

Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	St Michael's Primary School
Number of pupils in school	391 on roll (R-Y6) 430 on roll including Nursery
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022 2022 – 2023 – Year 2 of 3 year plan 2023 - 2024
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Alyson Rigby
Pupil premium lead	Jade Gordon
Governor / Trustee lead	Jeanette Riley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£333,785
Recovery premium funding allocation this academic year	£34,220
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	£368,005

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers and pupils with additional needs.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- remove barriers to learning created by poverty, family circumstance and background
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, thus narrowing the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts, both within school and nationally
- ensure disadvantaged pupils are challenged in the work that they're set

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils come to school with lower communication and language and vocabulary levels, and generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers as they move through the school.

	<p>2021 – Year 1 of plan: 18% of PP pupils passed the internal Y1 PSC in July 2021 compared to 69% of non-PP pupils.</p> <p>2022 – Year 2 of plan: 78% of PP pupils passed the Y1 PSC in July 2022 compared to 76% of non-PP pupils, however only 52% PP pupils achieved EXS+ in reading at KS1, compared to 59% non-PP pupils, highlighting that there is still a disadvantage gap. Due to the successes of the robust, high-quality teaching in diminishing the disadvantage gap in phonics, we will continue with the implemented strategies to further build on this progress.</p> <p>https://www.risingstars-uk.com/media/Rising-Stars/Assessment/Whitepapers/RSA_Effects_of_disruption_Summer_Aug_2021.pdf</p>
2	<p>Internal and external assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils at the end of KS1, despite being on par at the end of KS2.</p> <p>2022 – Year 2 of plan: July 2022 data shows that 64% of PP pupils achieved RWM combined and the end of KSA, on a par with non-PP pupils who also achieved 64% RWM combined. However, in KS1, 35% of PP and 59% of non-PP children achieved RWM combined, highlighting a disadvantage gap. Due to the successes of the robust, high-quality teaching in diminishing the disadvantage gap, we will continue with the implemented strategies to further build on this progress.</p> <p>2021 – Year 1 of plan: Internal data from July 2021 shows that 69% of non-PP pupils achieved RWM compared to 53% of PP pupils at the end of KS2 whereas in KS1 23% of non-PP and 21% of PP achieved RWM.</p>
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in some knowledge gaps leading to pupils falling further behind age-related expectations. Research shows that children from disadvantaged backgrounds experienced higher levels of loss of learning than their non-disadvantaged peers during the pandemic.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/994350/Understanding_Progress_in_the_2020_21_Academic_Year_Report_2.pdf</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>More disadvantaged pupils have been ‘persistently absent’ compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
5	<p>Many pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future. Research on children from disadvantaged backgrounds also shows they have less access to wider experiences including reading for pleasure materials, access to wider trips and learning.</p>

	https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%2021_0.pdf
6	<p>Our assessments, including parental survey, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased since the pandemic. An increased number of children currently require additional support with social and emotional needs.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● Improve attendance of disadvantaged pupils to National Average (National Attendance Average 2022 – 96%) ● Attendance shows that the gap between disadvantaged and non-disadvantaged pupils has decreased ● Pupils with persistent absence are now attending school regularly. The attendance for these pupils has significantly increased. ● Number of PAs across the school is in line with National average.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved and sustained attainment and progress data for disadvantaged children across the school, with a particular focus on diminishing the gap between PP and non-PP at the end of KS1.	<p>KS2 outcomes in 2024/25 show that more than 65% (2022 school score, National average 2022 was 59%) of disadvantaged pupils met the expected standard in RWM or in line with the 2024/25 National if higher. KS1 outcomes in 2024/25 show that more than 53% (2022 National) of disadvantaged pupils met the expected standard in RWM or in line with the 2024/25 National if higher.</p> <ul style="list-style-type: none"> ● All disadvantaged pupils make good or better progress from their starting points. ● Pupil attainment reaches at least national for all groups.

