

Pupil Premium Expenditure and Impact Report 2022-23



PUPILS ELIGIBLE FOR PP GRANT	AMOUNT OF PP
Pupil Premium (177)	£245,145
EY Pupil Premium (avg 18)	£ 5,994
Pupil premium funding c/f from 21/22	£ 0
Recovery Premium Funding allocation 22/23	£ 25,665
Total	£ 276,804

SUMMARY OF SPENDING ACTIVITY 2022-2023	ESTIMATED AMOUNT	ACTUAL SPEND
1. Quality First Teaching Challenge numbers addressed: 1,2,3,4,5,6,7,8,9	£74,255	£82,857
2. Targeted academic support Challenge numbers addressed: 1,2,3,4,5,6,7,8,9	£171,729	£161,837
3. Wider Strategies Challenge numbers addressed: 1,2,3,4,5,6,7,8,9	£49,337	£46,536
Total	£295,321	£291,230
Total Pupil Premium funding (inc. Recovery Funding) received:		£276,804

IMPACT

Challenge 1, 2, 3, 5 & 6.

- Teaching Support Assistants deployed to pre-cue vocabulary using strategies such as 'Word Aware' across the curriculum, to support Quality First Teaching with groups of children in Guided Reading, Read, Write Inc phonics and spellings and when writing using the Talk for Writing sequence. TSAs also delivered interventions such as Inference, daily reads, Read, Write Inc phonics 1:1 interventions and SOS spelling. TSAs supported children new to English following the Racing into English programme. The impact can be seen in the increase in school data, children's reading ages, progress in children's books, in Bell Foundation EAL assessments and in pre and post intervention test scores.
- Vocabulary acquisition quote from an external review, "External review into Pupil Premium quoted: *"Pupils in EYFS were making very good progress with their language acquisition due to the high expectations of teachers and support staff and the excellent development of subject specific vocabulary. E.g., pupils in Reception could tell me about hatching, chicks, cocoons, and this vocabulary was being further extended by a teaching assistant who was introducing them to the phrase fertilisation. In Y6 this was exemplified by the teacher who was working with some of the more challenging pupils (behaviour wise) in a small group and the very high expectations that the teacher had for the children was engaging them to develop a more sophisticated use of strategy. At the beginning of the observation pupils were describing rain as falling, by the end they had moved onto more descriptive words such as "chucking it down", "cascading" etc."*
- Quality First Teaching is in place across the school in Mathematics and has been validated by an external Teaching and Learning Review. Singapore Maths is embedded from Year 1 to Year 5 and this academic year moved into Year 6. EYFS access NCTEM and White Rose to support their mathematical delivery. A mastery approach is evident in all lessons. External review into mathematics showed that, *"Maths is a strength of the school. The school follows the DfE approved, 'maths no problem' scheme. There is great fidelity to the scheme, meaning teachers are focused on preparing a quality delivery of the scheme."*
- Collaboration with the Speech and Language service and the Nuffield and Early Talk Boost language intervention in EYFS meant that the 13 children (21%) scoring red in Reception on the Speech and Language screen in September 2022 had reduced to 7 children (11%) by July 2022. Of these 7, 5 were new to school, 1 has an EHC and 3 were new to English.
- Quote from the Inclusion Assistant who delivers the Inference Intervention - "I really valued the training I had on the Inference Intervention and being able to share this with other staff. I feel that the Inference intervention has made a huge impact to the comprehension skills of the pupils. The way it is delivered means that the pupils break down the text into smaller steps to extract the information. The strategies taught allow the pupils to use their individual learning styles to complete the questions. The pre and post assessments showed accelerated progress after the 12 weeks course. The assessment results were always shared with other members of staff and gave us all a great sense of achievement and job satisfaction."
- Quote from Inclusion leader - "It has been an extremely valuable service being able to work with the Speech and Language therapists through the Opportunity Area, their advice and training has really helped us to plan referrals and early interventions".

- Pupil Premium children were targeted for school led tuition.
- The assessment leader holds termly pupil progress meetings which ensure children who are not making expected progress are targeted with appropriate interventions. Their progress is then analysed after six weeks. Pupil Premium data is analysed against non-pupil premium children and gaps are identified and investigated. Interventions, CPD and support is put into place to help children to make accelerated progress. External review quote: *“Staff have access to high quality CPD and training. Staff meetings are used effectively and there were many examples of staff using these techniques with the teaching and support we observed.”*

Challenge 4.

