



Pupil Premium Strategy Statement 2021-2024



Review July 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	LOXDALE PRIMARY SCHOOL
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	49.3%
Academic year/years that our current pupil premium strategy plan covers	SEPTEMBER 2021 - JULY 2024
Date this statement was published	DECEMBER 2021
Date on which it will be reviewed	JULY 2022
Statement authorised by	P SCOTT (Headteacher)
Pupil premium lead	E WRIGHT-JONES
Governor lead	JODIE WALLWORK

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,130 (Financial Year) or Estimated £237953 for academic year.
Recovery premium funding allocation this academic year	£24940
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£232,070
Total budgeted cost	£258,375
Actual total spend for academic year	£259,248



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Part A: Pupil premium strategy plan: Statement of intent

At Loxdale Primary School, we have high aspirations for all the children in our school community and believe that all children should be given the opportunity to reach their full potential. We seek, as a school community, to provide personalised learning opportunities and targeted support to allow every child to flourish.

As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

In order to meet the above requirements, the Governing Board of Loxdale Primary School will ensure that provision is made to secure appropriate teaching and learning opportunities that meet the needs of all pupils.

Objectives

- To ensure that progress measures for PP pupils are in line with or better than that of the cohort
- To accelerate the progress of PP pupils so that the attainment gap between disadvantaged and non-disadvantaged pupils is narrowed
- To improve the literacy levels of all PP pupils
- To increase the quantity and quality of reading for all PP pupils
- To ensure that PP pupils participate fully in the rewards system and take full advantage of the opportunities for student leadership across the school
- To ensure that staff have a high level of awareness of the needs of disadvantaged pupils in their classrooms
- To target disadvantaged pupils who require catch-up through the school intervention programme
- To increase the number of PP pupils participating in extra-curricular activities and in particular trips and visits activities
- To improve the mental wellbeing of all PP pupils

In order to be highly successful in meeting the objectives for improvement, we will:

- Never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged pupils to achieve the highest levels
- Thoroughly analyse which pupils are underachieving, particularly in English and mathematics, and why
- Draw on research evidence (such as the EEF) and evidence from our own and others' experiences to allocate the funding to the activities that are most likely to have significant impact on improving achievement
- Be clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
- Allocate our best teachers to teach intervention groups to improve mathematics and English.
- Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.



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- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils
- Ensure that class teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants
- Provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning.

The key principles of the strategy plan are based around the EEF's PP guidance, with regards to:

- Understanding that Loxdale Primary School really can make a difference to all disadvantaged pupils at our school
 - Using evidence to help meet the targets of the plan
 - Quality first teaching being the most important lever in improving the outcomes of disadvantaged pupils
 - Supporting all types of disadvantaged learners (e.g. SEND, high attainers, middle attainers, and low attainers)
 - Using the three-tiered approach
1. Teaching – Professional development, support for ECTs, recruitment & retention, effective teachers being in front of the right pupils and teachers being supported to keep improving
 2. Targeted academic support – teachers and TAs identifying who needs support, why they need it and how it will be delivered
 3. Wider strategies – improving attendance, behaviour, well-being, and pupils' cultural capital.

Challenges

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

Challenge	Detail of challenge
1	Our observations are of limited opportunities provided to pupils outside of school, to enable them to explore and be exposed to the wider world – worsened by C-19 which is exacerbated by limited engagement from some disadvantaged families with supporting pupils at home and in wider life-experiences. The lack of enrichment opportunities has had a significant impact on the linking of knowledge to supplement what is being learnt.
2	Our observations of the lack of resilience and low self-esteem of disadvantaged pupils has a significant impact on their ability to engage fully with learning and socially with peers. Over the past two years, there has been an increase the number of pupils who have social, emotional, and mental health needs, which is impacting on their achievement.
3	Our attendance data shows attendance and punctuality of disadvantaged pupils is particularly low, when compared to non-disadvantaged pupils. This is detrimentally affecting their ability to learn, retain information and to engage in learning and also increases the need for the EHWP/Pastoral team to then support the resilience and self-esteem of these pupils.
4	Our assessments identify low starting points upon entry to EYFS and KS1 including language skills, low vocabulary, and low phonic knowledge upon entry to EYFS/KS1. This is significantly lower for disadvantaged pupils.