	<ul style="list-style-type: none"> • There is no gap between PP and non-PP at any data point. • Staff are competent and confident in using a diagnostic approach to data and planning.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils/	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <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 • All disadvantaged students access an enriched curriculum - there is an annual program of extra-curricular activities within school. • St Michael's is a regular participant of inter-school competitions both sporting and non-sporting. • Enrichment experiences and visits are planned into the curriculum. • By the end of Y6 pupils will have visited theatres, museums, outdoor spaces. places of worship amongst others as a whole school planner will be in place.
Support the mental health and emotional needs of disadvantaged pupils so they are ready to learn – an increasing number of disadvantaged pupils have emotional or mild to moderate mental health difficulties such as anxiety.	<ul style="list-style-type: none"> • The school has an embedded, whole-school approach to managing behaviour. • All disadvantaged pupils with emotional and mental health difficulties have suitable, targeted support and intervention. • Parents of pupils with more complex mental health difficulties are supported to access relevant external agencies. • Qualitative data, pupil and parent voice shows that the emotional wellbeing of disadvantaged pupils is improving.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** (2022 – 2023 – Year 2 of 3-year plan) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £219,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase NFER tests for Autumn and Summer term.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct	1, 2, 3, 5

<p>Training for staff to ensure assessments are interpreted and administered correctly, with a strong focus on diagnostic assessment, question level-analysis and teacher feedback, using data to inform next steps and action targeted support/interventions.</p>	<p>additional support through interventions or teacher instruction.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	
<p>Prioritise vocabulary across the curriculum, including explicit vocabulary teaching. Implement research-informed vocabulary intervention for targeted support. Staff CPD to ensure all strategies are implemented and embedded effectively across the curriculum. Invest in high quality texts which further support this across the school.</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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EEF: 6+Months progress</p>	<p>1, 2, 3, 5</p>
<p>Secure and fully resource the implementation for RWI across the school to secure strong phonics teaching for all. Ensure all relevant staff (including new staff) have received paid for training to deliver RWI effectively. Weekly training for all group leaders to enable CPD development. Invest in home reading scheme which matches this – RWI Book Bag books.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF: 5+ Months progress.</p>	<p>1, 2, 3, 5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</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>1, 2, 3, 5</p>

<p>Ensure Maths teaching is in-line with White Rose and NCETM curriculum prioritisation documents.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training) through our membership of the Maths Mastery TRG group.</p> <p>Invest in resources to support this.</p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Become part of the Opening Worlds project and HEP science project through the LA.</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	1, 2, 3, 5
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Develop the role of the Learning Mentors and any relevant training this will need.</p> <p>Develop an ambitious program of interventions and enrichment activities for all pupils across SEMH, sports and the arts.</p> <p>SEL approaches will be embedded into routine educational practices and supported by</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	All

<p>professional development and training for staff.</p>		
<p>Effective marking and feedback training for all staff.</p>	<p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers. Feedback appears to have slightly greater effects for primary school age pupils (+7 months) than for secondary (+5 months).</p> <p>Very high impact for very low cost based on extensive evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 2, 3</p>
<p>Development of 'Explore' curriculum and whole-school Teaching and Learning strategy across the school (staff training, supply cover and resources).</p>	<p>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.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for</p>	<p>1, 2, 3, 5</p>

	<p>later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the ‘bread and butter’ of effective teaching:</p> <p>The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	
--	---	--

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

Budgeted cost: £66,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide school-led tutoring (15 hour programme) for pupils whose education has been most impacted by the pandemic. Almost all the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Small group tuition English and or maths: targeted pupils from Rec – Year 6, LSA/HLTA-led support. Termly Pupil Progress meetings identify</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>and in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Moderate impact for low cost based on moderate evidence.</p>	<p>1, 2, 3, 5</p>

necessary intervention to diminish the difference in attainment and progress.		
LSA support for identified pupils and programmes across the school	<p>LSAs are adults who support teachers in the classroom. Their duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support. Moderate impact for moderate impact based on moderate cost.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 3, 5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Further support from RWI consultant and Children-Thornnton phonics hub consultant.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 5
Additional reading interventions using the online program Reading Plus in KS2 and Reading Eggs in KS1 and KS2 (as appropriate).	<p>Strong evidence base for impact on reading fluency and comprehension.</p> <p>https://www.researchgate.net/publication/260036197_Effect_of_the_Reading_Plus_Program_on_Reading_Skills_in_Second_Graders/link/591b2529aca272bf75c79c0e/download</p>	1, 2, 3, 5
Additional oracy and vocabulary building interventions in EYFS, KS1 and KS2.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 5

