



Pupil Premium Strategy Statement

This statement details our school’s use of Pupil Premium (and Recovery Premium) funding for the 2021 to 2023 academic 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. The impact of the previous year’s strategy can be found in the Pupil Premium Evaluation and Impact Report 2021-22.

School overview

Detail	Data
School name	Etruscan Primary School
Number of pupils in school (@ 18/2/22)	442
Proportion (%) of pupils eligible for pupil premium funding	177 (incl 17 EYPP) 40%
Academic year/years that our current pupil premium strategy plan covers	2021-2023
Date this statement was published	September 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Sandra Clarke
Pupil Premium Lead	Laura Tranter
Governor / Trustee lead	Julie Thompson

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£245,145
Recovery Premium funding allocation this academic year	£ 25,665
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£270,810

Part A: Pupil Premium Strategy Plan

Statement of Intent



THE ORCHARD COMMUNITY TRUST MISSION

'Together we learn, grow and achieve'

The Orchard Community Trust is a partnership of five primary academies and 2 special school academies.

Our priority is improving the life chances of all children, wherever in the City they may be.

Our shared vision and mission is to have fully inclusive schools working in our Trust, that embrace all stakeholders and which celebrate individuality and success by offering a high-quality education and a range of opportunities, meaning everyone makes excellent progress.

To achieve this, we will work in partnership across our academies, offering each other support and encouragement.



At Etruscan Primary School, we live by our mission statement:

'Reach for the Stars'

This is at the heart of all we do and is underpinned by our school values of Reach - **R**espect, **E**njoyment, **A**chievement, **C**ollaboration, **H**onesty.

We have high aspirations and ambitions for all of our children and we believe that no child should be left behind. We have a clear rationale that the best way to meet the needs of all pupils is through Quality First Teaching to ensure they make good progress and achieve well across all subject areas. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits all pupils in our school.

We consider the challenges faced by all our vulnerable pupils, such as those who are known to Social Care, those who are young carers, those who are EAL Beginners, those who have suffered trauma such as asylum seekers and refugees and those affected by mobility.

It is our belief that all children should have equal entitlement and opportunity to access a wealth of experiences which develop skills and abilities, build their resilience and encourage a love of learning. All members of staff and governors accept responsibility for all pupils and are committed to meeting their pastoral, social and academic needs within a stable, consistent, nurturing and caring environment where children feel safe. We recognise that not all of our children who are socially disadvantaged are registered for, or qualify for, Free School Meals. When making decisions on allocating Pupil Premium funding, we therefore target all pupils who may be disadvantaged so they too are supported to thrive.

Our strategy is integral to wider school plans for education recovery, notably targeted support through School Led Tuition for selected pupils.

Our approach is rooted in robust diagnostic assessment. The approaches we have chosen to adopt are rooted in research and complement each other to help pupils succeed.

Objectives:

- Nurture positive relationships with all pupils and families.
- A relentless focus on providing Quality First Teaching.
- Use Pupil Premium funding to achieve academic excellence for all pupils who are disadvantaged so they are ready for the next stage of their education and beyond.
- The learning environment is supportive of disadvantaged pupils' needs, ensuring they have access to the resources they need.
- Pupils' cultural capital is enhanced through access to a range of enrichment opportunities to complement and enhance pupils' educational experiences.
- A whole school approach is in place in which all staff and governors take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve.
- Research evidence informs approaches to addressing disadvantage.
- There is a clear focus on improving pupils' vocabulary and communication skills.
- Provide excellent pastoral care for all disadvantaged pupils.

Our Pupil Premium Strategy Plan works towards achieving the objectives through:

- Ensuring the teaching of vocabulary and communication skills across the school is systematic and is embedded in Quality First Teaching.
- Addressing any gaps in learning associated with the Covid19 pandemic.
- Ensuring access to educational resources and experiences for all disadvantaged pupils across all subject areas.
- Targeted academic support for disadvantaged pupils, including interventions and small group tuition.
- Provision of strategies to support disadvantaged pupils with their attendance and wellbeing, including the Magic Breakfast Club and nurture practices.
- Addressing social and emotional health issues explicitly in class teaching across the curriculum and in targeted small groups.
- Promoting metacognitive practices.
- Providing a wide range of extra-curricular experiences to broaden pupils' horizons and understanding of the world.

