

## 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:	Airedale Junior School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 2021 – July 2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Robinson (HT)
Pupil premium lead	Miss Allen
Governor / Trustee lead	Mrs Butterfield

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,013 (Financial Year £217,890)
Recovery premium funding allocation this academic year	£24,215
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£244,228

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children may be but not exclusive to: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed and in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals.
- Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Demography and School Context

Airedale Junior School is a large Four-Form community school. Airedale is a suburb in the town of Castleford, West Yorkshire, England which consists mainly of Local Authority Housing.

It is situated in an area of significant socio-economic deprivation. The school ranks 105th out of 114 primary schools in the Local Authority. (1 + least deprived) and the UK local area profile for quality of life 'is relatively poor this is related to the income, employment, health, education and crime deprivation indicators

The school deprivation indicator falls within the highest quintile 0.29 – to 0.69.

## Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age related expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

## Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' TA to each class group - providing small group work with an experienced TA/HLTA focussed on overcoming gaps in learning support
- Additional teaching and learning opportunities provided through highly experienced SEND and SLT leaders and external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally from feeder Infant schools
- Additional learning support.
- Pay for activities, educational visits and residentials, ensuring that children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To provide the opportunity for children to learn a musical instrument and to sing in a choir
- A designated Attendance officer to improve PA and encourage regular and prompt attendance
- Behaviour and nurture support during various times of the day, by providing activities to engage and promote our Trust values and thus enhance learning.
- Support for parents and carers through vital pastoral support, on-line learning resources, workshops and webinars

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Below age-related speech, language and communication skills on entry to school, which links to poor vocabulary knowledge at KS2. (E.g Reading skills, comprehension, writing with AR components, maths reasoning and mastery skills) (I/E)
2	Reduced attendance and punctuality (E/I)
3	Lack of access to wider experiences (I/E)
4	Poverty of academic expectation from pupils, parents, staff etc (leading in some cases to reduced parental engagement) (E/I)
5	Poorer behaviour due to social, emotional and mental health needs (I/E)
6	Poorer metacognitive and self-regulatory performance (especially resilience) leading to lower academic outcomes (I/E)
7	Some pupils who qualify for Pupil Premium funding also have specific SEND needs (greater proportion than for non-PP) (I/E)

## 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
Accelerated language development in KS2 leading to attainment and progress differences between disadvantaged and non-disadvantaged diminishing for all groups across the key stage.	KS2 outcomes rising rapidly for all pupils across all year groups. Measured by leader monitoring activities, work scrutinies, teacher assessments, in house /cross school moderation and end of Key Stage tests and benchmarking against national data. School data and pupil progress meetings will identify improvements in performance for those in receipt of PP).
Pupils and families with low attendance / high persistent absenteeism or poor punctuality levels are supported and challenged effectively to rapidly improve attendance outcomes.	Improved levels of attendance punctuality, and a decrease in Persistent Absence. Attendance figures for children eligible for Pupil Premium are well above national PP rates and close to national non-PP figures.
All pupils take part in curriculum enrichment activities before and during the school day irrespective of income, and receive additional	Financial factors are not a barrier to attending visits or taking part in enrichment opportunities and all pupils in receipt of PP funding attend. Academic outcomes at the end of Key Stage 2 increase as a

opportunities to access curricular and other experiences.	result, measured by termly tracking data and monitoring activities conducted.
All entitled families engage thoroughly with school including registering for Pupil Premium entitlement, attending Parents' Evenings etc.	Identified families engage with PSA/Inclusion team and offer of support. This will have a positive impact on:- Attendance (see above) Meeting of basis needs/children's readiness for school and learning Children's emotional well-being and behaviour Support with homework
All PP children with emotional and behavioural needs receive targeted interventions to ensure that they make expected or better than expected progress and that exclusions / consequences for such pupils are rapidly reduced and maintained at low levels.	Behaviour chart strategies used consistently throughout the school and numbers of recorded incidents (and exclusions) for PP children in line with those for non-PP peers in all year groups. Inclusion team evaluations demonstrate addressing pupils' emotional and behavioural needs.
Systematic method of encouraging metacognition and self-regulation embedded throughout the school so that all pupils, especially those entitled to PP, are able to describe ways in which they are great learners, and areas in which they are developing further.	Before and after questionnaires demonstrate impact for year groups Common use of Growth Mind Set language evident across school.
All SEND pupils who are also entitled to PP funding make expected or better progress based on their starting points, and perform well in comparison to their Other SEND counterparts within school and nationally.	ASP figures show that Disadvantaged Low prior attainers have positive progress figures (on average) (may not be statistically significant).

