

Pupil premium strategy statement – Mountford Manor Primary School

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

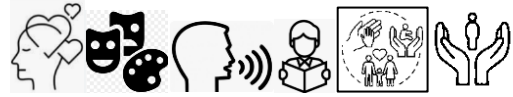
It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	218 (192 excluding Nursery)
Proportion (%) of pupil premium eligible pupils	48% (105 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 (previous PP strategy cycle extended by 1 year due to impact of covid-19 pandemic)
Date this statement was published	16th December 2022
Date on which it will be reviewed	31st December 2023
Statement authorised by	Lee Edmonds (Principal)
Pupil premium lead	Lee Edmonds (Principal)
Governor / Trustee lead	Kelly Hall (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,188
Recovery premium funding allocation this academic year	£12,978
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ Nil
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£134,166



Part A: Pupil premium strategy plan

Statement of intent

At Mountford Manor Primary School, our mission is for children to; "Make the Most of their Potential". To do this, our ambition is for our children to; become motivated learners; seek meaningful futures and become proud citizens.

Developing the whole child is at the centre of everything we do and our overarching intention for our Pupil Premium funding is to provide children with a curriculum that extends opportunity, raises aspiration and opens children's eyes to the world beyond their immediate environment. It is the school's aim to provide an enabling curriculum of supported opportunities which engineers accumulated advantage over-time

As a school, we also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

To meet our aims for disadvantaged and vulnerable pupils, we approach our Pupil Premium strategy through a 3-tiered approach. First and foremost; we aim to provide our children with outstanding, quality-first teaching and learning. This is proven to have the greatest impact on closing the disadvantage attainment gap whilst benefiting all the pupils in our school. To enable this; we aim to ensure all staff are effectively trained so they acquire the knowledge and understand of what constitutes high-quality teaching and learning and how this is applied successfully in the classroom particularly through an adaptive teaching approach.

Alongside quality-first teaching, Pupil Premium pupils are supported through a range of targeted academic support measures including; academic keep-up sessions; small group tutoring; speech and language interventions and ELSA support.






The third strand to the school's Pupil Premium spend is the development of wider school strategies. This strand centres around ensuring children are "Ready to Learn". The development of a highly-effective welfare team; enables family support and addresses pupil SEMH needs. This wider approach ensures the ongoing safety and wellbeing of all pupils at the school which in turn enables them to come to school ready to learn.

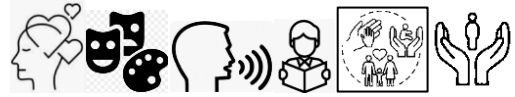
Our chosen approaches to supporting the disadvantaged and vulnerable pupils at our school is responsive to common challenges and individual needs. It is informed by rigorous and robust diagnostic assessments (including formal and summative strategies) and is not just simply led by generic assumptions of disadvantage.