<p>PP+ pupils have the same opportunities as non-PP pupils. Access a range of in school and outside activities; uniform; trips, after school provision, learning resources including 1:1 tuition paid for as stated in pupil's PEP.</p> <p>Higher achieving PP pupils are supported in achieving and sustaining</p>	<p>Pupil entitlement. PPP grant should be utilised to support each child's individualised learning targets (as stated in their PEP), driven by priority and need.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p>	<p>5</p>
<p>PP pupils who also have SEND.</p> <p>Implement the EEF's five recommendations to support inclusive teaching and learning and improve outcomes for pupils with SEND.</p> <p>CPD provided by The National College (all staff are members)</p> <p>PP lead to work closely with newly appointed SENDCo (January 23) to ensure these pupils receive right provision for their needs.</p>	<p>The EEF advises that the attainment gap between pupils with SEND and their peers is twice as big as the gap between those eligible for free school meals and their peers, and also that pupils with SEND are more than twice as likely to be eligible for free school meals.</p> <p>The 5 recommendations are:</p> <ol style="list-style-type: none"> 1) Create a positive and supportive environment for all pupils. 2) Build on ongoing, holistic understanding of your pupils & their needs. 3) Ensure all pupils have access to high quality teaching. 4) Complement high quality teaching with carefully selected small group & 1:11 interventions. 5) Work effectively with Tas <p>https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</p>	<p>1, 2, 3, 5</p>
<p>Bespoke support for PP pupils who also have EAL.</p> <p>Further develop the role of EAL lead and the use of NASSEA assessment system.</p> <p>Ensure all staff are trained in how to use this effectively, reinvest in EAL HUB online resource to support the above.</p>	<p>Pupils living in the least deprived areas are more likely to be assessed at a higher English proficiency level. 73% of pupils living in the least deprived decile were assessed as competent or fluent in English compared to only 59% of those in the most deprived decile.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/eal-in-the-mainstream-classroom</p>	<p>1, 2, 3, 5</p>

Source high quality training for all staff to support EAL pupils.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/868209/English_proficiency_of_EAL_pupils.pdf	
---	---	--

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

Budgeted cost: £83, 005

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>The creation of a dedicated Attendance team with ring fenced time allocated and increased buy in of EWO.</p> <p>Support PP pupil's and families with uniform, extra-curricular activities including residentials, wrap around care (Magic Breakfast) and transport.</p> <p>Family Support Worker = 1 day per week.</p> <p>MH Support Worker = 1 day per week.</p> <p>Seedlings support.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast EEF – Magic Breakfast 2+ Months</p>	4
<p>Parental Engagement workshops, including phonics and early reading, maths, SATs, attendance etc. Supply cover for</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as</p>	All

<p>prep and delivery, plus resources.</p>	<p>literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children’s learning activities; and more intensive programmes for families in crisis. Moderate impact for very low cost based on extensive evidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Develop and further embed the range of interventions focussed on pupil’s mental and emotional wellbeing.</p> <p>Reintroduce therapy/ enrichment sessions interrupted by COVID – Drawing and Talking therapy, DESTY, Sand therapy, Seedings, Lego therapy, Ginger Bear, Gardening and others. Purchase the resources needed to fulfil these.</p> <p>Further develop the role of the Learning Mentors in assessing pupil’s wellbeing needs and planning to address these in a timely manner.</p> <p>Whole-staff training on the use of Circle Time across the school.</p> <p>Develop an overview of enrichment activities including extra-curricular, sporting competitions and performance related activities and actively monitor the participation of PP pupils in these.</p> <p>Raise the profile of Reading for Pleasure across the school through a variety of techniques and initiatives eg. focus on staff as readers, investment of high-quality texts, relaunch of school library, participation in both local and national reading events (Readathon, World Book day, LLP Festival of Reading etc.)</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>Findings show that:</p> <p>Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.</p> <p>Children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school.</p> <p>Children with better attention skills experience greater progress across the four key stages of schooling in England. Those who are engaged in less troublesome behaviour also make more progress and are more engaged in secondary school.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>Findings show that:</p> <p>Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002).</p>	<p>6</p>

Develop the role of Outdoor Learning across the school.	Research shows that connecting with nature can boost the health and happiness of participants. https://www.wildlifetrusts.org/30-days-wild-5-year-review	
Contingency fund for acute issues.	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.	All