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5	Our outcomes and assessment data shows disadvantaged pupils have not always shown personal challenge in order to reach their true potential, including high achievers. Pupils have not always remembered knowledge well and it has not been embedded into their long-term memory or indeed revisited, thus not becoming 'sticky' knowledge which pupils can draw upon and talk about, using the correct vocabulary.
6	A large proportion of disadvantaged pupils also have SEND and therefore an additional barrier for the pupils in terms of their attainment. This has resulted in significant knowledge gaps in their learning - leading to pupils falling further behind age-related expectations.

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																																				
1a. Pupils will have a greater awareness of the wider world and will be able to bring these 'cultural capital' experiences into their work eg writing and cross-curricular writing.	<ul style="list-style-type: none"> Outcomes improve for all pupils Y1 – Y6, as pupils can draw on their own first-hand experiences to supplement their learning: Disadvantaged pupils have widened their vocabulary, are talking confidently to a wider audience and have a developing understanding of key and technical vocabulary relating to all subjects. 																																				
	<table> <tr> <th>KS2</th><th colspan="3">2021* EXS+/GDS</th><th colspan="3">2021 2022</th><th colspan="3">2022 2023</th><th colspan="3">2023 2024</th></tr> <tr> <th></th><th>R</th><th>W</th><th>M</th><th>R</th><th>W</th><th>M</th><th>R</th><th>W</th><th>M</th><th>R</th><th>W</th><th>M</th></tr> </table>												KS2	2021* EXS+/GDS			2021 2022			2022 2023			2023 2024				R	W	M	R	W	M	R	W	M	R	W
KS2	2021* EXS+/GDS			2021 2022			2022 2023			2023 2024																											
	R	W	M	R	W	M	R	W	M	R	W	M																									
All prediction				87%/33%	83%/15%	76%/20%	89%/33%	85%/18%	86%/23%	89%/33%	85%/18%	86%/23%																									
Actual results	84%/31%	81%/9%	72%/13%	84%/46%	75%/18%	82%/36%																															
Pupil Premium Prediction				82%/20%	82%/20%	75%/20%	85%/25%	85%/25%	80%/25%	90%/30%	90%/30%	87%/30%																									
Actual results	78%/17%	78%/6%	67%/0%	76%/42%	71%/18%	74%/26%																															
Non Pupil Premium prediction				95%/55%	90%/20%	85%/32%	95%/55%	95%/30%	90%/35%	95%/55%	95%/30%	90%/35%																									
Actual results	93%/50%	86%/14%	79%/29%	96%/52%	83%/17%	96%/52%																															



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KS1	2021* EXS+/GDS			2021 2022			2022 2023			2023 2024		
	R	W	M	R	W	M	R	W	M	R	W	M
All predictions				74%/30%	72%/24%	79%/27%	80%/32%	78%/32%	82%/30%	85%/35%	83%/35%	85%/30%
Actual results	66%/28%	66%/19%	74%/21%	68%/19%	64%/14%	73%/24%						
Pupil Premium predictions				65%/20%	60%/17%	70%/22%	72%/25%	68%/22%	76%/28%	80%/30%	75%/28%	82%/30%
Actual results	52%/17%	52%/10%	62%/14%	55%/13%	48%/10%	61%/16%						
Non Pupil Premium predictions				84%/40%	84%/30%	90%/30%	88%/40%	88%/36%	94%/35%	94%/48%	94%/40%	95%/40%
Actual results	79%/38%	79%/28%	86%/28%	82%/25%	82%/18%	86%/32%						

❖ Increase in after-school club participation of enrichment activities:

	2021-22	Actual	2022 - 23	2023 - 24
Disadvantaged pupils' attendance at clubs	37%	39%	44%	50%+

❖ Trips and residentials are well attended and barriers to stop the attendance of disadvantaged pupils are removed.