Challenges

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

Challenge number	Detail of challenge
<p>1</p> 	<p>Pupil SEMH needs impacting attendance; behaviour and academic progress</p> <p>45% of the disadvantaged pupils at the school have a SEND needs (of these 14% have an EHCP). Of these pupils, 58% (28 pupils) have an SEMH need. From observations of pupils and discussions with teachers this has led to a lack of self-esteem and confidence alongside the under development of learning behaviours such as resilience and self-regulation. This underdevelopment of learning behaviour means many of these children struggle to overcome the obstacles and challenges associated to the learning process. These struggles have led to attendance and behaviour issues which in turn impact academic progress.</p>
<p>2</p> 	<p>Limited Cultural Capital needed to be educated citizens.</p> <p>Observations and discussions with pupils indicate that, on average, disadvantaged pupils have less opportunities to partake in cultural and extra-curricular activities when compared to their Non-disadvantaged peers. Assessments and observations suggest, in general, disadvantaged pupils lack the essential prior knowledge and understanding of the world which is need to be educated citizens.</p>
<p>3</p> 	<p>Significant speech, language and communication challenges.</p> <p>Informal and summative assessments, observations, and discussions with pupils indicate many of the disadvantaged children at the school have under-developed oral language skills (including vocabulary) when compared to their non-disadvantaged peers. This gap is specifically evident (but not isolated to) children in the EYFS and KS1 where many of the children have speech, language and communication skills well below their age expectations. 27% of PP children at the school have a SEND where speech and language is indicated as a prominent need.</p>
<p>4</p> 	<p>Difficulties with reading fluency</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading fluency skills including; accuracy (knowledge and understanding of how to apply phonics to decode unknown words); automaticity (read words at an appropriate speed) and prosody (appropriate stress and intonation). In Reception and Year 2, disadvantaged pupils (especially boys) are less likely to meet the expected reading standards for their year group. In Year 1, disadvantaged pupils are less likely to pass the Phonics screener check. A lack of reading fluency across the school; limits access to the school's overall curriculum.</p>
<p>5</p> 	<p>Parental support and engagement.</p> <p>Parental surveys and discussions with the school's Welfare Team indicates, as a result of widening external pressures (including financial; social; emotional; and health) there is reduced parental capacity to support learning at home; including ensuring children come to school ready to learn. Over 67% of parents attending parental classes arranged by the school in 2021-22 (i.e. managing challenging behaviour) were of disadvantaged pupils. Less than 50% of disadvantaged pupils read regularly at home and less than 45% of attendees of parent workshops were parents/carers of disadvantaged pupils. In addition to this, a high proportion of persistent absenteeism and pupils who arrive late to school, are from disadvantaged families.</p>
<p>6</p>	<p>Support for vulnerable children and families.</p> <p>Of the 105 disadvantaged children at the school, 65% are deemed vulnerable;</p>




“A child can be vulnerable to risks and poor outcomes because of individual characteristics; the impact of action or inaction by other people; and their physical and social environment.” – PHE 2020


Due their vulnerability; many of these children/families are currently; recently; or on the cusp of, involvement with social care to some level. This results in additional challenges and pressure in supporting the ongoing safety and wellbeing of these pupils at the school.

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.

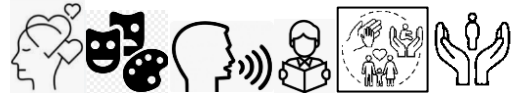
Intended outcome	Success criteria
<p>1. Disadvantaged pupils will have established learning behaviours such as resilience and self-regulation which will enable them to overcome the inevitable obstacles and challenges they will face when learning.</p> <p><i>This will result in</i></p> <ul style="list-style-type: none"> -An improvement in overall attendance of pupil premium children bringing them in line with non-disadvantaged peers and overall National expectations. - A reduction in the percentage of persistent absenteeism amongst pupil premium children so that the average is in line (or below) the national expectations. - The percentage of suspensions (and repeat suspensions) is below the national expectations - Overall attainment and progress measures at the end of Key Stage phase points are in line with (or exceeding) national averages. 	<p>SHORT TERM</p> <ul style="list-style-type: none"> • The school have systems, processes and routines in place so that it offers a SEL curriculum that builds the following 5 core skills <ol style="list-style-type: none"> 1. Self-Awareness; 2. Self-Management; 3. Social Awareness; 4. Relationship Skills; 5. Responsible Decision Making • The school delivers a high-quality SEL curriculum through a 3-tiered approach; <ul style="list-style-type: none"> • Whole School; • Whole Class • Targeted Intervention. • Staff have a good knowledge and understanding of how to deliver a high-quality SEL curriculum. <p>MEDIUM TERM</p> <p>From observations; staff & pupil discussions, it will be evident that;</p> <ul style="list-style-type: none"> • Disadvantaged pupils are more aware of the 5 core skills outlined in SEL curriculum and are more resilient to challenges, obstacles and setbacks • Disadvantaged pupils will be more self-aware; recognise their own emotions, thoughts and values and how they influence behaviour. • Disadvantaged pupils are more equipped to successfully regulate their emotions, thoughts and behaviours in different situations • Disadvantaged pupils are more socially-aware; take the perspective of and empathise with others. • Disadvantaged pupils are more equipped to establish and maintain healthy relationships with diverse individuals and groups. • Disadvantaged pupils are able to make constructive choices about personal behaviour and social interactions <p>LONG TERM</p> <p>From observations and pupil discussions (including Wellbeing and SDQ surveys);</p>