- Teachers planned a ‘wow’ each half term children were in school, linked to the Learning Challenge Curriculum . Last year the following trips took place to support children’s learning:
- Year 1 and 2 went to the pantomime
- Year 6 went to the New Vic Theatre
- Year 1 went pond dipping and visited Blists Hill
- Year 2 visited the Titanic Museum and the seaside
- Year 3 went to the Dewa Museum in Chester
- Year 4 visited Liverpool Museum and Chester Zoo.
- Year 5 went to Warwick Castle
- Year 6 went on a river study and a 3 day residential
- In house visitors were also used by all year groups including primary history workshops who delivered the following: Stone Age, Viking, Anglo Saxon and Tudor ‘wow’ days.
- All these experiences were linked to the children’s learning across the curriculum and provided valuable ‘hooks’ to their learning and increased their cultural capital.
- Quote from the curriculum leader- “WOWs enhance the curriculum by providing all children with the opportunity to have exciting shared experiences which they will remember forever. They provide children with cultural enhancement which fosters their interests and unlocks their fascination into a subject as well as providing a ‘hook’ for their learning.”
- Children in Nursery and from Years1 to Year 4 love the music lessons provided by the City Music School. This has given the children the amazing opportunity to learn a musical instrument, play at the Victoria Hall and take part in a concert at the Victoria Hall, thus providing them with experiences they may never normally have had.
- Quote from a PP child: “I love going on trips. I really like it when we went to Blists Hill and we got to see how candles were made. I go to places I have never been before.”

Challenge 5 & 8.

- Teaching Support Assistants supported Quality First Teaching in reading in the classrooms in Read, Write Inc phonics lessons, Guided Reading and with 1:1 reads. They benchmarked children to assess who had made progress and who needed an intervention to support their progress in reading also delivered interventions with 1:1 phonics, daily reads and Inference interventions. The impact can be seen in the increase in children’s reading ages. The KS2 SATs

Question Level Analysis (2022) showed an increase in the number of children scoring above the national average in explaining the meaning of words in context and prediction. The QLA (2022) also shows that children's ability to answer inference questions has improved since 2019. Children at risk of not passing the Year 1 and Year 2 phonics screen were targeted to receive RWI phonics 1:1 interventions. All children who took part in the interventions made good progress from their starting points. 92% of children are going into Year 3 having passed the screen and being secure in phonics, along with 71% of children in Year 1. Children not having passed the screen have been targeted for RWI 1:1 interventions.

Challenge 7

In 2022/2023, 145 children (32%) arrived or left Etruscan. This is the highest it has been in the past 3 years.

Year Group	No of pupils	Arrivals	Leavers	Total Mobility	Arrived and left in 22/23 academic year
Nursery	41	9(21.9%)	7(17.1%)	16(39.0%)	7(17.1%)
Reception	59	14(23.7%)	6(10.2%)	20(33.9%)	2 (3.4%)
Year 1	58	19(32.8%)	8(13.8%)	27(46.5%)	5 (8.6%)
Year 2	57	15(26.3%)	7(12.3%)	22(38.6%)	5 (8.8%)
Year 3	60	11(18.3%)	7(11.7%)	18(30.0%)	2 (3.3%)
Year 4	59	10(16.9%)	5(8.5%)	15(25.4%)	0 (0.0%)
Year 5	58	12(20.7%)	5(8.6%)	17(29.3%)	0 (0.0%)
Year 6	59	5(8.5%)	5(8.5%)	10(16.9%)	2 (3.4%)
Whole School	451	95(21.1%)	50(11.1%)	145(32.2%)	23 (5.1%)

Arrivals: 95

EAL – 57

17 - New to school (8 Nursery, 9 Reception)

22 – LA Schools (inc. 1 Nursery)

7 – Non-LA Schools

46 - New to UK and/or left the country and returned.

3 – Left to attend other schools in uk and returned.