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 62 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Champion employed to monitor provision for PP throughout the school (HT) <b>£10,000</b>	Effective targeted monitoring can ensure that targeted support is used effectively and have a positive impact on progress and attainment for pupil premium pupils	1-7
<p><b>Impact:</b> See <a href="#">Pupil Premium Review Report/Follow up Report October 2020</a></p> <ul style="list-style-type: none"> <li>The headteacher has a very comprehensive and accurate overview of what is happening across school and ensures that school's work is informed by evidence-based approaches. As a result, school combines important resources, such as the Education Endowment Foundation's Teaching Toolkit, with approaches based upon meeting pupils' needs so that the work pupils are doing is supportive of their learning – Pupil Premium Review Oct 2020 – Craig Batley</li> <li>School's Pupil Premium strategy is a reflective and well-considered document which makes frequent references to evidence-based approaches, notably the work of the Education Endowment Foundation (EEF). Crucially, leaders are not complacent and reflect carefully on how they can continue to improve school's approaches – Pupil Premium Review Oct 2020 – Craig Batley</li> <li>Leaders are highly motivated, receptive to new ideas, accurate in their self-evaluation and provide strong models to their colleagues. They lead by example, setting a positive, purposeful tone; this example is followed by colleagues approaches – Pupil Premium Review Oct 2020 – Craig Batley</li> <li>The chair of governors was very well-prepared, had a sound understanding of disadvantaged pupils' barriers to learning and was aware of the intended impact of school's Pupil Premium spending. Governors are kept very well-informed by the Head Teacher, are expected to take individual responsibilities and they fulfil their role of offering appropriate challenge and support – Pupil Premium Review Oct 2020 – Craig Batley.</li> <li>Clear ownership of the Pupil Premium expenditure which links directly to the diminishing of differences between PP and Non PP</li> <li>Diminishing the difference is high priority on the School Development Plan</li> <li>Robust approach of monitoring of PP attainment and progress – staff held to account within pupil progress meetings</li> <li>Increased Governor knowledge and awareness of Pupil Premium Expenditure and impact (Governor minutes/Pupil Premium Review Governor)</li> </ul>		
SLT to provide daily teaching of English and Maths for a bespoke group of potential GDS pupils who include 12/22 pupil premium pupils. 3 hrs daily x 36 weeks = <b>£30,000</b>	GDS outcomes at the end of KS2 are low compared to National data in Reading and Maths. There are a larger proportion of pupil who are capable of achieving GDS at the end of KS2 (21ch in 2019 results were between 105-109SS in maths and 14ch in Reading) but due to low starting point as entry into Year 3 teachers are focusing on achieving ARE.	1,6

	<b>EEF Toolkit: +6 months years' for highly effective teachers</b> EEF Toolkit - Reading comprehension strategies (+5 months) Mastery learning (+5 months), EEF Literacy and Mathematics in KS2 Recommendation 2 (2017)	
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**Impact:** See Pupil Premium Review Report/Follow up Report October 2020, Data Analysis, CPD overview 2021/22

Most-able pupils are challenged well. Achievement information shows that these pupils are making good headway in reading, writing and mathematics – Ofsted 2017 report

There is a strong whole-school ethos of attainment for all in which pupils are expected to take responsibility and increasing ownership of their learning as they move through school. This is particularly impressive in Years 5 and 6 where pupils are particularly collaborative and where pupils are expected to peer mark and support others' learning - Pupil Premium Review Oct 2020 with Craig Batley

There are high levels of consistency in the use of working walls, in planning, lesson content and marking. This is supported by regular internal monitoring by senior leaders and moderation within year groups. Pupils' books evidence that, as a result, all pupils are regularly being given opportunities to develop their reasoning in maths, produce regular writing in English lessons and respond to marking which is helping pupils make additional learning - Pupil Premium Review Oct 2020 with Craig Batley

- External review/Trust verification – verification of T&L judgements across school with focus on disadvantaged pupils, scaffolding, resources used and role of adults in the classroom
- Greater CPD for staff to identify pupils 'Off track' from KS1 and understanding of attainment and progress.