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See table above for actual 2022 data.

Writing results across school are:

Writing:	ARE+	GDS
Y5	72%	27%
Y4	65%	19%
Y3	67%	26%
Y1	75%	27%
Reception	Met 75%	
Nursery	3-4 - 72%	4-5 - 8%

Trips and residentials in 2021 - 22 have included:

Boreatton Park - Y5/Y6 - 60 children

Kingswood Residential - Y2 - 60 children

*Both of these residentials build on team-building, leadership skills, building resilience and overcoming personal fears eg heights. The children learnt new vocabulary relating to physical and outdoor adventures - and lots of new songs too! New friendships were built and for the Y5 pupils a chance to make relationships with their Y6 staff for 2022-2023.

Year 2 had the additional experience relating to their topic and science work of developing their orienteering skills and learning about different animals and their habitats.



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	<p>Drayton Manor – Y6</p> <p>Black Country Living Museum- Y5</p> <p>Cadbury World – Y3 & Y4</p> <p>Sealife Centre – Year 2</p> <p>Exotic Zoo – Year 1</p> <p>Sycamore Adventure – Reception</p> <p>Kingswood – Nursery</p> <p>All trips supported the curriculum topic for each year group.</p> <p>All trips were subsidised – and work following the trip was undertaken, particularly written work. This is evidenced in school.</p>																														
1b.To increase the proportion of parents supporting learning at home (including to increase the proportion of parents from disadvantaged families too).	<p>Increasing % of parents have attended workshops/ drop-ins/ curriculum meetings/ completing parental questionnaire.</p> <table><tr><th></th><th>% attendance & engagement 2022 (disadvantaged %)</th><th>Actual figures</th><th>% attendance & engagement 2023 (disadvantaged %)</th><th>% attendance & engagement 2024 (disadvantaged %)</th></tr><tr><td>Workshop</td><td>50%</td><td>-</td><td>66%</td><td>80%</td></tr><tr><td>Drop ins eg RWI</td><td>50%</td><td>On-line signposting</td><td>66%</td><td>80%</td></tr><tr><td>Curricular mtgs</td><td>50%</td><td>New intake meeting: 75%</td><td>66%</td><td>80%</td></tr><tr><td>Parental questionnaire completion</td><td>75%</td><td>76%</td><td>85%</td><td>100%</td></tr><tr><td>Attendance at Parent evening</td><td>100%</td><td>On-line</td><td>100%</td><td>100%</td></tr></table> <p>Summer Review – July 2022</p> <ul style="list-style-type: none">❖ Parental workshops are available at different times of the day, so a wider range of parents can attend. This have not all taken place as planned, due to the impact of Covid-19. However, the new Nursery and Reception meetings were very well attended in July 2022.❖ Parents are signposted to external courses to support their own needs eg back to work/ technology workshops etc. Signposting has taken place via our school website and social media channels and individually with parents, via the pastoral team.❖ Homework set for academic and creative subjects. This has remained a strength across school, pupils and their families love the project homework and are very creative in what they send in, as the choice for how they showcase their learning is up to them. Often, there is much less emphasis on writing and more on the arts and computing. ALL homework is valued and recognised by staff, some is also shared on our social media channels.		% attendance & engagement 2022 (disadvantaged %)	Actual figures	% attendance & engagement 2023 (disadvantaged %)	% attendance & engagement 2024 (disadvantaged %)	Workshop	50%	-	66%	80%	Drop ins eg RWI	50%	On-line signposting	66%	80%	Curricular mtgs	50%	New intake meeting: 75%	66%	80%	Parental questionnaire completion	75%	76%	85%	100%	Attendance at Parent evening	100%	On-line	100%	100%
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Attendance at Parent evening	100%	On-line	100%	100%																											
2. Pupil's resilience and overall self-confidence improves, as they recover from the Covid pandemic including those with behaviour needs.	<ul style="list-style-type: none">❖ Pupils have access to the school's EHWP team and programmes to support their resilience & self-confidence/ self-esteem❖ School continues to support a number of pupils with safeguarding agencies involved.❖ Pupil survey and HRBS show improved well-being of all pupils including those who are disadvantaged❖ Zones of Regulation training across school is embedded and reduction of behavioural incidents recorded❖ Specialist support and 1:1/ group work commenced with identified pupils and a reduction in level 5/6/7 incidents recorded❖ EHWP/ Pastoral Team are trained in order to provide a range of SEMH needs❖ Pupils know who to seek out in school in order to discuss feelings and to feel safe (pupil questionnaire)❖ School have continued to develop strong working relationships with signposted agencies																														