Language/s spoken; Arabic, Bengali, Chinese, English, Gujarati, Hindi, Igbo, Kurdish, Malayalam, Panjabi, Pashto, Persian/Farsi, Portugese, Romanian, Shona, Sinhala, Slovak, Swazi/Siswati, Swedish, Telugu, Turkish, Urdu, Yoruba.

Leavers: 50

34 – Moved within LA

10 – Moved outside LA (1 Heatherfield)

4 – Left country – CME

2 – Elected home education (1 Nursery, 1 Y5)

- The inclusion team assessed all children on arrival and planned any necessary interventions, including a language programme if the children were EAL beginners. These interventions were then delivered by TSAs. All new arrivals settled well into school and made at least expected progress according to school data and children's work. Any children needing Learning Mentor support were referred by the class teacher. A part time Learning Mentor supported 35 children in school, 24 (66.7%) of whom were eligible for Pupil Premium funding. The impact of this work can be seen in individual children's Boxhall profiles and SDQ scores.
- Quote from a Learning Mentor, "I have also completed a Level 2 Counselling Course which has given me a clearer knowledge and understanding of the skills needed to support children's mental health. This is a valid and important role as Learning Mentor within the school. It has improved the quality of my 1:1 mentoring with specific children. The Transitions training, I attended has improved my understanding of the need to support pupils' transition from one setting to another, through each year group, from Nurture Group to the classroom and with the big jump from Primary School to High School, also from a home setting to the day at school".
- Flash Academy is used to support the language development of children who are new to English and has enabled children new to English to engage in the curriculum. The impact of this can be seen in children's books and in their spoken language.
- An adapted version of the Bell Foundation EAL assessment and tracking system has led to better tracking of the language development for children with EAL and has supported teachers in identifying next steps for children's learning. This has led to improved outcomes for children's spoken and written language.

Challenge 2, 7 & 8.

- Little Stars was set up in September 2022 to support children who were struggling with the move from Reception to Year 1. It is used as a space for the Attention Autism intervention for 6 of our children. It provides a quiet space for them to complete their EHC targets. The opposite side of the mobile unit has been developed into a dedicated space in the afternoons for the learning mentor to carry out her interventions to support children's mental health and wellbeing.
- The Inclusion Lead has completed a Senior Mental Health Leads course and regularly attends Senior Mental Health Leads meetings. Information from these meetings is being used to source additional support and resources to support mental health in school.

- The Learning Mentor has attended various online training courses in order to develop a range of strategies to support children’s mental health and wellbeing.
- Well being coffee mornings are being held half termly. The attendance is increasing each session. Parent quote: “These are great opportunities to talk to other parents and get some ideas to support my child and myself.”
- A mental health worker is assigned to us one day a week from the NHS. She provides support to Year 5 and Year 6 regarding building resilience. She also holds open door time to staff who require support. She has led whole staff PDM on mental health and wellbeing. She also led the presentations at the coffee mornings.
- Blossoms Counselling Service supported XX children last year of which XX were pupil premium.
- Parent meetings were held for reading, Standon Bowers, Puberty Talk and SATs. Face to face parents evenings were reintroduced from September 2022 which led to increased attendance.
- Parents were invited in for assemblies, the nativity, leavers assembly and the end of year production.

Challenge 9

- Whole school attendance for the academic year 2022/2023 was 92.15% (exc Nursery) and was below the government’s target of 96%.
- The Home School Link Worker and Education Welfare Officer continued to track children’s attendance and to follow up attendance which was causing concern ie was below 90%. They conducted attendance clinics and supported parents/carers to improve their children’s attendance. They also tracked children missing education to ensure these children were safe.

	Attendance	Religious Observance	Extended Leave (G code)	Attendance Including RO	Attendance Including G code
Whole School (inc.nursery)	91.74%	0.68%	1.02%	92.42%	92.76%
Whole School R-Y6	92.15%	0.66%	1.01%	92.81%	93.16%
Pupil Premium	91.99%	0.54%	0.69%	92.53%	92.68%
Non Pupil Premium	92.27%	0.74%	1.26%	93.01%	93.53%
EYPP	85.30%	0.68%	1.07%	85.98%	86.37%
Non EYPP	89.66%	0.92%	1.35%	90.58%	91.01%