

Arboretum Primary School



Pupil Premium Strategy 2023-24

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2022 to 2023 academic year and the following two years, 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	Arboretum Primary School
Number of pupils in school	536 with 87 in nursery
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Helen Phillips - Head
Pupil premium lead	Helen Phillips
Governor / Trustee lead	Suzanne Forster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£319,720
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£18,523
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£338,243

Part A: Pupil premium strategy plan

Statement of intent

Research has found that disadvantaged pupils have been worst affected by the impact of the COVID pandemic. It is therefore more important than ever that our school strategy focuses on support for disadvantaged pupils.

The pupil premium provides important support to contribute to the attainment of pupils from disadvantaged backgrounds. In line with the EEF research our school pupil premium strategy is founded on the following principles and practices:

- Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support, and wider strategies.
- School leaders should focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.
- The approaches adopted should be selected on the basis of strong external evidence. School leaders must consider a broad array of external evidence to inform their decision making, to enhance the expert knowledge they have of the pupils in their care.

We believe that by following the ‘best bets’ of educational research we are able to maximise the use of our pupil premium grant (PPG) by choosing proven strategies that will support our pupils to grow and develop. Our three year strategy, aligned to the school development plan, enables us to implement a blend of short, medium and long-term interventions.

Arboretum is in the top 10% of deprived areas, as identified in the 2021 IDACI scores. The percentage of pupils eligible for Pupil Premium is not truly reflected in the numbers of families who apply. This is for many reasons, including cultural bias. We are aware of the needs of our children and families and therefore provide support to a larger number of pupils who we consider to be vulnerable.

At Arboretum Primary School we believe in the potential of all of our pupils. We are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and may therefore have different needs. Our aim is to provide support through our Pupil Premium Strategy in order for all children to achieve this goal. There are no glass ceilings for our pupils, we aim to provide bespoke support to enable them to achieve as highly as they are capable – to “Reach for the Stars”

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attain highly in all subjects. The focus of our pupil

premium strategy is to support disadvantaged pupils to achieve that goal, this includes ensuring progress for all.

The EEF state that the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. This is at the heart of our approach. The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.

The intended impact of high-quality teaching is to close the attainment gap between disadvantaged children and non-disadvantaged children. With quality first teaching, the aim is for accelerated progress for the disadvantaged children so that their attainment is sustained alongside the non-disadvantaged.

In light of the recent lockdowns and pandemic, we are providing school led tuition, delivered by school staff, for those disadvantaged/ vulnerable children for whom the impact of the lockdown has been the greatest. This is funded separately.

Our strategy is focused on the challenges and the individual needs of the disadvantaged children. The strategy is focused on robust assessment and research evidence that provides strategies that are proven and that work with our challenges and within our school. To ensure that our strategy is effective we will:

- ensure that all disadvantaged children are provided with high-quality teaching that challenges the children in all subjects across the curriculum.
- ensure all teachers are aware of the disadvantaged children in their classrooms and are aware of any targeted support for those children, acting early to intervene at the point need is identified
- to ensure that disadvantaged children are ready to learn we will ensure that their social, mental health and wellbeing needs are met.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of their achievements.

Challenges

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

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

Challenge number	Detail of challenge
1	We know that children enter our feeder nursery and reception with significant speech deficit. Children subsequently enter KS1 and KS2 with below national average skills. In general, these are more prevalent among our disadvantaged pupils than their peers. Vocabulary development is key to ensuring that children are able to understand and acquire the knowledge and skills needed to meet curriculum demands and future learning.
2	Our attendance is below national standards. We have a higher than national average for persistent absence. Our data, indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Persistent absence for this group is also higher. We are keen to improve attendance for vulnerable children in order to close the attendance gap.
3	Our school is located in an area of high social deprivation and this often results in a lack of wider experiences for our children. We are committed to providing these valuable opportunities.
4	Poor mental health and wellbeing has been a significant impact of the COVID pandemic for all. This is particularly notable for our most disadvantaged children and their families. Poor mental health results in poor attendance, low aspirations and low academic outcomes. As a result our pupils lack independence, resilience and confidence to access learning.
5	For many of our disadvantaged pupils, English is often an additional language at home. We currently have 38 languages spoken in school. A lack of knowledge and experience of the English curriculum along with the lack of materials in the home make some families particularly difficult to engage.
6	Data analysis at the end of KS1 and KS2 and across school indicate that there is a significant gap between disadvantaged and non-disadvantaged children within reading.
7	Data analysis at the end of KS1 and KS2 and across school indicate that there is a significant gap between disadvantaged and non-disadvantaged children within maths