“Every child deserves a champion - an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.” Rita Pierson, Educator

Challenges

This details the key challenges to achievement identified by the school.

	Detail of challenge
1	Maintaining effective Quality First Teaching in all year groups consistently across the school, including looking specifically at recruitment, retention and CPD.
2	Addressing and closing gaps in learning, including those due to Covid19, so all pupils, and disadvantaged pupils in particular, make better than expected progress in all areas of the curriculum.
3	Oracy, language, vocabulary and communication (including written communication) is addressed in a structured way, through Quality First Teaching and through the curriculum to close the gap between all pupils, especially disadvantaged pupils, and non-disadvantaged pupils nationally.
4	All pupils have access to the strategies needed to learn more effectively and access to a well-planned curriculum to increase their cultural capital.
5	Developing reading comprehension, including inference and reading fluency, so pupils are able to connect ideas and build on their prior knowledge and understanding.

6	Developing reasoning, logic and problem solving in mathematics, taking into account the disruption in learning due to the Covid19 pandemic.
7	Due to high pupil mobility, pupils may start at any point during the academic year, with a high proportion in each year group having joined the school after the Nursery year. Many of these pupils are in the early stages of English language acquisition.
8	Supporting parents/carers to engage in their children's learning, to have high expectations for their children, to be able to support them with their school work and to continue to promote the development of good reading habits.
9	Improving attendance so that attendance for all pupils, as well as disadvantaged pupils, is at least 96%; working to ensure persistent absence for all pupils, as well as disadvantaged pupils, is below the national persistent absence threshold. Good attendance has a long term impact on pupils' social and economic futures.

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
1. Effective Quality First Teaching, supported by evidence informed CPD for teachers and support staff, is embedded across the school and impacts on improving teaching, learning, attainment and progress.	<p>Good, effective Quality First Teaching across the school is evident through learning walks, speaking to pupils and looking at their work.</p> <p>CPD is informed and validated by EEF research.</p> <p>Internal progress and attainment data shows the attainment and progress of disadvantaged pupils is in line with non-disadvantaged pupils in each year group.</p> <p>Staff retention is good with any vacancies being filled with high quality staff.</p> <p>CPD is high quality and meets the needs of the school and of individual staff.</p>
2. Gaps in learning, including those due to Covid 19, are identified, addressed and closed, so that all pupils, and disadvantaged pupils in particular, make better than expected progress against non-disadvantaged pupils nationally in core subjects.	<p>Rigorous diagnostic assessments of pupils' individual needs are conducted in reading, writing, phonics and mathematics to ensure teaching addresses pupils' needs.</p> <p>All class teachers understand the needs of their children, of any gaps in learning</p>

	<p>and use this knowledge to plan effective lessons and interventions.</p> <p>A broad array of teaching strategies, combined with subject knowledge and knowledge of pupils' needs, positively impacts upon pupils' learning.</p> <p>Effective formative assessment is the starting point for planning teaching and learning.</p> <p>Quality First Teaching is in place across the school and pupils' learning needs are met.</p> <p>Pupils make better than expected progress from their starting points.</p> <p>Timetables ensure that curriculum essentials for reading, writing and mathematics are identified, taught and revisited across the curriculum.</p> <p>The previous year's objectives which were missed, are identified with priority areas being highlighted and taught across the curriculum.</p> <p>Pupils eligible for Pupil Premium funding are prioritized for School Led Tuition</p> <p>School Led Tuition pre and post assessments show accelerated progress.</p> <p>Interventions are effective and do not impact on curriculum equity in school.</p> <p>The most vulnerable pupils have priority to access the technology required for remote learning.</p> <p>Pupils' social, emotional and behaviour needs are identified and addressed through Quality First Teaching and through targeted interventions where necessary.</p>
<p>3. Oracy, language, vocabulary and communication (including written communication) is addressed in a structured way, through Quality First</p>	<p>All staff have a good level of articulacy and a wide vocabulary, demonstrating effective scaffolding and teaching of language.</p>