	<ul style="list-style-type: none"> • Disadvantaged pupils will have an improved positive image of themselves and will be more aware of their own mental wellbeing. • Disadvantaged pupils will feel confident to face challenges and maintain social friendships with their peers • Disadvantaged pupils will feel confident in their abilities and are able to take risks in learning, cope with failure and challenges, show resilience, be engaged and feel motivated within lessons. • Pupils will feel like they belong within the community and will be able to develop their emotional maturity <p><i>As a result;</i></p> <ul style="list-style-type: none"> • School attendance will improve to be more in line with national averages (especially for PP children and those with SEND) • The percentage of persistent absenteeism will have declined to below national average levels • Due to more self-awareness and improved self-regulation, the percentage of suspensions (and repeat suspensions) will have reduced to below national levels. <p><i>From Assessments and teacher judgements;</i></p> <ul style="list-style-type: none"> • Academic outcomes for pupils (especially for PP children and those with SEND) would have improved. • Disadvantaged pupils will make progress at their own level of development and those pupils identified as ARE will increase. This will bring the % of disadvantaged children achieving RWM combined more in line with their Non-disadvantaged peers in all Key Phases. • Disadvantaged pupils will improve their scores (Raw and Scaled) in summative assessments including internal end of year and nationally reported end of phase tests.
<p>2. Disadvantaged pupils will have acquired the essential knowledge and skills so they can fully engage in the curriculum.</p> 	<p><u>SHORT TERM</u></p> <ul style="list-style-type: none"> • The school has in place a well-sequenced curriculum for both core and foundation subjects. • Lesson observations indicate, Disadvantaged pupils have access to high-quality teaching and learning giving them access to a broad and balanced curriculum. • Disadvantaged pupils will have further opportunities in schools to engage with high quality artefacts; resources and technology that they may not encounter in their home setting. <p><u>MEDIUM TERM</u></p> <ul style="list-style-type: none"> • The school has on offer a widening range of experiences and opportunities. • Disadvantaged pupils will have access to and attend an increasing number of high-quality school trips in order to widen their life experiences • Disadvantaged pupils will have access to and attend an increasing number of in-school experiences that widen the curriculum. • Disadvantaged pupils will access to and attend an increasing number of afterschool extra-curricular activities <p><u>LONG TERM</u></p> <ul style="list-style-type: none"> • Disadvantaged pupils will have developed the knowledge and skills that will enable them to be effective citizens. <p><i>From Assessments and Teacher judgements;</i></p>



	<ul style="list-style-type: none"> Disadvantaged pupils have acquired the essential knowledge and skills to enable them to successfully progress through the school's curriculum
<p>3.Improved oral language skills (including vocabulary) among disadvantaged pupils and across the school.</p> <p><i>Disadvantaged pupils leaving EYFS meet ELG statements in relation to communication and language.</i></p> 	<p><u>SHORT TERM</u> <i>Through professional discussions and observations;</i></p> <ul style="list-style-type: none"> Highly trained and knowledgeable staff who are effective in developing children's language skills. <p><i>Through learning walks; lesson plans and observations;</i></p> <ul style="list-style-type: none"> The school has in place a number of systems; process and routines which facilitates the high-quality teaching and learning of oracy skills The school has in place language rich environment which is used effectively to support children's learning Outdoor learning provision will offer the same language rich environment to effectively support children's development of language. <p><u>MEDIUM TERM</u> <i>Through summative assessments such as Welcomm / NELI assessments;</i></p> <ul style="list-style-type: none"> High quality interventions (such as Early talk boost/ Welcom) embedded at the school to support language development of children. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment. <p><u>LONG TERM</u></p> <ul style="list-style-type: none"> At least 65% of EYFS children to meet GLD by the end of reception including ELG for C&L.
<p>4.Disadvantaged pupils across the school will have improved reading fluency (accuracy, automaticity and prosody) resulting in improved reading attainment outcomes at the end of each Key Phase.</p> 	<p><u>SHORT TERM</u></p> <ul style="list-style-type: none"> The school have a high quality Systematic Synthetic Phonics (SSP) programme in place and it is being delivered consistently across EYFS and KS1. The school has a rigorous and robust assessment process which quickly identifies children who are unable to read fluently. The school runs targeted intervention to ensure children who fall off track are supported and can catch up and keep up. These include interventions that target accuracy (decoding); automaticity (speed) and prosody Disadvantaged Pupils have access to a range of High Quality (age appropriate) Texts and have opportunities to develop a love of reading <p><u>MEDIUM TERM</u></p> <ul style="list-style-type: none"> EYFS teachers report improved comprehension and oral language skills in Disadvantaged pupils and improvements in Reading Age scores Pupils in Reception and Year 1 have a developing grasp of phonics to support the segmenting/blending (decoding) of unknown words. Children in KS2 who are not phase 5 secure will be attending HQ rapid catch up phonics sessions. The percentage of children moving out of KS1 'Phase 5 secure' has increased so that the school is in line with National Averages. <p><u>LONG TERM</u></p>



