

# Arboretum Primary School



## Pupil Premium Strategy 2022-23

## 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	533
Proportion (%) of pupil premium eligible pupils	40.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by Reviewed April 2023 by	Nigel Daintith – Head Helen Phillips - Head
Pupil premium lead	Helen Phillips
Governor / Trustee lead	Suzanne Forster

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£295,662
Recovery premium funding allocation this academic year	£30,305
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Unspent PP from 21-22: £0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£325,967

# 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 1.2% lower than for non-disadvantaged pupils. Persistent absence for this group is 3% 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 at the end of KS2.	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"> <li>- qualitative data from student voice, student and parent surveys and teacher observations</li> <li>- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

<p>To further develop systems and processes in order to achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>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%.</p>
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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: £82,956

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, particularly during PPA. In KS1 and KS2 PPA will be covered by staff with QTS.</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. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	<p>6,7,8</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="https://educationendowmentfoundation.org.uk/reading-house/vocabulary">https://educationendowmentfoundation.org.uk/reading-house/vocabulary</a> <a href="https://educationendowmentfoundation.org.uk/news/new-eef-podcast-vocabulary-and-language">https://educationendowmentfoundation.org.uk/news/new-eef-podcast-vocabulary-and-language</a> <a href="https://educationendowmentfoundation.org.uk/news/new-eef-podcast-vocabulary-and-language">https://educationendowmentfoundation.org.uk/news/new-eef-podcast-vocabulary-and-language</a></p>	<p>1,6, 8</p>

	<a href="https://www.gov.uk/news/promoting-high-quality-talk-in-maths">on.org.uk/news/promoting-high-quality-talk-in-maths</a>	
Phase leads and Literacy/Maths coordinators will be released bi-weekly to monitor and develop teaching and learning.	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>	1,6,7,8
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school through drop ins, book trawls, data analysis and team teaching to support new staff.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	1,7
Maths coordinators and other senior management staff model high quality maths teaching and curriculum planning in line with the DfE and EEF guidance.	<p>All teaching staff are confident in the delivery and planning of their maths 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	7
Literacy coordinator and other senior management staff model high quality reading and writing teaching and curriculum planning in line with the DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school through drop ins, book trawls, data analysis and team teaching to support new staff.	<p>All teaching staff are confident in the delivery and planning of their reading and writing 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	1,6,8

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Build team of staff to deliver bespoke support to pupils</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-new-eef-case-studies-social-and-emotional-learning-sel">https://educationendowmentfoundation.org.uk/news/eef-blog-new-eef-case-studies-social-and-emotional-learning-sel</a></p>	<p>2 , 4</p>
<p>We will prioritise professional development for all 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>Staff CPD offer is driven by the SDP</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><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture">https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>1,3,4,6,7,8,9,10</p>
<p>Raise the profile of computing within the school through the appointment of a TLR (3).</p> <p>The project design will ensure effective use of hardware across the school.</p> <p>The intended outcome is that we will provide wider opportunities to pupils who would otherwise not have these.</p>	<p>The use of digital technology will enhance the curriculum offer across the school, providing pupils with the opportunity to develop their skills and apply these in a wide range of contexts and for different purposes. This also addresses the disadvantage gap, ensuring fair access.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	<p>3,5,6,7,8</p>

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

Budgeted cost: £101,386

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve speech, language and communication skills through weekly interventions</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.  <a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language</a></p>	<p>1 6 8</p>
<p>Additional phonics sessions, run in line with RWI, targeted at disadvantaged pupils who require further phonics support.</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.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</a>  <a href="https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading">https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</a></p>	<p>1 6 8</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>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.            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 2022/23 School led tutoring will be supported by a 40% contribution from school to enable school teachers to deliver catch up and recovery tuition across KS1 and KS2.</p>	<ul style="list-style-type: none"> <li>• Talk Derby initiatives and strategies</li> <li>• Oracy project initiatives and strategies</li> <li>• Early Phonics initiatives and strategies</li> <li>• EAL family liaison and pupil support</li> <li>• RWI groups and 1:1 interventions</li> <li>• Reading and writing intervention groups</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring">https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £144,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To embed and enhance the school wide philosophy around behaviour and attitudes. Senior phase leader to have non-contact time to monitor consistency of policy implementation, particularly around OPAL</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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-three-keys-to-unlocking-positive-learning-behaviours">https://educationendowmentfoundation.org.uk/news/eef-blog-three-keys-to-unlocking-positive-learning-behaviours</a></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 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>2 4</p>
<p>To enhance play opportunities for all children at lunchtimes through the purchase of a two year programme of advice, training and support from OPAL – Outdoor Play and Learning.</p>	<p>OPAL and the Senior Phase Lead will coordinate the organisation and enhancement of play and resources for children at lunchtime – this will 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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	<p>2 4 5</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. 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>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1 - 9</p>

<p>To ensure equality and inclusion for all pupils to all school activities including breakfast club and school visits.</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 snacks at break (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><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</a></p>	<p>2 4 3</p>
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<p><b>Total budgeted cost: £325,968</b></p>	
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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?

- FFT assessment tools are used by class teachers to measure attainment and progress at termly intervals through the year
- All teachers are responsible for tracking the progress of all vulnerable groups, including Pupil Premium, SEND and EAL. This information is then collated and monitored by SMT.
- Pupil Progress meetings are held between class teachers and SMT to monitor impact and identify any concerns to be addressed.
- Attendance data is collected and monitored by the Attendance Officer/ Family Liaison Officers and SMT
- When selecting pupils for intervention groups and support, this will not be limited to children who are in receipt of Pupil Premium funding, but will include other pupils who have similar needs, and who we believe will benefit from the support / intervention.
- Pupil Premium funding and its impact is a regular agenda item for the School Governor's meetings.
- Designated staff member in charge: Nigel Daintith (Head Teacher) Helen Phillips from 17.4.23
- Monitoring, assessment and tracking: Helen Phillips, Charmian Hardy (Deputy Head), Natalie Linnecor (SENDCO)
- Pupil Premium Responsible Governor: Lynda Wynn

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments and FFT analysis during 2021/22 suggested that the performance of KS2 disadvantaged pupils was lower than that of Non-disadvantaged pupils in reading and maths but higher in writing and in RWM combined.

<b>Key Stage Two</b>				
<b>ARE+</b>	<b>PP</b>	<b>Non-PP</b>	<b>Gap</b>	<b>Difference from 2021</b>
<b>R W M</b>	41%	37%	+4%	+12%
<b>R</b>	50%	60%	-10%	-11%
<b>W</b>	44%	42%	+2%	+5%

<b>M</b>	53%	65%	-12%	-8%
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Our assessment of the reasons for these outcomes points primarily to the ongoing legacy and impact of Covid-19, which disrupted all our subject areas to varying degrees. 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. Gaps in learning and areas of the curriculum not taught due to School closures are still having an impact on current attainment and progress across all year groups.

Although overall attendance in 2021/22 was 92.3%, this was lower than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 0.74% higher than their peers (PP- 91.86% v Non PP – 92.6%) This gap is lower than in the previous year, but attendance will continue to remain a focus of our current plan. The persistent absence was 6.21% higher (PP- 31.93% v Non PP – 25.72%) and this gap is higher than in the previous year, so attendance will continue to remain a focus of our current plan.

Our assessments and observations indicated that some pupil behaviour, wellbeing and mental health was significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## 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*

<b>Programme</b>	<b>Provider</b>
T T Rock Stars	
Class Dojo	

## 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.

### **Additional activity**

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- 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.