8	Data analysis indicates that our disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts on their development as readers.
9	We are keen to develop reading for pleasure across the school. Research indicates that this has a significant impact on standards, particularly writing, across the curriculum. There is also research to suggest that reading for pleasure impacts positively and pupil wellbeing

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Develop a vocabulary progression document which is explicitly linked to the curriculum LTP. The impact of this will be that the children will be confident and competent in using, understanding and applying key vocabulary.
Improved reading attainment among disadvantaged pupils.	Through quality first teaching and bespoke interventions ensure that gaps in learning are quickly identified and acted upon. The impact being that we narrow the gap between the attainment of our groups.
Improved maths attainment for disadvantaged pupils.	Through quality first teaching and bespoke interventions ensure that gaps in learning are quickly identified and acted upon. The outcome will be rising attainment data for the children.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	The school will provide a wellbeing offer that improves the children's strategies, esteem and resilience in school and home life. This will be evidenced in : <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

To further develop systems and processes in order to achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Through the implementation of effective systems and processes, ensure that all non-attendance is challenged and support given. The impact being that attendance for disadvantaged and vulnerable children is at/above the national averages and the school target of 95%.
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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: £114,588

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that pupils have access to quality first teaching at all points of the school day.</p> <p>£0 – in house CPD</p>	<p>Improving the quality of teaching and having an ‘outstanding’ teacher in every classroom. All teaching staff are confident in the delivery and planning of the curriculum which meets the needs of all pupils, including those who are disadvantaged. This will impact upon attainment and progress for all pupils across school.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	6,7,8
<p>Developing teacher pedagogical knowledge to ensure that teaching and learning styles meet the needs of all learners, particularly vulnerable and disadvantaged.</p> <ul style="list-style-type: none"> • Key focus on Rosenshine Principles • Action research on ‘implementing a play-based curriculum in Y1 and beyond’ • SEND approaches <p>£2000 – CPD Leah Charlesworth £400 resources</p>	<p>Improving the quality of teaching and learning through the use of ‘best bets’ in educational research.</p> <p>EEF guidance ‘Cognitive Science approaches in the classroom’</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1684304682</p> <p>https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send?utm_source=/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send&utm_medium=search&utm_campaign=site_search&search_term=send</p>	1,6,7,8,9

<p>Shared weekly planning time for all staff to ensure that phase leads and experienced staff can support new staff. Thus providing an opportunity to moderate standards.</p> <p>£13,046 TA cover for PPA £15,000 Management non-contact</p>	<p>All teaching staff are confident in the delivery and planning of the curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school.</p> <p>Ensuring parity across the phase, high expectations and opportunities to coach and mentor.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>1,6,7,8</p>
<p>Further develop our maths mastery curriculum in line with DfE and EEF guidance.</p> <p>Maths leads to engage in the Maths Hub, sharing CPD with all staff to develop whole school standards</p> <p>4 release days x 2 staff = £1760</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>The EEF guidance is based on a range of the best available evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	<p>1,7</p>
<p>Read, Write Inc training for all staff based on the development fluency and comprehension.</p> <p>Cost over 2 year = £5210 Resources - £1900</p> <p>Early excellence courses - £345</p> <p>Writing training for English lead and Deputy Head on transcription and dictation. Develop a whole school approach in order to impact on writing standards at EYFS and KS1.</p> <p>2 staff x 2 day course = £880 Management time - £660</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-literacy?approach=interactive-writing&utm_source=/early-years-evidence-store/early-literacy&utm_medium=search&utm_campaign=site_search&search_term=writing</p>	<p>1,5,6,8,9</p>