<p>Teaching and through the curriculum to close the gap between all pupils, especially disadvantaged pupils and non-disadvantaged pupils nationally.</p>	<p>A clear implementation plan for developing vocabulary across the curriculum is in place, CPD has been delivered and strategies embedded (eg Time to Talk, Word Aware, James Durran vocabulary strategies).</p> <p>Curriculum maps developed by subject leaders ensure key vocabulary is built on and is consistently and explicitly taught with the impact being seen in children's spoken and written language.</p> <p>Rigorous, robust assessment, evaluation and monitoring shows that children make at least expected progress from their different starting points.</p> <p>Research-based strategies are used to develop oral communication and language.</p> <p>Evidence, including flip charts, book scrutinies, lesson visits/monitoring and pupil voice show that teachers plan, teach and deliver subject specific vocabulary across the curriculum and this has an impact on the language used by pupils.</p> <p>In reading and writing, children make at least expected progress in all year groups.</p> <p>All pupils make good progress on the Early Communication Screen.</p> <p>Pupils are referred to the Speech and Language Therapy service when outside agency support is required.</p> <p>Speech and Language therapist support is used for children with speech and language difficulties and to provide training for staff.</p>
<p>4. All pupils have access to the strategies needed to learn more effectively and have access to a well-</p>	<p>The recommendations set out in the EEF metacognition guidance are</p>

<p>planned curriculum to increase their cultural capital.</p>	<p>adopted and taught explicitly throughout the school.</p> <p>CPD is delivered to develop metacognitive approaches and these are evaluated for their impact on children's learning. Pupils are aware of their strengths and weaknesses and of the strategies they can use to help with their learning.</p> <p>All children engage with a wide range of visits and visitors to expand their life experiences, enhance their cultural capital and to provide contexts for their learning.</p> <p>Curriculum maps devised by subject leaders are designed to enhance pupils' cultural capital and to build on previous learning.</p> <p>Previous learning is explicitly referred to at the beginning of each unit/lesson to encourage children to draw on their prior learning and make connections.</p>
<p>5. Reading comprehension, inference and fluency are well planned and delivered and pupils are able to connect ideas and build on their prior knowledge and understanding.</p>	<p>The reading curriculum develops pupils' fluency, confidence and enjoyment of reading through Quality First Teaching.</p> <p>NTS tests and Benchmarking show the gap between pupils' reading age and chronological age has narrowed or has closed.</p> <p>Pupils who are not making at least expected progress are identified and interventions put into place, leading to them making at least expected progress.</p> <p>KS2 staff have received Inference Intervention CPD and use this to deliver effective inference interventions.</p> <p>The RWI Schools' Portal is used for staff training and updates and also to support remote learning, if required.</p>

	<p>New RWI Book Bag books are used to ensure books are directly matched to the children’s phonic abilities.</p> <p>New books purchased for classroom libraries and to add to the reading scheme mean pupils have access to a wide variety and genres of books to encourage pupils’ enjoyment of reading.</p>
<p>6. Outcomes in mathematics improve across the school, with all pupils making at least expected progress from their starting points.</p>	<p>Quality First Teaching is in place across the school in mathematics.</p> <p>Gaps in learning, including those due to Covid 19, are identified and filled, leading to pupils making at least expected progress.</p> <p>Pupils’ learning needs are met, meaning all pupils make at least expected progress from their starting points in each year group.</p> <p>Singapore Maths is embedded in Year 5 and a bridging mathematics curriculum between primary school and Year 7 is in place in Year 6.</p> <p>A mastery approach to mathematics is embedded in EYFS.</p>
<p>7. All new pupils adapt well to life at Etruscan Primary and make good progress from their starting points.</p>	<p>Recommendations from the EEF’s Social and Emotional Learning in Primary Schools are adopted and lead to pupils settling well into school life and making at least expected progress from their starting points.</p> <p>Nurture provision addresses the needs of targeted pupils.</p> <p>Pupils are assessed on entry to school and interventions implemented when needed, leading to pupils new to school making at least expected progress.</p> <p>Teachers are confident in delivering PHSE lessons that meet the pupils’ needs.</p>