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- ❖ Pupils have access to the school's EHWP team and programmes to support their resilience & self-confidence/ self-esteem. This is very well used by pupils and their families:

Therapeutic and specialised sessions offered 2021 - 22		
Specialised Therapeutic intervention 1.1	Zones of regulation	Lego therapy groups
Drop-in sessions	Friendship groups	1.1 well-being sessions

- ❖ School continues to support a number of pupils with safeguarding agencies involved. Data held within school
- ❖ Pupil survey and HRBS show improved well-being of all pupils including those who are disadvantaged:
100% pupils feel safe in school, inc those who are disadvantaged.
100% pupils like being at school, inc those who are disadvantaged.
- ❖ Zones of Regulation training across school is embedded and reduction of behavioural incidents recorded & Specialist support and 1:1/ group work commenced with identified pupils and a reduction in level 5/6/7 incidents recorded
Zones of Regulation is well embedded across school, daily check-ins are made at the start of the morning and afternoon sessions. Children with SEMH needs are encouraged to refer to the Zones of Regulation in order for them to express themselves. Behaviour incidents are down on the previous year.
- ❖ EHWP/ Pastoral Team are trained in order to provide a range of SEMH needs
Training has included:

<i>Introduction to child bereavement</i>	<i>Designated Senior Mental Health Lead Training</i>	<i>Child Sexual Exploitation</i>
<i>Child Bereavement: What can I do to help</i>	<i>SP-EAK suicide prevention in young adults</i>	<i>Youth Mental Health First Aid</i>
<i>Child Bereavement</i>	<i>Puberty</i>	<i>Zones of Regulation</i>
<i>Mental Health and Unresolved Trauma</i>	<i>Supporting children in school with EAL</i>	<i>Lego Therapy</i>
DSL Training:		
<i>Safeguarding Children: a shared responsibility</i>	<i>Traffic light tool</i>	<i>Working together safeguarding children and young people</i>
<i>Thresholds</i>	<i>Managing allegations</i>	<i>Think Family</i>
<i>DSL Training Refresher</i>	<i>Sexual Behaviours Traffic Light Tool Training</i>	<i>Designated Safeguarding Lead Level 3</i>

- ❖ Pupils know who to seek out in school in order to discuss feelings and to feel safe (pupil questionnaire)
95% of pupils in Y1- Y6 know who to go to and would be happy to go to a member of staff if they were worried.
- ❖ School have continued to develop strong working relationships with signposted agencies



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3.Attendance % of disadvantaged pupils raised to at least 96% and the number of lates decreases.

❖ Disadvantaged pupils are in school on time, regularly and as a result are making good progress in their learning.