Total budgeted cost: £368,005

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Desired Outcomes (<i>Desired outcomes and how they will be measured</i>)	Success Criteria
<p>A To raise standards of attainment, ensuring accelerated progress for disadvantaged pupils, reducing the gap with non-PP children nationally in reading, writing and maths. To ensure fallen behind children receive targeted high-quality intervention, monitored by the Teaching and Learning team.</p>	<p>PP pupils: At least 60% KS2 RWM:</p> <p>2020-2021: Y6 cohort = 54 ch, PP = 38 (70%), Non PP = 16 (30%) Reading: PP = 58% (22 ch), Non PP = 69% (11 ch) Writing: PP = 58% (22 ch), Non PP = 69% (11 ch) Maths: PP = 53% (20 ch), Non PP = 75% (12 ch) RWM: PP = 53% (20 ch), Non PP = 69% (11 ch) Non-PP still outperforms PP. Especially in Maths.</p> <p>2021-2022: Y6 cohort: PP chn = 34, Non-PP chn = 17 Combined RWM: PP = 64%, Non-PP = 64% Reading: PP = 74%, Non-PP = 65% Writing: PP = 79%, Non-PP = 71% Maths: PP = 68%, Non-PP = 71%</p> <p>Through high-quality teaching and bespoke, robust interventions and tuition, the disadvantage gap has narrowed overall – continue with strategies moving forwards to sustain and further build-upon these improvements.</p> <p>2020-2021: 55% KS1 RWM = 54 ch, PP = 28 (52%), Non PP = 26 (48%) Reading: PP = 50% (14 ch), Non PP = 46% (12 ch) Writing: PP = 39% (10 ch), Non PP = 38% (11 ch) Maths: PP = 50% (14 ch), Non PP = 50% (13 ch) RWM: PP = 21% (6 ch), Non PP = 23% (6 ch) Headlines: Gap is very narrow between the 2 groups in KS1. What happens between KS1 and KS2 to increase the gap?</p> <p>Y2 cohort: PP chn = 31, Non-PP = 27 Combined RWM: PP = 35%, Non-PP = 59% Reading: PP = 52%, Non-PP = 70% Writing: PP = 39%, Non-PP = 63% Maths: PP = 48%, Non-PP = 74%</p> <p>What practice in KS2 can be used in KS1, particularly Y2, to reduce the disadvantage gap?</p>

		<p><u>2020-2021:</u> 80% = Y1 Summer Pass Rate: PP = 18%, Non PP = 69% 60% EYFS GLD (No SATS, PSC, EY Baseline in 2021 – in school data only) After school tuition run by teachers was trialled in the Spring term. This had a very limited impact due to poor attendance/ take up.</p> <p><u>2021-2022:</u> Y1 phonics: PP = 78%, Non-PP = 76% PP chn outperformed non-pp chn.</p> <p>GLD: PP = 67%, Non-PP = 58% PP chn outperformed non-pp chn.</p>
B	Pupils and families with identified social, emotional or health needs are well supported by school staff and the Pastoral Team so that the needs are removed or alleviated.	<p>Parents and children feel supported and gain access to support if needed. Children are more prepared for school and parents engage in school activities and feel better equipped to support their child's learning at home. Parental feedback following Jan – March 2021 lockdown was positive. See feedback. Parental feedback collated during Autumn term 2022 showed positive feedback from parents and carers (see feedback for further detail).</p>
C	<p>Pupils have a breadth of experiences that enable them to contextualize their learning. School will plan, deliver and monitor an engaging, broad and varied curriculum. School to provide children with access to technology which they cannot access at home.</p>	<p>Our newly revitalised 'Explore' curriculum incorporates the 3 core themes of Equality, Diversity and Aspirations alongside our other school values. Staff will utilise these to plan and deliver a bespoke, relevant and broad curriculum for all pupils. Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. Curriculum was not narrowed during recent years. Children received a wide range of subject teaching as well as external provision from sports coaches, music teachers and gardeners. All families will have access to high quality books and school will lend devices where needed. All families who requested devices during lockdown and beyond were supported – over 100 devices were loaned out. See parental feedback. 54% of PP pupils attended an extra-curricular club/competition during 2021-2022, and we aim to increase this further this academic year. We also aim to broaden the offer of extra-curricular opportunities available to children across the year, including non-sports clubs eg. wellbeing club, fun club.</p>
D	Pupils will develop an attitude of resilience and determination. Pupils will be able to work more independently with confidence.	<p>Lesson observations/learning walks, coaching conversations and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff.</p>