	<ul style="list-style-type: none"> • The number of Disadvantaged pupils leaving Year 2 having passed the Phonics Screener check is broadly in line with National Expectations (90%). • An increase in the attainment of Disadvantaged pupils in Reading (Both On-Track and Greater Depth) at the end of each Key Stage. • Disadvantaged Pupils have developed a love for reading and read more frequently at home. • Disadvantaged Pupils have a broadening vocabulary (exposure to HQ texts and explicit teaching)
<p>5.Improved parental capacity for;</p> <ul style="list-style-type: none"> • Engaging with and attending in-school activities; • Supporting children’s learning at home; • Ensuring children come to school prepared and ready to learn. 	<p><u>SHORT TERM</u></p> <ul style="list-style-type: none"> • Established systems in place to signpost support for families who maybe be struggling with supporting their child (including ensuring children are prepared for learning) • Established systems in place to support children who may ready to come to school ready to learn i.e. access to free-breakfast clubs; Rest and Recovery club at lunchtime; access to ELSA groups. • Increased targeted support from Family Support Workers for individual families who need help in establishing rules and routines. • Increased engagement with Family links course to increase parental engagement and capacity. • Scheduled focused open mornings in English, maths and reading to activity promote engagement of parents and develop understanding of how to support their child’s learning. <p><u>MEDIUM TERM</u></p> <ul style="list-style-type: none"> • Improved parental engagement with in-school activities. • Improvements in support with learning at home • Increased parental knowledge and understanding of how to support their child(ren) at home. • Raised ambition and aspiration amongst the parents at the school. • Reduction in the number of pupils reported entering school un-prepared/not ready for learn. <p><u>LONG TERM</u></p> <p><i>From parent discussions and surveys,</i></p> <ul style="list-style-type: none"> • Parents of Disadvantaged Pupils are more confident in how to support their child’s learning and have higher aspirations for their child’s future life opportunities. • A significant decrease in the number of incidence where children come to school not prepared/ready to learn. • Increased percentage of parents attending in parents’ evenings; linger and learn events; workshops and other in-school activities. • Increase in the percentage of children who are supported in home learning (e.g. read to frequently at home)
<p>6.Secure and established safeguarding provision (including systems and processes) that ensure the safe wellbeing of the children at the school.</p> 	<p><u>SHORT TERM</u></p> <ul style="list-style-type: none"> • Maintain a highly trained welfare team that can support children and families through the range of safeguarding challenges the school faces (including children at CP and ChIN). • Establish an effective reporting; tracking and monitoring system is well established at the school (CPOMS)



	<ul style="list-style-type: none"> • Deliver an ongoing CPD programme which ensures staff have the required knowledge and skills to identify and report safeguarding concerns. <p>MEDIUM TERM</p> <ul style="list-style-type: none"> • Established collaboration with a number of external agencies including social services; police and a number of clinical commissioning groups (CCGs) • Improved knowledge and understanding of LGB members of the safeguarding challenges the school faces which results in the regular and robust challenge of school leaders. <p>LONG TERM</p> <ul style="list-style-type: none"> • <i>From Disadvantaged Pupils discussions and surveys, children feel safe and supported at school.</i> • From profession reports and discussions; the school effectively supports and maintains the safety and wellbeing of the children at the school.
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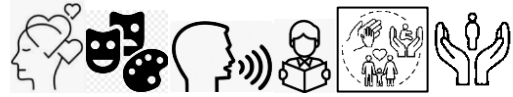
Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 16,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To fund additional non-conduct time for SLT members so that a highly-effective SLT is established and maintained. This will ensure a rigorous and robust whole school approach to achieving and maintaining consistent quality-first teaching across the school by:</p> <ul style="list-style-type: none"> -regularly reviewing teaching and learning through book scrutiny, learning walks, 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 	<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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	2,3 and 4