<p>Use of PIRA and PUMA assessments for reading, maths and GPS. Enable staff to identify gaps at an individual, class or cohort level.</p> <p>Sonar assessment tracker</p> <p>Enable the school to benchmark standards against other local and DDAT schools.</p> <p>PIRA and PUMA £6237 Sonar assessment £2000</p>	<p>Drive standards through the use of regular termly assessments.</p> <p>https://educationendowmentfoundation.org.uk/news/real-time-knowledge-can-boost-pupils-grades-by-two-months?utm_source=/news/real-time-knowledge-can-boost-pupils-grades-by-two-months&utm_medium=search&utm_campaign=site_search&search_term=assessments</p>	6,7,8
<p>Develop the SEMH offer within school to ensure that pupils and families are adequately supported to fulfil their potential eg: emotion coaching</p> <p>Wellbeing approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Build team of pastoral staff to deliver bespoke support to pupils.</p> <p>Pastoral team to include recruitment of attendance staff to work with and support families, thus raising attendance across the school.</p> <p>Pupil Support £34,300</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-new-eef-case-studies-social-and-emotional-learning-sel</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&utm_medium=search&utm_campaign=site_search&search_term=attenda</p>	2 , 4
<p>Provide whole school CPD for every member of staff to ensure a whole school focus on high quality teaching and learning. The intended impact is to raise standards in all areas of the curriculum.</p> <p>All TAs will attend weekly CPD</p> <p>£24,100</p> <p>Staff CPD offer is driven by the SDP NPQ courses to be offered to all eligible staff</p> <p>Release time - £1980</p> <p>Teacher apprenticeships to be offered to retain key staff</p>	<p>All teaching staff are confident in the delivery and planning of their curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/retain?utm_source=/projects-and-evaluation/projects/retain&utm_medium=search&utm_campaign=site_search&search_term=cpd</p>	1,3,4,6,7,8,9, 10
<p>Engage in the 'Primary Literacy Gateway' programme to learn from best practice and drive standards in English</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/literacy-development</p>	1,5,6,8,9

<p>across the school. Non-contact/ management time for English lead and Deputy Head to drive this project through the school, thus impacting on standards at every key stage. 3 full day training sessions x 2 = £1320</p> <p>CPD for 4 staff in delivering evidence improved intervention – Lexonik £5050</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/writing-programmes</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/reading-programmes</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £68,481

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve speech, language and communication skills through weekly interventions eg: attention autism/ physical literacy. 3 sessions weekly x 3 groups = £2406</p> <p>Engage in NELI/ Talk Boost intervention. £2160 50% of learning mentor £23,000</p>	<p>Small group tuition: Introducing targeted speech and language teaching for pupils who are below age-related expectations. Creating additional teaching and learning opportunities using TAs. https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language</p>	1 6 8
<p>Additional phonics sessions, run in line with RWI, targeted at disadvantaged pupils who require further phonics support. 5hours per week TA - £4010</p>	<p>Targeted phonics interventions will take place and these are proven to be more effective when held for regular sessions over a period up to 12 weeks. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</p>	1 6 8