	<p>Positive relationships with parents/carers of all pupils new to school are evident.</p> <p>Staff have received CPD on new initiatives eg The Bell Foundation and Flash Academy which are then used to further improve pupils' language acquisition.</p> <p>EAL tracking data through the Bell Foundation shows that all pupils new to English make rapid progress in their acquisition of English and where they do not, timely interventions are put into place.</p> <p>All pupils participate in all aspects of school life.</p> <p>Interventions, strategies such as pre-teaching and Word Aware and resources such as Flash Academy, enable all pupils to access the whole curriculum.</p> <p>The Bell Foundation Framework for Assessment is embedded and is used to effectively assess the needs of pupils new to English.</p> <p>The SEN/EAL toolkit in each classroom is used to further enhance the language acquisition of children new to English.</p>
<p>8. Parents/carers are engaged in their children's learning, especially in helping their children to read and to develop a love of reading.</p>	<p>The EEF recommendations for improving parental engagement are understood by staff and strategies put in place to</p> <ul style="list-style-type: none"> - support parents to have high academic expectations for their children - develop and maintain communication with parents about school activities and schoolwork - promote the development of good reading habits. <p>Parents/carers have access to a wide variety of ideas and resources to help them to support their children's reading development through the school website.</p> <p>Book bag monitoring shows parents/carers are invested in their</p>

	<p>child's reading development and are reading with their children regularly.</p> <p>Attendance at parent/carer consultation evenings shows that parents/carers are invested in their children's education.</p> <p>All pupils make at least expected progress from their different starting points in reading, writing and maths.</p>
<p>9. Attendance is at least 96%. Persistent Absentee rates are in line with or below national rates.</p>	<p>There is an increase in attendance to at least 96%.</p> <p>There is a decrease in Persistent Absentees with PA rates being in line or below national rates.</p> <p>Attendance meetings for pupils whose attendance is causing concerns with the EWO and HSLW lead to an increase in the pupil's attendance.</p> <p>Strategies to improve attendance are used which are rooted in evidence based on</p> <ul style="list-style-type: none"> - emotional / mental health factors - physical health factors - attitudinal factors - school behaviour factors <p>This leads to an increase in attendance for those pupils whose attendance is a cause for concern.</p>

Activity in this academic year 2022/23

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

Teaching

Budgeted cost: £74,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support Quality First Teaching by developing and sharing teaching strategies such as explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies.</p> <p>Develop teacher subject knowledge across the curriculum, where needed, to enhance Quality First Teaching.</p> <p>Embed and continue to evolve our broad, balanced and engaging curriculum across the school to enhance children's knowledge, understanding and skills.</p> <p>Use of Teaching Assistants to support children at risk of not making expected progress.</p>	<p>The EEF Attainment Gap Report 2018 states that, "Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods."</p> <p>For effective CPD to be achieved a culture needs to be established in school whereby professional development is valued and prioritised by senior leaders (DFE 2016) and staff (William 2016) and where teachers are respected and trusted as professionals. The common features of effective CPD include subject specific training relating to both subject knowledge and pedagogy.</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3 to 4 months' progress (EEF, Making The Best Use of TAs).</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9</p>