		<p>Pupils show that they are resilient and able to learn from mistakes.</p> <p>Teachers are modelling the expected high standards of behaviour, including our 6 behaviours for learning.</p> <p>Support staff are used effectively to challenge and guide children without creating an over-reliance on adult support.</p> <p>This will continue to be a focus in the year ahead, as pandemic-related issues have significantly affected the independence and resilience of many children. Effective pastoral support to be a key focus of the pastoral team this year.</p>
E	<p>Ensure that PP children have a comprehensive assessment of their needs following Covid-19 lockdowns and their disruptions.</p> <p>Assessments were completed on return to school in March and again in July. These were used as a diagnostic tool to identify and address gaps. RWI assessments, NFER and other diagnostic assessments (as appropriate) used to inform teacher judgement and inform bespoke curriculum planning for all pupils.</p>	<p>Teachers have identified any gaps or concerns.</p> <p>Targeted support is provided to enable pupils to catch up.</p> <p>A diagnostic approach was used throughout. PP to be at the forefront of teacher's minds when planning on a weekly basis. This will also be a focus of staff training.</p> <p>RWI = Regular assessments to be analysed by PP lead and RWI lead and interventions to be put in place, and the same with EYFS and end of KS1/KS2.</p>
F	<p>To ensure disadvantaged children make swift progress in their language skills/ acquisition so that they have the necessary skills to support their progress in all other subjects.</p>	<p>S&L is a priority in Early Years. All children are baselined on entry to Nursery and Reception and teachers identify any gaps or concerns. Targeted support is provided to enable pupils to catch up. NASSEA and RWI assessments carried out on all EAL pupils joining the school. Targeted support is provided to enable pupils to catch up.</p> <p>RWI was implemented with fidelity in the EY as part of the RWI project. Reception RWI data was the best it has been for the past few years. At the end of the year all children were able to read Set 1 sounds.</p> <p>Addressing the impact of the disruptions to previous academic years will continue to be a focus moving forwards, using quality first teaching across the school to diminish the gap.</p>
G	<p>Effects of mobility are limited as much as possible through the organisation of learning groups and staffing.</p>	<p>Children make as much progress as they are able. Book Looks and T&L Walks for PP pupils shows that pupils are moved on in their learning as soon as they are ready, supported and challenged as appropriate. Both new and current children are effectively supported in order to prevent progress and attainment being hindered by mobility. PP pupils are monitored in book-looks, learning walks and other monitoring activities across the year, and will continue to be this academic year.</p> <p>PP meetings will be held in January 2023 to discuss needs of every PP child across the school using the wave approach.</p>
H	<p>Improved attendance leads to improved academic and social outcomes.</p>	<p>Overall PP attendance improves to at least 97% in-line with other pupils. There is reduction in the PA of PP children.</p> <p><u>End of academic year attendance 22:</u></p>

		<p>PP chn = 207, NON-PP chn = 138 PP overall attendance = 94.48% Non-PP overall attendance = 95.13% PP overall authorised absences = 2.73% Non-PP overall authorised absences = 2.84% PP overall unauthorised absences = 2.78% Non-PP overall unauthorised absences = 2.02%</p> <p>(PP National Average(Nat Attendance = 18/19 96%))</p> <p>Number of PAs continues to be an ongoing focus this year, with targeted, timely meetings and support for all PAs, particularly those who are a historic PA.</p>
I	School to provide children with access to technology which they cannot access at home as well as support for parents to utilise these devices.	<p>During the pandemic, 80% of PP pupils in KS2 access Google Classrooms as their chosen remote learning platform.</p> <p>Following the success of this practice, we continued to support pupils' learning at home by loaning out devices to support MTC practice, Reading Plus, SATs preparations etc.</p>
J	To provide targeted support to vulnerable families and so enable parents to support their children at home through a more varied range of online workshops and resources.	<p>75% of disadvantaged families attend at least one workshop in the year.</p> <p>52% of disadvantaged families attended at least 1 workshop during 21-22, therefore this will be a focus in 22-23, and PP families will be specifically targeted.</p>

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
Phonics	RWI phonics
Reading Plus	Dream Box
Times Tables Rockstars	Maths Circle
Reading Eggs	3P Learning
Opening Worlds	Haringey Education Partnership
HEP Science	Haringey Education Partnership

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, improving the quality of teaching and learning and the use of diagnostic assessment. [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.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Final ratification from governors - February 2023