<p>students that are not making expected progress and to extend children identified as having the potential to reach GD.</p>		
<p>Continued improvements in whole school early reading provision through access to a high-quality systematic synthetic phonics (SSP) programme to the Little Wandle SSP. This ensures;</p> <ul style="list-style-type: none"> • All children have a solid base upon which to build as they progress through school; • Enable children to develop the habit of reading widely and often, for both pleasure and information <p><i>This will be done through;</i></p> <ul style="list-style-type: none"> • Access to ongoing, high-quality staff training. • Access to well-mapped and sequenced lesson plans • Matched phonetically decodable books • Learning environments which are conducive to high-quality learning. 	<p>EEF Key finding;</p> <p>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>“The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.”</p> <p>“Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.”</p>	<p>4</p>
<p>Continued subscription to a DfE validated Systematic Synthetic Phonics programme (Little Wandle) Enable and maintain strong and secure phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
<p>Purchase of standardised diagnostic Reading assessments (including Headstart and PM Benchmark assessment tools).</p> <p><i>Training for all staff (including support staff) to ensure assessments are interpreted and administered correctly.</i></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>4</p>
<p>Continued Improvement in whole school speech and language provision through access to high-quality teaching and bespoke targeted support where needed.</p> <p><i>This will be done by;</i></p> <ul style="list-style-type: none"> • Purchase and introduction of Wellcom Communication and 	<p>The Oracy All-Party Parliamentary Group (APPG); Speak for Change Inquiry – April 2021</p> <p>Section 6 Who needs oracy education most? Pg 21</p> <p>Section 8.3 Equip schools to provide sustained, consistent and comprehensive oracy education in schools. Pg 45</p>	<p>3</p>



<p><i>language targeted intervention programme.</i></p> <ul style="list-style-type: none"> • <i>Additional hours for speech and language therapy (Traded Service) for individual children for a 6-week intervention to develop and improve poor oral language acquisition skills</i> • <i>EYFS framework and observation training to develop understanding of staff to ensure teaching is nothing less than good and high-quality interactions take place</i> • <i>High-quality resources to support talk, discussion and debate across the school including language frames; talk tins and role play equipment.</i> • <i>Access for Oracy lead to engage with Voice21 training.</i> 	<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 Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p><i>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</i></p> <p><i>Training for all staff (including support staff) to ensure SEL is delivered consistently across the school.</i></p>	<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>1</p>

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

Budgeted cost: **£26,219**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a Learning mentor to engage with pupils on either a 1:1 basis or through group interventions (tranquillity, friendship groups, counselling sessions).</p> <p>The school's Learning Mentor is also responsible for supporting the leadership and management (Chapter 1) of mental health and wellbeing across the school including;</p>	<p>Promoting children and young people's mental health and wellbeing- PHE 2021</p> <p>"It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood"</p> <p>Chapters 1-8</p> <p>The PHE COVID-19 mental health and wellbeing surveillance report; indicates that "that some children and young people,</p>	<p>1</p>