<p>Engage in Lexonik programme as a way to support Y5/6 pupils who have not yet mastered decoding.</p> <p>(cost factored in above) 5hrs x 6weeks, whole year = £4010</p> <p>Act as a case study school for Lexonik level 1 to support pupils in Y3/4 who have yet to master decoding</p> <p>£0 cost 5hrs x 6 weeks, whole year = £4010</p>	<p>https://educationendowmentfoundation.org.uk/news/small-group-reading-intervention-shown-to-boost-pupil-progress?utm_source=/news/small-group-reading-intervention-shown-to-boost-pupil-progress&utm_medium=search&utm_campaign=site_search&search_term=reading</p>	
<p>To provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>KS2 tuition – 30 weeks x 1 day = £6600</p>	<p>Tuition targeted at specific needs and knowledge gaps to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p> <p>TAs and other staff will be deployed to provide extra support and intervention groups for targeted pupils:</p>	<p>1 2 3 4 6 7 8</p>
<p>In 2023/24 School led tutoring will be supported by a 25% contribution from school to enable school teachers to deliver catch up and recovery tuition across KS1 and KS2.</p> <p>Tuition 25% - £16,400 Reading plus - £5885</p>	<ul style="list-style-type: none"> • RWI groups and 1:1 interventions • Reading and writing intervention groups • Maths fluency intervention group • Lexonik • Reading plus <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring</p>	<p>1,6,7,8</p>

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

Budgeted cost: £163,964

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To embed and enhance the school wide philosophy around behaviour and attitudes.</p> <p>Senior phase leader to have non-contact time to monitor consistency of policy implementation, particularly around OPAL</p> <p>SMT time to support and quality assure - £6849</p>	<p>Consistent practice across the school both in and out of the classroom with behaviour and attitudes being rooted in positive comments and strong relationships.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-three-keys-to-unlocking-positive-learning-behaviours</p>	<p>2 4</p>
<p>Build team of staff to deliver bespoke support to pupils To improve pupils' attitudes to learning, attendance, behaviour and their concentration and resilience through Thrive, Nurture/Lego therapy and other targeted strategies.</p>	<p>Pupils' confidence in accessing their learning is improved. Behaviour and attitudes to learning are positive. Attendance is improved.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=atten</p>	<p>2 4</p>
<p>To enhance play opportunities for all children at lunchtimes through the purchase</p>	<p>OPAL and the Senior Phase Lead will coordinate the organisation and enhancement of play and resources for children at lunchtime – this will</p>	<p>2 4 5</p>

<p>of a two year programme of advice, training and support from OPAL – Outdoor Play and Learning.</p> <p>Play coordinators x 2 - £20,800</p>	<p>have a positive impact on behaviour/attitudes and the experience of all pupils at lunchtime. Research shows that this then will positively impact on learning each day also.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	
<p>To improve attendance for all pupils but in particular the attendance of</p>	<p>Attendance demonstrates that there is a reduction in persistent absence for these targeted groups.</p> <p>Attendance: Use of an Attendance</p>	<p>2 4 5</p>
<p>pupils who are persistently absent through targeted strategies and support. The appointment of an Attendance Officer will enable attendance to be a key focus daily in school and for this to be monitored with rigour.</p> <p>Attendance team - £25,905 EWO - £2000</p>	<p>Officer and Family Liaison Officers daily to improve attendance and foster links with parents.</p> <p>Two members of staff deployed daily to monitor registers, make phone calls and home visits to chase up absences.</p> <p>Follow up phone calls with parents to establish any underlying issues that are impacting on attendance- these are then monitored with other key staff to ensure all pupils in school are attending daily.</p> <p>Paperwork completed for extended absences and children missing in education.</p> <p>Regular meetings with EWO to discuss and implement strategies for persistent absentees.</p> <p>Introduce a range of rewards for good attendance – individual and class.</p> <p>Liaison with parents and translations – at parent meetings, start/end of the day, via phone, e-mail or in person.</p> <p>To monitor attendance daily and respond with a range of measures to reduce absences</p> <p>To develop home / school links to positively impact on attendance of all pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-</p>	