YEAR 6 ARE		READING	WRITING	MATHEMATICS
All	110	65%	58%	62%
Pupil Premium	44	57%	45%	42%
Non Pupil Premium	66	72%	66%	69%
Difference	22	15%	21%	27%

Provide a range of **targeted CPD** to enable teachers to be outstanding classroom practitioners for example Pupil Premium Practice in the classroom - '**Biasing the learning**' as a PP mantra.  
**£6,000**

QFT has a positive impact for pupil premium pupils. Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long-term impact for all pupils but especially disadvantaged (-6 months progress for poorly performing teachers versus +6 months years' for highly effective ones). (see also preamble to Sir John Dunford's 10 point plan 2014).

1,3,4,5

Impact

- There is a strong whole-school ethos of attainment for all in which pupils are expected to take responsibility and increasing ownership of their learning as they move through school. This is particularly impressive in Years 5 and 6 where pupils are particularly collaborative and where pupils are expected to peer mark and support others' learning - Pupil Premium Review Oct 2020 with Craig Batley
- There are high levels of consistency in the use of working walls, in planning, lesson content and marking. This is supported by regular internal monitoring by senior leaders and moderation within year groups. Pupils' books evidence that, as a result, all pupils are regularly being given opportunities to develop their reasoning in maths, produce regular writing in English lessons and respond to marking which is helping pupils make additional learning - Pupil Premium Review Oct 2020 with Craig Batley

<ul style="list-style-type: none"> <li>Progress for Year 6 Pupil Premium: 44ch Reading = 24.9 steps (Expected 24 steps from KS1) Writing = 22.3 steps (Expected 24 steps from KS1) Maths = 25.2 steps (Expected 24 steps from KS1) NB: two national lockdowns have taken place during the educational phase for current Year 6.</li> </ul>		
<p><b>Non-class based Inclusion Lead</b> to ensure the needs of all vulnerable pupils (SEN/PP/LAC) are met, including through improved identification of SEND needs. (JH/LC Roles within school)</p> <p>Class teachers to be more involved in teaching SEND pupils directly, as well as through the work of well-trained and deployed TAs.</p> <p><b>£8,000</b></p>	<p>Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long term impact for all pupils, including those with SEND.</p> <p>Also mastery learning (+5 months), collaborative learning (+5 months)</p> <p>These will rapidly become part of QFT throughout the school, again 'biased towards' PP pupils' where appropriate.</p>	7
<p><b>Impact:</b> See SEND Impact Report, CPD overview for staff, Data analysis for groups (Termly)</p> <p>Highly trained teaching assistants give valuable support to pupils resulting in them now making faster progress, particularly in reading and mathematics – Ofsted 2017 Report</p> <p>Support from outside agencies is bought in to ensure that the needs of the most vulnerable pupils are promptly met – Ofsted 2017 Report</p> <p>Support staff are well deployed on pedagogic tasks and leaders invest in their development and hold them appropriately to account. Leaders have mitigated against the danger of interventions not having an impact in other lessons as teachers plan the interventions so are fully aware of the content and able to help pupils make links in the rest of their learning – Pupil Premium Review Oct 20 – Craig Batley</p> <ul style="list-style-type: none"> <li>47% of the SEND register are also disadvantaged pupils – SEND register is robust and accurate where teachers have ownership of Quality First Teaching</li> <li>Teachers held to account within pupil progress meetings for specific group attainments and progress – interventions advised and training provided where appropriate</li> <li>Staff CPD – support with writing SMART targets for OPPs to ensure rapid and sustained progress which involves pupil/parent views</li> </ul> <p>Staff CPD – supporting children with additional needs through appropriate scaffolding and resources</p> <p><b>SEND review 23.03.22:</b></p> <ul style="list-style-type: none"> <li>SEND is a standing agenda item for staff meetings ensuring it remain high profile and allowing for timely and relevant training, information sharing and discussions surrounding individuals and groups of children</li> <li>There are well established practices for interventions that minimise risk of missed learning whilst ensuring opportunities to teach skills that children can put into practice aiding their development.</li> <li>There is a continuous focus on the Assess plan Do Review cycle taking place that ensures that children's needs are known and support and provision is clearly tailored to remove barriers to learning. Teachers understand that they are responsible for children with SEND and take ownership of plans. Teachers and Assistants discussed their collaborative and pro-active approaches that ensures that adaptive teaching and support is timely and targeted. Interventions are planned to ensure that missed learning is minimised.</li> </ul> <p>NB/ Additional funding to be added to the plan to allow for the DSL to work alongside the PP and PA. New target to be added to the plan for 2022-23</p>		
<b>Comprehension Development</b>	Reading attainment is significantly below National even though it has increased in 2019	1,4



