children in Reception and Y1 in their play at lunchtimes. 25% of our Play Leaders are disadvantaged or SEND children.
- There are a greater range of extra-curricular clubs offered to all children.



## Recovery Premium Spend Overview 2022-2023; 2023-2024

This document sets out the school's intended use of additional funding from the Recovery Premium.

<p><b>Allocated Recovery Premium:</b></p> <p>£11,455</p> <p style="color: blue;">£10,730</p>
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<b>Chosen strategy/action/approach</b>	<b>What is the rationale for this choice?</b> <i>(link to EEF Toolkit and school's SDP)</i>	<b>How?</b> <i>Which groups of pupils and why?</i>	<b>Cost (£)</b>
<p><b>To develop children's reading and comprehension skills through investing in a wide range of high quality reading material that promotes a love of reading and an engagement with high quality texts across the school</b></p> <p>eg books for class reading corners, picture books, graphic novels, diverse texts</p>	<p>Oracy and early reading is a school-wide focus, but particularly in EYFS where 70%+ of pupils have been identified as starting Nursery with a mild or significant speech and language delay. Additionally, many pupils within EYFS are not exposed to high quality texts and story time at home, a result of a lack of resources in reading materials in homes or EAL being a barrier for 65%+ of our pupils parents &amp; carers.</p> <p>EEF Early Years Toolkit:</p> <ul style="list-style-type: none"> <li>• Early Literacy Approaches +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a></li> <li>• Communication &amp; Language +6 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></li> </ul> <p>EEF T&amp;L toolkit :</p> <ul style="list-style-type: none"> <li>• Reading Comprehension Strategies +6 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></li> </ul>	<p>Pupils across the school (see reading Data)</p>	£3,500
<p><b>To ensure that pupils in Key Stage</b></p>	<p>There is a group of pupils in Year 3-6 who are not secure in phonics. As a result, these pupils are not</p>	<p>Pupils within KS2 who have</p>	£1500 (to

<p><b>2 who are not secure in Phase 5 phonics rapidly catch up enabling them to develop fluency in reading at pace.</b> This will be achieved through an investment into <i>Little Wandle Revised Letters &amp; Sounds</i> KS2 'Rapid Catch Up', providing continuity between resources used in EYFS and KS1 and providing fidelity to the school's chosen Systematic Synthetic Phonics Programme (SSPP).</p>	<p>able to currently access age-related texts and require phonics intervention. By using <i>Little Wandle</i>'s 'Rapid Catch Up' resources, it is intended that these KS2 pupils will make progress at increased pace.</p> <p>EEF Teaching &amp; Learning Toolkit:</p> <ul style="list-style-type: none"> <li>Phonics +5 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></li> <li>Reading comprehension strategies +6 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></li> </ul>	<p>been identified for either:</p> <ul style="list-style-type: none"> <li>Not meeting the PSC threshold by the end of KS1 and being secure in Ph5 phonics;</li> <li>Pupils who are new to the country (dependent on language acquisition stage);</li> <li>Needing further phonics support &amp; intervention in order to access age-appropriate texts.</li> </ul>	<p>replenish &amp; maintain resources)</p>
<p><b>To support identified children with their social and emotional development</b> through an investment into a published scheme to enhance provision through a wide range of strategies and undertake appropriate courses to develop the role.</p>	<p>An increasing number of children across the school are being identified as requiring additional support for their social, emotional and/or behaviour needs. It is intended that the Learning Mentors in 'The Nest' will provide a nurturing and purposeful environment to facilitate intervention and support.</p> <p>EEF Teaching &amp; Learning Toolkit:</p> <ul style="list-style-type: none"> <li>Social &amp; Emotional learning +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></li> <li>Behaviour interventions +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></li> </ul>	<p>Pupils who have been identified as being in need of additional support and have been referred to the Learning Mentor team.</p>	<p>£1000</p>
<p><b>To develop the subject knowledge and curriculum expertise of teaching and support staff</b> through investing in the</p>	<p>Professional development interventions were found to have a "positive effect on student learning" - Education Policy Institute.  <a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a></p>	<p>It is intended that the improved subject knowledge and curriculum expertise of all staff will result</p>	<p>£1500 (2 year access)</p>

National College as a CPD resource.	It is intended that this resource will support the facilitation of CPD and the development of teaching and support staff across the school as some CPD will be facilitated 'whole school' whilst staff will also have access to engage with CPD pertinent to their needs.	in improved teaching & learning and therefore impact positively on all pupils and outcomes.	
<b>To improve the offer available to pupils where EAL presents as a significant barrier to learning</b> (largely a result of being new to country) through an investment into high quality, language rich resources that support the implementation of provision of the Language Hub	To support children for whom EAL presents as a significant barrier to learning. These pupils are overwhelmingly new arrivals to the UK and often join mid-year due to the transience within the school population.	Pupils identified as being in need of tailored support/resources through EAL assessments.	£200 (online EAL Hub)  + £500 (Language Hub resources)
<b>To provide focused intervention to targeted pupils</b> through investing in additional hours that are available to support staff, enabling interventions to be facilitated.	Targeted pupils at risk of not meeting ARE will receive additional Reading and Mathematics interventions to support them to close gaps.	Pupils identified through in-school assessments and Pupil Progress Meetings.	£2,500
<b>Total Spend to Date</b>			<b>£10,700</b>