	evidence-assessment	
<p>To ensure equality and inclusion for all pupils to all school activities including breakfast club and school visits.</p> <p>Breakfast club £18,000 staffing £3050 resources</p> <p>Trips (3 per year) £15,300</p> <p>Uniform support - £2379</p> <p>National Schools breakfast 25% contribution £4680</p> <p>KS2 Fruit - £4000</p>	<p>All pupils are able to access residential trips and school visits. Breakfast clubs are available to help support the attendance of pupils who are persistently absent.</p> <p>Readiness to learn: Continued development of a breakfast club to provide pupils with a nutritious breakfast and exercise before school.</p> <p>Kitchen staff and two sports coaches will facilitate daily breakfast clubs where pupils can access healthy food and a range of activities prior to school starting. (free to PP pupils)</p> <p>All KS2 children will have daily access to free breakfast and snacks at break (bagels, cereal, fruit and veg)</p> <p>All pupils have equal access to a wide range of extra- curricular experiences and enrichment opportunities</p> <p>An extended schools coordinator will organise and facilitate an extensive programme of clubs (free to PP) and activities during and after the school day and during holiday time.</p> <p>Staff will organise a range of visits (free to PP) and visitors to enrich and enhance curricular provision.</p> <p>Two members of staff will be trained to deliver a forest school programme for specific targeted children.</p> <p>The daily experience of a PP child in school will be enhanced through the provision of free school uniform and book bag. Access to quality books through our school library and the annual Reading Festival.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</p> <p>Forest School and its impacts on young children: Case studies in Britain (2007)</p> <p>"The research highlights that children can benefit in a range of ways. Six themes emerged from the data of the positive impacts on children in terms of confidence, social skills, language and communication, motivation and concentration, physical skills and knowledge and understanding. Two further themes highlight the wider impacts of Forest School on teachers, parents, and the extended family. <i>Contact with the natural environment can be limited for children and young people in contemporary society due to concerns about safety outdoors and issues of risk and liability. Forest School provides an important opportunity for children to gain access to and become familiar with woodlands on a regular basis, while learning academic and practical skills. The constructivist theory of learning seems to be particularly suited to the Forest School approach as children make meaning from their direct experiences.</i>"</p> <p>https://www.sciencedirect.com/science/article/abs/pii/S1518866707000301</p>	<p>2 4 3</p> <p>2.4</p>
<p>Forest school training for 2 members of staff including first aid.</p> <p>Training - £2138</p> <p>Weekly supply costs to cover</p>		

class teacher roles of forest school staff. Staffing - £9382	
Buy a book initiative, enabling every child to access stories in the home £4000	

Total budgeted cost:	£347,033
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Part B: Review of outcomes in the previous academic year

How will the school measure the impact of Pupil Premium Funding?

- Standardised testing is completed three times a year using the PIRA and PUMA materials. Results of these are recorded using school tracking systems and reported to the Trust using FFT. These standardised tests are used to support teachers to make an accurate assessment based on their professional standards. These are also reported in the same way.
- All teachers are responsible for tracking the progress of all vulnerable groups, including Pupil Premium, SEND and EAL. This information is then collated and presented at termly pupil progress meetings led by SMT.
- Attendance data is collected and monitored by the Attendance Officer. This is presented bi-weekly and discussed with the Headteacher. This is analysed for all subgroups and compared to national and previous school data.
- All intervention groups are designed in conjunction with class teachers, phase leads and SMT. This is not limited only to children who are in receipt of Pupil Premium funding, but will include other pupils who have similar needs, and who we believe are vulnerable and will benefit from the support / intervention. Data is used to identify which children will benefit.
- The progress and attainment of pupil premium pupils is a key focus at every data and assessment meeting held by governors half termly. Pupil Premium funding and its impact is a regular agenda item for the School Governor's meetings.
- Designated staff member in charge: Helen Phillips (from 17.4.23)
- Monitoring, assessment and tracking: Helen Phillips, Charmian Hardy (Deputy Head), Natalie Linnecor (SENDCO)
- Pupil Premium Responsible Governor: Suzanne Forster