Term → Year ↓	Autumn 2 %	2021 - 2022	2022-2023	2023 - 2024
Year R PP	99.4	99.4	99.4	99.4
Year R Non PP	99.7	99.7	99.7	99.7
Year 1 PP	92.9	96	97	98
Year 1 Non PP	97.8	96	97	98
Year 2 PP	88.5	96	97	98
Year 2 Non PP	97.6	96	97	98
Year 3 PP	93.4	96	97	98
Year 3 Non PP	97.8	96	97	98
Year 4 PP	97.6	96	97	98
Year 4 Non PP	98.2	96	97	98
Year 5 PP	94.5	96	97	98
Year 5 Non PP	98.5	96	97	98
Year 6 PP	91.5	96	97	98

- ❖ First Day Contact - parents are challenged regarding absence and lates which ensures a reduction for both.
- ❖ The attendance gap closes between Disadvantaged pupils versus non-disadvantaged pupils

Summer Review - July 2022

Despite consistent good working practices regarding first-day contact etc, some families are not bringing their children to school every day. We are in constant contact with these families, working with the EWO and working with the LA Attendance team regarding preparing court paperwork. This remains a high priority for 2022-2023.

Non PP have achieved over 96% consistently in all year groups. Much more work is needed in order to close the in-school gap in 2022-23 and 2023 - 24.



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4. To increase the proportions achieving a good level of development in Reception in Reading/Writing/ Maths and PSED and speaking and listening & understanding.

Reception	Baseline Sept 2021 (disadvantaged %)		% Summer 2022 (disadvantaged %)		Actual Results 2022		% Summer 2023 (disadvantaged %)		% Summer 2024 (disadvantaged %)	
	GLD	Dis	GLD	Dis	GLD	Dis	GLD	Dis	GLD	Dis
Literacy	25%	5%	70%	70%	97%	100%	75%	75%	75%	75%
Communication & Language	47%	24%	70%	70%	92%	96%	75%	75%	75%	75%
Mathematics	75%	57%	90%	90%	98%	100%	95%	95%	95%	95%
PSED	22%	5%	75%	75%	92%	96%	80%	80%	85%	85%

- ❖ Higher proportions of good level of development seen in disadvantaged pupils
- ❖ Disadvantaged pupils have improved their vocabulary and oral language skills and are talking confidently to a wider audience and have a developing understanding of key and technical vocabulary relating to all subjects

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- ❖ Higher proportions of good level of development seen in disadvantaged pupils than non-disadvantaged pupils - this is a major strength of our EYFS.
- ❖ As a result of a change in the topics taught and the new EY curriculum, disadvantaged pupils have improved their vocabulary and oral language skills; they are talking confidently to a wider audience and have a developing understanding of key and technical vocabulary relating to all subjects, especially topic.

5. To ensure that all pupils are achieving and are closing the gaps on their peers, in relation to their starting points, including in phonics.

Y1 Phonics	Wa		Wa	Actual	Wa	Wa
	2019	2021*	2022	2022	2023	2024
All	84%	55%	80%	79%	84%	86%
Pupil Premium	87%	45%	70%	73%	80%	86%
Non-Pupil Premium	82%	65%	70%	76%	80%	86%

- See above tables in Intended Outcome 1 for Key Stage 1 and Key Stage 2
- Gaps closing in reading, so that reading outcomes in Y6/Y5/Y3 and Y2 improve to show 78%/ 76%/ 69%/ 69% of disadvantaged learners meet the expected standard
- Gaps closing in writing, so that writing outcomes in Y6/Y5/Y3 and Y2 improve to show 78%/ 80%/ 69%/ 62% of disadvantaged learners meet the expected standard
- Gaps closing in maths, so that maths outcomes in Y6/Y5/Y3 and Y2 improve to show 81%/ 78%/ 79%/ 76% of disadvantaged learners meet the expected standard
- Reading and maths fluency has improved, and greater proportions of pupils are meeting the expected standard
- Pupil survey shows raised expectations of pupils who are disadvantaged
- Teaching will be judged in all subjects to be at least 'good'.
- CPD needs will focus on all staff and CPD will support subject leaders in their roles in improving outcomes in their subjects
- Staff appraisals will focus on closing the gap targets for all teachers, HLTA's and TA's for disadvantaged pupils.
- School-led tutors are in place and tutoring pupils for their 15 hours. Improved outcomes can be seen for these pupils.