<ul style="list-style-type: none"> • Developing a whole school ethos (Chapter 2); • Staff development (Chapter 5); • Pupil voice (Chapter 4); • Identifying need and monitoring impact (Chapter 6) <p>Working with parents, families and carers (Chapter 7)</p>	<p>especially those with certain characteristics, such as those who are disadvantaged economically, females, and those with pre-existing mental health needs, appear to have experienced greater negative impacts on their mental health and wellbeing.”</p> <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>Structured Intervention: Welcomm Communication and language intervention programme in EYFS.</p> <p><i>Weekly speech and language support for children who are identified as needing support beyond what is offered in the general classroom practice however do not meet threshold of Speech and Language Therapist.</i></p>	<p>The Oracy All-Party Parliamentary Group (APPG); Speak for Change Inquiry – April 2021</p> <p>Section 6 Who needs oracy education most? Pg 21</p> <p>Section 8.3 Equip schools to provide sustained, consistent and comprehensive oracy education in schools. Pg 45</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 Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Small group/1:1 tutoring</p> <p>For year groups Rec – Y6; access to school-led tuition delivered by class teacher</p> <p><i>(PP funding to subsidise 40% school contribution to school-led funding grant)</i></p>	<p>EEF Teaching and Learning Toolkit indicates that if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress with one to one tuition and up to four months additional progress with small group tuition. For small group tuition, the smaller the group the better.</p> <p>Evidence for benefits of targeted intervention – EEF Making a difference with effective tutoring</p>	3,4
<p>Training and supervision costs for 2 x ELSA members of staff to deliver/ run SEMH interventions across the school</p>	<p>Promoting children and young people’s mental health and wellbeing- PHE 2021 Chapter 5 and Chapter 6</p>	1
<p>Continued access to high-quality Staff CPD and resources to deliver effective Keep-up and Rapid Catch up Phonics interventions</p> <p><i>Whole school CPD on how to deliver an effective early reading</i></p>	<p>EEF High Quality Teaching Guidance</p> <p>EEF Key finding;</p> <p>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development</p>	4



<p>programme (SSP); access to catch up and keep up resources including planning and books.</p>	<p>of early reading skills, particularly for children from disadvantaged backgrounds.</p>	
<p>Improving the quality of Fluency Reading interventions (including accuracy; automaticity and prosody)</p> <ul style="list-style-type: none"> • High-quality delivery • Access to High-quality CPD • Access to high-quality resources and interventions 	<p>Recommendation 2: Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills</p> <p>Recommendation 4: Teach pupils to use strategies for developing and monitoring their reading comprehension</p> <p>EEF - Improving Literacy in KS1</p> <p>Recommendation 2: Support pupils to develop fluent reading capabilities</p> <p>Recommendation 3: Teach reading comprehension strategies through modelling and supported practice</p> <p>EEF – Improving Literacy in KS2</p>	<p>3,4</p>

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

Budgeted cost: **£91,490**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of 2 x Family Support Workers to establish a team that works with/alongside groups of and individual families using targeted support based on need.</p> <p>The areas of priority are;</p> <ul style="list-style-type: none"> • Improving attendance across the school; especially of children who have persistent absenteeism. • Improving parental engagement with supporting learning (including developing rules and routines) • Improving children’s emotional and physical readiness to learn. • To support the school’s communications to encourage positive dialogue about learning. • Offer more sustained and intensive support where needed (including support with children who are at risk of repeated FTE or PEX) 	<p>Working with Parents to Support Children’s Learning – EEF report</p> <ul style="list-style-type: none"> • There is an established link between the home learning environment at all ages and children’s performance at school. • Schools and parents have a shared priority to deliver the best outcomes for their children <p>Promoting children and young people’s mental health and wellbeing- PHE 2021</p> <p>Chapter 7: Working with parents, families and carers</p>	<p>5,6</p>