Pupil premium strategy outcomes

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

EYFS

	Pupils	GLD	Diff	LANG	Diff	LIT	Diff	MAT	Diff	Attendance
All Pupils	75	41.3%	• -26.3%	58.7%	• -21.0%	46.7%	• -23.2%	54.7%	• -22.5%	• 87.5%
FSM6	32	31.3%	• -21.9%	53.1%	• -17.0%	34.4%	• -20.9%	43.8%	• -20.6%	• 85.7%
Not FSM6	43	48.8%	• -22.6%	62.8%	• -19.4%	55.8%	• -17.9%	62.8%	• -17.7%	• 88.9%

In all areas our PP pupils were outperformed by our Non-PP pupils. Attendance was also significantly lower.

KS1

	Pupils	Reading & Maths Scaled Score	Nat. diff	Reading Scaled Score	Nat. diff	Maths Scaled Score	Nat. diff	Attendance
All Pupils	74	96.1	● -5.6	95.2	● -6.4	97.1	● -5.2	● 91.8%
FSM6	31	94.2	● -4.7	93.7	● -5.3	94.8	● -4.8	● 90.8%
Not FSM6	43	97.5	● -5.2	96.3	● -6.2	98.7	● -4.5	● 92.5%

In all areas our PP pupils were outperformed by our non-PP pupils. Attendance was also significantly lower.

KS2

Pupil groups										
	Pupils	Reading SS	Reading VA	Writing SS	Writing VA	Maths SS	Maths VA	GPS SS	GPS VA	Attendance
All Pupils	76	102.9	-2.4	97.2	-4.9 ●	103.6	-1.6	105.1	-0.2	94% ●
FSM6	33	101.1	-4.6 ●	95.3	-6.6 ●	103.1	-2.7	102.7	-2.9	95% ●
Not FSM6	43	104.1	-1.0	98.3	-3.6 ●	103.9	-0.8	106.7	+1.7	94% ●

In all areas our PP pupils were outperformed by our Non-PP pupils. This was broadly in line for maths. Attendance is also broadly in line. As can be seen below progress for this group is also below that of non PP peers.

		Actual results			Pupil progress			
	Pupils	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma) DFE	% Higher standard (Re, Wr, Ma) DFE	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)	
Summary	All Pupils	76	103.2	38% ●	0% ●	-1.7 ●	-21% ●	-5%
Gender	Male	42	104.5	31% ●	0%	-1.0	-26% ●	-4%
	Female	34	101.9 ●	47%	0%	-2.6 ●	-16%	-6%
Pupil Premium	FSM (in last 6 years)	30	102.0	27%	0%	-3.2 ●	-29% ●	-3%
	Not FSM (in last 6 years)	46	103.9	46% ●	0% ●	-0.8	-17% ●	-6%
FSM	FSM	29	102.0	28%	0%	-3.3 ●	-27% ●	-3%
	Not FSM	47	103.9	45% ●	0% ●	-0.9 ↑	-18% ●	-6%
FSM Ever	FSM (ever)	32	102.3	25% ●	0%	-3.1 ●	-32% ●	-4%
	Not FSM (ever)	44	103.9	48% ●	0% ●	-0.8	-14%	-6%

All data demonstrates that previous strategies to support PP have not been successful. With a change of leadership the focus on standards for all, in particular disadvantaged, has been heightened. There is now a more rigorous approach to data tracking and analysis, with appropriate CPD given to all senior leaders. The half termly pupil progress meetings (PPM) and termly phase leader meetings ensure that with detailed tracking every child's progress is analysed with a view to identifying what else we can do. Regular, half termly meetings of the governors place great emphasis on this group, providing critical challenge to leaders to ensure that no child will be left behind.

The purchasing of proven interventions has also been a key focus for the leadership team. At present two reading programmes have been purchased to raise standards in this area. A full audit of current strategies is being undertaken.

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
T T Rock Stars	
Class Dojo	
Lexonik	
Reading Plus	

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?	No service pupil premium funding.
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.