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- Pupils targeted for GDS to receive additional boosters & after-school club tuition.
- All pupils challenged in class through work, questioning etc
- Increased oral language skills, evident in books, pupil' interviews and lessons

- Reading and maths fluency have improved, and greater proportions of pupils are meeting the expected standard in Year 6. Disadvantage learners have significantly improved results compared to national disadvantaged learners especially in Y6 reading and maths.
- Teaching across school is judged, in all subjects, to be at least 'good' which much 'outstanding'.
- CPD has focused on all staff, issues from the SDP: CPD has supported subject leaders in their roles in improving outcomes in their subjects, this has been coupled with additional support for middle leaders from senior staff.
- Staff appraisals have focused very much on closing the gap targets for all teachers, HLTA's and TA's for disadvantaged pupils.
- Two school-led tutors are in place and have tutoring ALL pupils, in Year 5 and Year 6 for their 15 hours. Improved outcomes can be seen for these pupils- - see above tables.
- Pupils targeted for GDS received additional boosters & after-school club tuition. Improved outcomes can be seen for these pupils- - see above tables.
- All pupils challenged in class through work, questioning, low-stakes quizzes etc
- Increased oral language skills, evident in books, pupil' interviews and lessons

6. To improve the progress of pupils who are both disadvantaged and have SEND.

	Reading progress		Writing progress		Maths Progress	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Y1 (2+)	81.8%	97.9%	90.9%	97.9%	81.8%	100.0%
Y2	83.3%	97.2%	77.8%	97.2%	66.7%	97.2%
Y3	55.6%	85.0%	44.4%	65.0%	33.3%	90.0%
Y4	77.8%	100.0%	83.3%	100.0%	94.4%	100.0%
Y5	75.0%	100.0%	75.0%	100.0%	68.8%	100.0%
Y6	71.4%	100.0%	28.6%	100.0%	42.9%	96.0%



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Despite targeted intervention, precision teaching, small steps in learning and quality first teaching the SEND group targeted to make expected progress in Y5/ Y3/ Y2 (in reading and maths) Y1 and Reception (in Literacy) did not achieve this. This pupil group still need lots of opportunities in order to close the gaps in their learning. As do the SEND group who were targeted for more than expected progress in Y5 (in writing)/ Y4 (in reading and maths)/ Y2 (in writing and maths) and Y1 (in maths) as the end of year results are not high enough in order to close the gaps. This group have bespoke SEND targets and these have been reviewed termly. The SENDCo holds meetings with the TA's who provide 1:1 support and as a result of in school data in the Spring term there as an overhaul of our intervention programme. This will need to embed and be reviewed in 2022-23.

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: £143,308

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training/ INSET: *QfT - Louise Matuta (LA) x 2 *Chris Quigley CPD X 2 Handwriting INSET LA reading INSET (SLA) Twilights for RE/MFL/ PE/ Computing by subject leads Zones of Regulation Training - all staff	EEF: Mastery learning (+5 months) EEF: Meta cognition (+7months) EEF: Social and emotional learning (SEL) & behaviour interventions (+4 months)	2,3,4,5,6
Staffing: SENDco teaching time - modelling good practice DHT teaching time - modelling good practice less experienced staff HLTA (proportion of them) less experienced staff TA in every class Increased numbers of lunchtime staff employed to support play 2 x EHWPB practitioners to support behaviour and SEMH needs	EEF: Access to QfT EEF Behaviour interventions (+4 months) EEF: Social and emotional learning (SEL) interventions (+4 months)	2,3,4,5,6