<p>Continue to deliver RWI phonics and spelling programmes.</p> <p>Effective feedback and marking is used to move pupils' learning forward.</p> <p>Use formative and diagnostic assessment to inform planning and delivery.</p>	<p>EEF guidance Making The Best Use of TAs states that explicit connections need to be made between learning from everyday classroom teaching and structured interventions.</p> <p>“ Effective deployment of teaching staff was seen as vital in raising standards among disadvantaged pupils, with the best teachers working with those who needed most support and using teaching assistants to support pupils’ learning.” OFSTED report on PP 2014.</p> <p>The programmes are nationally recognised with proven impact in improving children’s phonics and spelling.</p> <p>“Deliver appropriately timed feedback that focuses on moving learning forward.” Summary of Recommendations, Feedback, EEF.</p> <p>“Feedback is more likely to move learning forward when focussed on task, subject and self-regulations strategies.” ‘What might the content of effective feedback look like in the classroom?’ EEF</p> <p>EEF guide to planning for schools 2020 recognises that formative assessment can provide numerous opportunities to assess learning to differentiate between learning that has been forgotten due to extended absence from the classroom and material that has not been learnt properly. Effective diagnostic assessments are therefore rooted in classroom practice.</p>	
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<p>EYFS staff have developed a curriculum that is coherently planned and sequenced across EYFS to build on what children know and can do.</p>	<p>EEF Early Years Guidance Report Early Years Interventions (+5 months)</p> <p>EEF guidance-Preparing for Literacy (+4 months)</p> <p>Updated Development Matters</p>	
<p>High quality teaching is firmly embedded across the whole school and is evidenced through triangulated monitoring.</p> <p>Pupils are regularly assessed and gaps in learning addressed.</p> <p>Progress and attainment across the curriculum and in phonics, reading, writing and mathematics are tracked.</p> <p>School Led Tuition is in place for targeted children in each year group.</p> <p>The quality of teaching and the impact on learning is systematically monitored.</p> <p>Targeted interventions are identified and implemented.</p>	<p>EEF Covid support guide for schools</p> <p>EEF Covid recovery document</p> <p>Quality of Teaching for All (EEF small group tuition + 4 months)</p>	<p>1, 2, 3 , 4, 5, 6, 7, 8, 9</p>
<p>Talk for Writing is embedded in all year groups.</p>	<p>Talk for Writing develops key vocabulary and grammar skills, and impacts positively on children's speaking, listening and writing.</p>	<p>1, 2, 3 , 4, 5, 6, 7, 8, 9</p>

<p>Teaching is monitored through a 360° monitoring system to ensure that effective, high quality teaching is in place across the school.</p> <p>Identified pupils receive pre-teaching of vocabulary and concepts so they can access lessons.</p> <p>The James Durran vocabulary strategy is embedded and is improving vocabulary, language and grammar.</p> <p>All Nursery children receive 30 hours at school instead of 15. The additional hours are funded by the school.</p> <p>Speech and language therapist support for EYFS.</p>	<p>“A broad and deep vocabulary is integral to every facet of learning. Vocabulary is like mental Velcro- the more you know, the more ‘hooks’ you have to hook onto new words,” Alex Quigley, ‘Closing the Vocabulary Gap’.</p> <p>“It is just a visual device for focusing the thinking of teachers and pupils on what writing is actually about: communication and effect, not just the performance of skills.” James Durran, 2019, ‘Re-thinking ‘success criteria’: a simple device to support pupils’ writing’.</p> <p>“Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children’s learning in the early years are likely to be particularly important for children from disadvantaged backgrounds.” Evidence on early years from the ‘Teaching and Learning Toolkit’.</p> <p>Reports such as ‘ The State of Speaking in Our Schools’ highlight the need for an oracy influenced curriculum.</p>	
<p>‘Wows’ are planned into each Learning Challenge Curriculum topic to provide the children with hooks for their learning, to expand their life</p>	<p>Many children have limited life experiences outside of the home and this impacts on their learning in school. The half termly ‘WOW’ engages children in their education, enhances their learning and provides</p>	<p>1, 2, 3 , 4, 5, 6, 7, 8, 9</p>