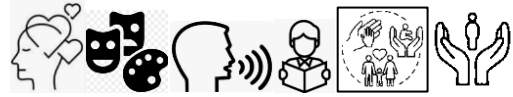


To support the safety and wellbeing of the children at the school.		
Educational Psychologist (Traded Service time) to complete observations, assessments; reports and give support/ suggested approaches to assist the school in supporting children with SEMH needs	Promoting children and young people's mental health and wellbeing- PHE 2021 Chapter 6: Identifying need and monitoring impact Chapter 8: Targeted support and appropriate referrals	1
SEMH Nylands Outreach Team(Traded Services time) to assist the school in support children with specific challenging behaviours.	Promoting children and young people's mental health and wellbeing- PHE 2021 Chapter 6: Identifying need and monitoring impact Chapter 8: Targeted support and appropriate referrals	1, 5
TAMHS (Traded Services time) to offer bespoke support to children with significant SEMH needs.	Promoting children and young people's mental health and wellbeing- PHE 2021 Chapter 6: Identifying need and monitoring impact Chapter 8: Targeted support and appropriate referrals	1, 5
Give children wider access to the Arts through improved access to Swindon Music Hub/Music Services and resources. (Traded Service time)	School cultures and practices: supporting the attainment of disadvantaged pupils. DfE -May 2018 9.1 Extra-curricular activities pg 91	2
Give children wider access to the Arts through further access to theatre/drama activities (Local Theatre Group – Prime Theatre)	School cultures and practices: supporting the attainment of disadvantaged pupils. DfE -May 2018 9.1 Extra-curricular activities pg 91	2
Give children wider access to the Arts through further access to Ballet/Dance (Royal Ballet Company)	School cultures and practices: supporting the attainment of disadvantaged pupils. DfE -May 2018 9.1 Extra-curricular activities pg 91	2
Subsidies for school trips and experiences; ensuring that all children are able to participate in and have access to an enhanced curriculum through attending experience days and school trips/residential. This gives children the opportunity to experience new and challenging activities which broadens their knowledge and understanding improving their cultural capital.	School cultures and practices: supporting the attainment of disadvantaged pupils. DfE -May 2018 9.1 Extra-curricular activities pg 91	2
Funding of Outdoor learning interventions/ opportunities (such as forest schools and Greatwood) to target low self-esteem and anxiety, enabling	Promoting children and young people's mental health and wellbeing- PHE 2021 Chapter 3	1, 2



<p>pupils to become more confident in their abilities</p>	<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>Employment of a Part-Time Attendance officer (0.3) to monitor lateness and absenteeism on a weekly basis and provide reports to SLT</p> <p>Attendance officer to follow procedure to contact parents via phone to establish reasons, and then by mail for persistent absenteeism. Meetings with parents to be arranged when child falls below 90% and EWO involvement established.</p>	<p>Supporting the attainment of disadvantaged pupils: articulating success and good practice – DfE/NFER 2015</p> <p>“Schools’ typical pathways to improvement take around three to five years. Beginning with a focus on attendance and behaviour alongside quality teaching, schools can embed their support for disadvantaged pupils, and the most successful are able to contribute to system improvement.”</p> <p>NFER Seven building blocks to successfully raising attainment in disadvantaged pupils – Block 2 Addressing Behaviour and Attendance</p>	<p>5,6</p>
<p>Subsidised free access to the school’s breakfast club to improve attendance and readiness to learn.</p> <ul style="list-style-type: none"> • <i>Employment of 2 x Breakfast club playleaders.</i> • <i>Subsidies for food items</i> • <i>Access to high-quality games and resources.</i> 	<p>Supporting the attainment of disadvantaged pupils: articulating success and good practice – DfE/NFER 2015</p> <p>“Schools’ typical pathways to improvement take around three to five years. Beginning with a focus on attendance and behaviour alongside quality teaching, schools can embed their support for disadvantaged pupils, and the most successful are able to contribute to system improvement.”</p> <p>NFER Seven building blocks to successfully raising attainment in disadvantaged pupils – Block 2 Addressing Behaviour and Attendance</p>	<p>1, 6</p>
<p>The continued development of an increased safeguarding team and provision (including systems and processes) that ensure the safety and wellbeing of the children at the school</p>	<p>Promoting children and young people’s mental health and wellbeing- PHE 2021</p> <p>Chapter 7: Working with parents, families and carers</p>	<p>1,5,6</p>

Total budgeted cost: £134,166



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

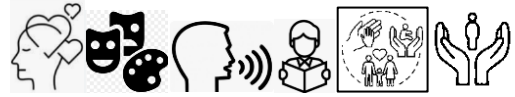
During 2021/22, both our internal assessments (including standardised summative tests) and nationally reported assessments (including SATS) suggested a mixed picture in regards to the performance of the disadvantaged pupils at the school. There was significant variation in regards to success (those who met age-related expectations-ARE) across key phases; groups (such as gender) and subjects.