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<i>Dedicated Play Leader</i> <i>Headteacher -daily lunch duty to target disadvantaged pupils making healthy choices and behaviour support</i>	EEF EYFS: Physical Development Approaches (+3months)	
Training courses/CPD for identified staff: <i>Reciprocal reading course</i> <i>NELI (SALT)</i>	EEF EYFS: Communication & Language Approaches (+6months)	4,
Subscriptions to support Teaching and Learning: <i>White Rose Maths</i> <i>RWI subscription re systematic phonics</i> <i>SATS Companion</i> <i>Mirodor</i>	RWI is DFE accredited programme EEF Mastery learning (+5months) EEF phonics (+5months) EEF EYFS: Early Literacy Approaches (+4months) EEF EYFS: Parental Engagement (+4months) EEF tuition (+5months)	1,4,5,6
<i>Reading books: ERIC books & scheme</i>	EEF Reading Comprehension strategies (+6 months)	1,4,5,6
<i>Greater Depth tuition - after school</i>	EEF: extended school time (+3 months) EEF tuition (+5months)	1,2,3,

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

Budgeted cost: £43,624

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring: <i>x 15 hours per disadvantaged pupil in Y6 in R/M (60 pupils)</i> <i>x 15 hours per disadvantaged pupil in Y5 in R/M (60 pupils)</i> <i>x 15 hours per disadvantaged pupil in Y4 times tables (20 pupils)</i>	EEF: extended school time (+3 months) EEF tuition (+5months)	1,2,3,
Speaking and Listening Interventions: <i>1:1 boosters SALT eg NELI</i>	RWI is DFE accredited programme EEF EYFS: Early Literacy Approaches (+4months) EEF EYFS: Communication & Language Approaches (+6months)	4
<i>1:1 specialist teacher assessment</i>	Assessments needed for cognition and learning	6
<i>1:1 session for Phonics</i>	RWI is DFE accredited programme EEF phonics (+5months) EEF EYFS: Early Literacy Approaches (+4months)	4
<i>Teaching Assistant & HLTA Interventions</i>	EEF: TA interventions (+4 months)	4,5,6
<i>Support for pupils with SEMH</i>	EEF :Social & emotional learning (+4 months)	2,5

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

Budgeted cost: £71,443

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incentives: <i>Attendance awards</i> <i>Punctuality rewards</i>	EEF is currently undertaking a rapid evidence assessment on attendance interventions and programmes. EEF: Parental Engagement (+4months)	1, 2, 3



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All pupils to be given the opportunity through wider curriculum to build on their cultural capital including trips, residential	EEF: Outdoor adventure learning EEF: Physical Activity (+1month)	1, 2, 3, 5
Behaviour interventions: <i>Lego therapy interventions (group & 1:1)</i> <i>Zones of Regulation interventions (group & 1:1)</i>	EEF: Behaviour interventions (+4months) EEF: Social & Emotional Learning (+4months)	1, 2, 6
Extra provision to support learning: <i>Karate club subsidy</i> <i>After-school clubs made up of up to 50% Disadvantaged pupils</i>	EEF: Physical Activity (+1month)	1, 2,
Promoting leadership amongst pupils: <i>Wider Learning: Digital Ambassadors/ Play Leaders/ Peer Supporters</i>	EEF: Mastery Learning (+5 months)	1, 5,

Total budgeted cost: £ 258,375



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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.