<p>experiences and to increase their cultural capital.</p> <p>An inspirational curriculum based on the needs of the pupils is in place.</p> <p>Knowledge mats in Y1- 6 which support vocabulary acquisition and understanding as well as the 'sticky knowledge' are in place for Science, History, Geography and RE.</p> <p>Subject peer reviews take place annually.</p>	<p>them with experiences they may not otherwise have had.</p> <p>As Elliott Major (2015) writing for the Sutton Trust says: "Widening wealth gaps have created a privileged class hell-bent on preserving that privilege for their offspring and armed with ever more resources to enrich their children educationally. At the same time 'working class' kids have been stripped of the traditional places where they once developed cultural capital: the youth club, town hall, local library, or children's centre." He goes on to say "Given this, the role of schools as places of cultural and social as well as academic learning has become even more critical."</p>	
<p>A rigorous and sequential approach to reading is embedded across the school.</p> <p>Inference Intervention improves the inference skills of pupils in Upper Key Stage 2.</p> <p>Regular formative assessment of reading to ensure gaps are identified and addressed quickly and effectively is in place.</p> <p>RWI reading books have been purchased to ensure home reading books link to</p>	<p>Reading is an essential life skill, which has a major impact on outcomes throughout life.</p> <p>EEF Impact Toolkit, Reading Comprehension Strategies (+ 6 months)</p>	<p>1, 2, 3 , 4, 5, 6, 7, 8, 9</p>

<p>the pupils' phonics knowledge.</p> <p>Reluctant reader books have been purchased, alongside additional class reads and other books for classroom reading areas to continue encourage children to read.</p> <p>Branching out books have been purchased for the school library to encourage children to read a range of authors and so that children can take books home to read with their families.</p> <p>Reading is rewarded across the school through the 'reader of the week' awards.</p> <p>The reading page on the website continues to be developed to support parents/carers with their children's reading.</p>		
<p>Regular formative assessment of mathematics attainment and progress is in place to ensure gaps are identified and addressed quickly and effectively to ensure pupils make at least expected progress from their different starting points.</p> <p>All relevant staff have access to high quality</p>	<p>The Department for Education, the National Centre for Excellence in Teaching Mathematics (NCETM), the National Curriculum Review Committee and OFSTED have all emphasised the pedagogy in Maths No Problem textbooks, based on the Singapore Maths mastery approach are being used in thousands of schools across the UK and have been widely adopted by the Department for Education's Maths Hubs. The approach is based on the mastery approach to mathematics.</p>	<p>1, 2, 3 , 4, 5, 6, 7, 8, 9</p>

<p>CPD based on a mastery approach in order to deliver maths effectively.</p> <p>Use of concrete, pictorial and abstract approach to support pupils' learning in mathematics.</p> <p>Regular, systematic 360° monitoring ensures pupils are given regular opportunities to apply their basic skills and solve reasoning problems and that there is consistency across year groups.</p> <p>Embed the use of stem sentences across school.</p> <p>Embed the new edition of Singapore Maths.</p> <p>Continue to develop the mastery approach in EYFS.</p>	<p>The earliest years of a child's life are the foundation for future life chances and achievement. " Early Education, The British Association for Early Childhood Education."</p>	
<p>Pupils new to English are supported in their language acquisition e.g. by Racing to English, Flash Academy</p> <p>Teaching assistants support new arrivals</p>	<p>Flash Academy and Racing to English have been successfully used with pupils at both primary and secondary levels and with pupils who have hearing impairments, special learning needs (SEND) and with whole classes in primary schools.</p> <p>Deputy Head Claire Evans from Anderton Park, where there are over 30 languages, said that by using the</p>	<p>7</p>

and ensure that they develop socially and emotionally as well as supporting their language development.	Flash Academy platform, "Pupils are mastering vocabulary and grammar much more quickly than using more traditional booster programmes."	
<p>Embed the use of metacognition strategies into daily classroom practise.</p> <p>Monitor delivery and effectiveness of approaches across the curriculum and across the school.</p> <p>Strategies to build positive relationships with parents in liaison with the safeguarding/ inclusion team re in place.</p> <p>Teachers are supported with quality CPD to develop metacognitive approaches. These are rigorously evaluated for the impact on children.</p>	<p>EEF guidance report on metacognition (+7months)</p> <p>EEF Teacher feedback to improve learning (+6months)</p>	1, 2, 3 , 4, 5, 6, 7, 8, 9
Use EEF guidance on engaging with parents in their children's learning with a particular focus on the development of reading habits to implement strategies across the school.	EEF engagement with parents guidance (+3 months)	8
Teaching Assistants support children at risk of not making expected progress.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3 to	1, 2, 3 , 4, 5, 6, 7, 8, 9