Across the school, disadvantaged children were more successful in Maths but fared less-well in Reading and Writing when compared to non-disadvantaged peers and regional and national disadvantaged pupils. It is evident that fewer disadvantaged pupils at the school are fluent in both reading and writing which is limiting their access to the school's broad and balanced curriculum. Disadvantaged pupils in Upper Key Stage 2 fared much better than disadvantaged pupils in KS1 and EYFS; most being broadly in line with their non-disadvantaged peers. A significant (widening) gap is now apparent for those disadvantaged pupils in EYFS and KS1 with many not meeting a Good Level of Development at the end of Reception and meeting ARE at the end of Year 2. This factor clearly indicates that the impact of the Covid-19 pandemic has been felt most widely by disadvantaged pupils in the early stages of the school.

When analysing the groups within the school's disadvantaged population; Girls are significantly outperforming Boys (especially in English). The greatest need amongst disadvantaged boys at the school is that of communication and language. The school has seen a significant spike in the number of disadvantaged pupils entering the EYFS provisions with complex and challenging speech and language needs alongside prolonged S&L difficulties of children moving through KS1 and then into KS2. This has resulted in a greater need for specialist support-including speech and language therapists.

Our analysis of the factor behind these outcomes points primarily to the long-lasting effects of the disruption caused by Covid-19 over the preceding two years. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of full and partial closure, which was aided by remote live teacher-led lessons and access to high quality online resources such as those provided by Oak National Academy.

The school's overall attendance in 2021/22 was lower than the 2 years prior to the Covid-19 pandemic. The percentage of persistent absenteeism has also increased (the rate of persistent absence, 6.6%, in 2018/19 was in the lowest 20% of schools with a similar level of deprivation). The percentage of persistent absenteeism amongst disadvantaged pupils was also 4% higher than that of their non-disadvantaged peers. This gap is wider than in previous years; further analysis indicates that persistently absent disadvantaged pupils are more likely to have SEMH challenges and needs. This is why support for SEMH needs (including whole school



development of SEL and targeted SEMH interventions and support) are a continued key focus of our extended plan.

Our analysis of recorded pupil behaviour incidents and general behaviour observations indicated that pupil behaviour, wellbeing and mental health has been significantly impacted by COVID-19 related issues (including limited access to external services such as TAMHS and CAMHS). The impact was particularly significant for disadvantaged pupils. The number of suspensions continues to be in the highest 20% (although there has been a decline in the number of suspensions in comparison 2019/20 and 2019/18). Of the suspensions that were implemented in 2021-22, the majority were disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required including access to local trailblazer SEMH projects; SEMH outreach support and continued ELSA training for staff. We are continuing to embed and further extend this support with the activities detailed in this plan.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2021/22, as stated in the Intended Outcomes section above. 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. Due to the impact the Covid-19 pandemic had on the delivery of the Pupil Premium intended actions; it has been decided to extend the 3-year strategy by a further year to give time for these implementations and actions to have an impact. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
None	



Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The funding received for the Service pupil premium has been primarily spent on funding access to ELSA support including; 1:1 support from the school's learning mentor. The funding also went towards subsidising access to 15 x hours of school-led tutoring (in conjunction with the school-led tutoring grant).

The impact of that spending on service pupil premium eligible pupils

All pupils who receive service pupil premium funding have had access to the school's learning mentor who could offer pastoral support when needed. Teachers observed improvements in the wellbeing of service PP pupils. These pupils also received 15 x hours of school-led tutoring which supported catch-up for the learning lost during the Covid-19 lockdowns. Teacher observations and internal assessments indicated that the impact of the school-led tutoring greatly improved these pupils reading fluency.



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 supporting SEND pupils with a focus on the EEF's 5-day guidance. [EEF evidence](#) review found evidence that teachers could use 5 'adaptive teaching' strategies to support improving outcomes for pupils with SEND. Of the Disadvantaged pupils at the school, 70% have an SEND
- 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 improving health and fitness (in conjunction with the PE sports premium grant) and life skills such as confidence, resilience, and socialising (for example access to the Swindon Town FC Mental Health trailblazer project and small group/1:1 support from Iprovefit mentoring services). Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing and planning our updated pupil premium strategy, we participated in the [HISP](#) "Making the Difference for Disadvantaged Pupil" 9 module programme centred around using the EEF's 3-tiered approach to effective Pupil Premium support.

Through attending each module, we allocated time and resources into looking 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.