Challenge	Detail of challenge	REVIEW July 2022 *** Please read in conjunction with the specific review boxes above***
1	Our observations are of limited opportunities provided to pupils outside of school, to enable them to explore and be exposed to the wider world - worsened by C-19 which is exacerbated by limited engagement from some disadvantaged families with supporting pupils at home and in wider life-experiences. The lack of enrichment opportunities has had a significant impact on the linking of knowledge to supplement what is being learnt.	School trips have all been based on current curricular topic lessons and have enhanced the learning and cultural capital experiences of our pupils. Consequently, the vocabulary and wider understanding of some of our new topic content has improved. Pre-teaching and over-learning strategies have been used to target Disadvantaged learners, so they can become more familiar with the vocabulary etc. Next steps: Trips and visits to be used next year to enhance cultural capital again and widen 'technical' vocabulary relating to a wider range of topics.
2	Our observations of the lack of resilience and low self-esteem of disadvantaged pupils has a significant impact on their ability to engage fully with learning and socially with peers. Over the past two years, there has been an increase in the number of pupils who have social, emotional, and mental health needs, which is impacting on their achievement.	As a result of employing a second member of the Pastoral Team, more pupils (and families) have been supported in relation to their resilience, mental health and ability to learn. The current Y6 cohort have had lots of support and 'check-ins' in order to ensure that they are as strong as they can be mentally and emotionally. 50% of the pupils who went on residential were from disadvantaged backgrounds and of these at least 90% 'fought their fears' and tried a wide range of activities. They were keen to share these personal achievements with the Pastoral Team and their parents/carers. Next steps: To ensure that ALL pupils have access to the Pastoral Team and that workshops/ theatre groups are utilised to support the emotional health & well-being of our disadvantaged pupils and all opportunities are exploited to raise resilience.
3	Our attendance data shows attendance and punctuality of disadvantaged pupils is particularly low, when compared to non-disadvantaged pupils. This is detrimentally affecting their ability to learn, retain information and to engage in learning and also increases the need for the EHWP/Pastoral team to then support the resilience and self-esteem of these pupils.	There are still a significant number of families impacting on this data. Despite, every effort being used to engage the pupils, some pupils are not brought to school. This is not acceptable and will be addressed with more rigorous attendance meetings with the Senior Management Team being present, in addition to the EWO and Pastoral Team. Next steps: We are looking to try to reach the parents/carers more in order to ensure this cycle is broken eg families rewards (cinema tickets etc). Attendance Vending machine with prizes in order to incentivise the pupils. More rigorous attendance meetings, greater use of the LA Attendance Team.
4	Our assessments identify low starting points upon entry to EYFS and KS1 including language skills, low vocabulary, and low phonic knowledge upon entry to EYFS/KS1. This is significantly lower for disadvantaged pupils.	Our EY Cohort exiting Reception have out-performed the non-disadvantaged group this year! This is as a result of quality first teaching, strong EY leadership and high expectations for all learners - high expectations have been placed on the pupils and the sky has been the limit for their learning. The learning environment has been language rich and the vocabulary and understanding shown has been outstanding.



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		Next steps: To ensure this language rich environment continues in Nursery, Reception and Year 1, in order to exploit every opportunity to create new learning and link skills and understanding.
5	Our outcomes and assessment data shows disadvantaged pupils have not always shown personal challenge in order to reach their true potential, including high achievers. Pupils have not always remembered knowledge well and it has not been embedded into their long-term memory or indeed revisited, thus not becoming 'sticky' knowledge which pupils can draw upon and talk about, using the correct vocabulary.	All disadvantaged learners have been challenged and have been pushed to be the best that they can be in order to start closing the attainment gap, when compared to non-disadvantaged peers. The new topic planning and the impact in the way we have taught foundation subjects this year has had an impact on vocabulary and the pupils acquiring more knowledge which is now sticky - as a result they are remembering more. Next steps: This to be embedded further next year and all foundation subjects to follow the humanities lead regarding schema, knowledge, and links to other subjects to ensure learning ties together for all pupils.
6	A large proportion of disadvantaged pupils also have SEND and therefore an additional barrier for the pupils in terms of their attainment. This has resulted in significant knowledge gaps in their learning - leading to pupils falling further behind age-related expectations.	Further, in-depth analysis has shown that the impact of being a disadvantaged pupil is the greater barrier, which is exacerbated by additional SEND needs. The provision of all learners, irrespective of identified barriers is at least good, with much outstanding, as a result of quality first teaching. Pupils are being taught by a teacher and are not taken out of all lessons. We have completed a Y5SEND maths pilot in 2021-22 and feedback from the LA has been very positive, due to the results for learning significantly increasing. Next steps: Maths Pilot and next steps to be communicated to all staff in Sept 2022. More SEND & disadvantaged interrogation to be undertaken and further in school monitoring.

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
FFT Reading	FFT

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A