	<p>4 months' progress (EEF, Making The Best Use of TAs). EEF guidance 'Making The Best Use of TAs' states that explicit connections need to be made between learning from everyday classroom teaching and structured interventions.</p> <p>EEF Toolkit – Oral language interventions impact (+ 5 months)</p>	
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Targeted academic support

Budgeted cost: £171,729

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted small group tuition for key knowledge and skills in each year group.</p> <p>School led tuition for targeted children in each year group.</p> <p>One to one support for identified children eg RWI 1:1 interventions, 1:1 behaviour support.</p> <p>Well qualified Teaching Assistants deliver interventions to targeted children</p> <p>Pre-teaching for identified children in key subject areas is used.</p> <p>Pre and post tests monitor the effectiveness of interventions.</p>	<p>The EEF guide to supporting school planning 2020 evidence indicates that small group and one to one interventions are powerful tools for supporting pupils.</p> <p>The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months.</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3 to 4 months' progress (EEF, Making The Best Use of TAs).</p> <p>EEF report shows that oracy language interventions improve progress by five months.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9</p>

<p>The inclusion lead monitors the delivery and effectiveness of interventions as well as training and deploying inclusion staff.</p>		
<p>Language vocabulary programmes and interventions are used to build on prior experiences and develop oracy.</p> <p>Language interventions in EYFS (Time to Talk, Early Talk Boost and Talk Boost) are delivered to targeted children.</p>	<p>EEF reports show that oracy language interventions improve progress by five months.</p> <p>Vocabulary at aged five:</p> <ul style="list-style-type: none"> • There is a 27% gap between the lowest income quintile and the highest. • The lowest quintile are 16% more likely to have conduct problems compared to the highest quintile. • The lowest quintile are 15% more likely to have hyperactivity problems compared to the highest quintile. <p>Waldfoegel and Washbrook, 2010</p> <p>EEF Early Years Guidance Report: Early Years Interventions (+ 5 months)</p>	
<p>Learning Mentor support is provided to targeted pupils.</p>	<p>EEF 'Social and Emotional Learning' says SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>7</p>

Wider strategies

Budgeted cost: £ 49,337

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Home School Link Worker employed and Education Welfare Officer traded services bought in to help improve the attendance of pupils whose attendance is below 96%.</p> <p>Weekly monitoring of attendance for the whole school, classes, groups and individuals.</p> <p>Termly and end of year attendance rewards to be reintroduced.</p>	<p>Attainment cannot improve for children if they are not attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>‘Children who are persistently absent are affected in a number of ways. Pupils who have ongoing absence issues often come from disadvantaged backgrounds. These children may start school behind their peers in terms of their language and social development, and missing lots of school makes it harder for them to catch up. When a child is allowed to miss school on a frequent basis, they develop poor attitudes to school.’</p>	<p>8, 9</p>
<p>Understanding Mental Health as part of PHSE lessons.</p> <p>Learning Mentor supports targeted children for short or longer term interventions.</p> <p>MAT ‘Blossoms’ counselling project uses psychology and social work students to complete small group or individual work with targeted pupils and/or families.</p>	<p>“High quality PSHE education will aim to develop children’s skills whilst also building knowledge about particular aspects of life, for example, physical health or safety. PSHE can therefore provide valuable contexts in which to teach social and emotional learning.”</p> <p>‘Improving Social and Emotional Learning in Primary Schools’ guidance report; EEF, 2019</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9</p>

<p>Wave 8 Mental Health programme to commence January 2023 to support the mental health and wellbeing of targeted pupils.</p>		
<p>All pupils have access to free breakfast in their classrooms.</p> <p>Reintroduce Breakfast Club and target Pupil Premium children from January 2023.</p>	<p>'Breakfast is a crucial part of every child's day. It affects everything from memory to creativity in the classroom. Children who go hungry are more inclined to become distracted from learning at school, or give up more easily when faced with challenges.' Fleck 2018</p>	<p>4, 8, 9</p>
<p>Wide variety of activities available, including non-academic clubs delivered by staff with specific skills in those areas.</p> <p>Pupils have access to extra-curricular activities for which there may be a financial barrier, for example dance.</p> <p>Places at extra-curricular clubs are offered to children eligible for Pupil Premium funding before other pupils. Registers are monitored for the uptake of children eligible for Pupil Premium funding.</p>	<p>Enrichment opportunities can impact on attainment.</p> <p>Allocating time to enrichment activities motivates pupils who have difficulty viewing some aspects of the curriculum as relevant to their needs and provides them with opportunities to 'shine' in non-academic areas.</p>	<p>4, 8, 9</p>
<p>Further develop parent workshops both in school and with external agencies/projects.</p>	<p>EEF Engagement with parents guidance (+3 months)</p>	<p>5</p>

Encourage 'family reading' through developing library provision.		
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Total budgeted cost: £295,321

Review of outcomes in the previous academic year

Pupil Premium Strategy outcomes

This details the impact that our Pupil Premium strategy had on pupils in the 2021-2022 academic year.

Assessment Data – 2021-'22

EYFS				
	Pupils eligible for PP 2021/22	All Pupils 2021/22	National Average - Pupils not eligible for PP funding 2021/22	PP data from previous academic year 20/21
Good level of development (GLD)	24%	35%	TBC	13% - internal data

YEAR 1 PHONICS SCREENING CHECK 2021/22				
	Pupils eligible for PP 2021/22	All Pupils 21/22	National Average - Pupils not eligible for PP funding 2021/22	PP data from previous academic year 20/21 (completed December 2021)
% Year 1 achieving 'Wa' Level	60%	64%	80%	76%

END OF KS1 ATTAINMENT 2021/22

	Pupils eligible for PP	Pupils not eligible for PP		PP data from previous academic year
		School average	National average	School average
% achieving the expected standard or above in reading	66.7%	68.5%	72%	47%
% achieving the expected standard or above in writing	37.5%	42.9%	63%	44%
% achieving the expected standard or above in maths	75%	60%	73%	50%

END OF KS2 ATTAINMENT 2021/22

	Pupils eligible for PP	Pupils not eligible for PP		PP data from previous academic year
		School average	National average	None available – only TA completed.
% achieving the expected standard or above in reading	71%	72%	80%	
% achieving the expected standard or above in writing	52%	44%	75%	
% achieving the expected standard or above in maths	57%	69%	78%	
% achieving expected standard or above in reading, writing and maths	43%	45%	65%	

END OF KS2 PROGRESS 2021/22

	Pupils eligible for PP	Pupils not eligible for PP		PP data from previous academic year
		School average	Local Authority average	None available – only TA completed.
Reading progress measure	-0.15	+0.39	+0.44	
Writing progress measure	0.4	-0.2	+0.88	
Mathematics progress measure	-0.15	+0.47	+0.3	

OTHER DATA

	Early Years Pupils eligible for EYPP 20/21	Early Years Pupils eligible for EYPP 21/22	Pupils eligible for PP 20/21	Pupils eligible for PP 21/22	Pupils not eligible for PP			
					School average 20/21	School average 21/22	National average 20/21	National average 21/22
Attendance	93.8%	91.29%	95.5%	92.8%	93.5%	92.84%		
Exclusions – Fixed Term	0	0	0	1.63% (1 child, twice)	0%	0%		
Exclusions – Permanent	0	0	0	0	0	0	0.01%	0.01%

Externally provided programmes

Programme	Provider
Non purchased	

The school did not receive Service Pupil Premium funding in 2021-2022