<p>Raise the profile of reading, increase reading skills (especially comprehension), especially for boys and struggling readers, Bug Club</p> <p><b>£4,000</b></p>	<p>John Murray strategies are developed but not yet embedded within whole school practice. Further time and monitoring is needed to ensure strategies are embedded.</p> <p>Need to develop literature within the developing library areas/classrooms and the non-core reading linked to topics</p> <p>EEF Toolkit - Reading comprehension strategies (+5 months)</p> <p>EEF Literacy in KS2 Recommendation 3 (2017)</p>	
<p><b>Impact:</b> See Pupil Premium Review Report October 2020, Reading Data Analysis and evaluation (Termly), Monitoring Calendar and outcomes.</p> <p>Highly trained teaching assistants give valuable support to pupils resulting in them now making faster progress, particularly in reading and mathematics – Ofsted 2017 Report</p> <ul style="list-style-type: none"> <li>• John Murray reading strategies embedded across school from initial INSET training in October 2018</li> <li>• FFT- Vocabulary Training strategies securely embedded to incorporate and understanding of Ties of vocabulary and how children can use this to make links within learning</li> <li>• QLA outcomes used to identify question stems for planned input and practise</li> <li>• Extended Guided reading (Whole class) for 45 minutes daily where modelled comprehension input of key skills are taught daily to children</li> <li>• Reading materials purchased are engaging to boys across various genres – available within book corners, reading scheme, main library and through free online resources to engage boys</li> <li>• Parental reading workshops to raise profile and importance of reading within the community</li> <li>• Differences between PP and Non PP pupils are diminishing over time across school from KS1</li> <li>• Catch-up intervention focus for identified disadvantaged/Non-disadvantaged children led by TAs through extended school day. (See separate impact of individual interventions)</li> </ul> <p><b>Progress Reading Data for Disadvantaged Pupils (In-year):</b>  Year 3: PP = 36/81ch. Reading Progress = 6.3 steps (Expected = 6 steps)  Year 4: PP = 41/118ch. Reading Progress = 5.8 steps (Expected = 6 steps)  Year 5: PP = 44/111ch. Reading Progress = 7.1 steps (Expected = 6 steps)  Year 6: PP = 44/110ch. Reading Progress = 7.6 steps (Expected = 6 steps)</p>		
<p>To develop a Mastery approach.</p> <p>Training for all staff</p> <p>Resources</p> <p><b>£1,000</b></p>	<p>% of children working at greater depth is below national at the end of each year group, then ultimately at the end of KS2.</p> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</p> <p>See also metacognition and self-regulation (+8 months)</p>	<p>1-7</p>
<p><b>Impact:</b> See Pupil Premium Review Report October 2020, Data analysis</p> <p>Most-able pupils are challenged well. Achievement information shows that these pupils are making good headway in reading, writing and mathematics – Ofsted 2017 report</p> <p>Governors are well-informed, knowledgeable and provide an appropriate balance of challenge and support. They are kept very well informed with half-termly reports on all pupils, including the disadvantaged. The chair of governors accurately identified disadvantaged pupils' main barriers to learning and was aware of the main areas of Pupil Premium spend and its intended impact – Pupil Premium Review Oct 2020 – Craig Batley</p> <ul style="list-style-type: none"> <li>• Targeted teaching for GDS pupils in English and maths through bespoke groups taught by HLTAs and SLT in Year 6</li> </ul>		

<ul style="list-style-type: none"> <li>• Stretch and challenge and mastery skills applied within teaching and through focused activities planned</li> <li>• Pupil progress meeting discussions – HAPS and how they are challenged and supported e.g. Morning boosters, bespoke teaching groups, interventions</li> <li>• External review/Trust verification – verification of T&amp;L judgements across school with focus on disadvantaged pupils, scaffolding, resources used and role of adults in the classroom</li> <li>• Greater CPD for staff to identify pupils 'Off track' from KS1 and understanding of attainment and progress.</li> <li>• There is a strong whole-school ethos of attainment for all in which pupils are expected to take responsibility and increasing ownership of their learning as they move through school. This is particularly impressive in Years 5 and 6 where pupils are particularly collaborative and where pupils are expected to peer mark and support others' learning - Pupil Premium Review Oct 2020 with Craig Batley</li> <li>• There are high levels of consistency in the use of working walls, in planning, lesson content and marking. This is supported by regular internal monitoring by senior leaders and moderation within year groups. Pupils' books evidence that, as a result, all pupils are regularly being given opportunities to develop their reasoning in maths, produce regular writing in English lessons and respond to marking which is helping pupils make additional learning - Pupil Premium Review Oct 2020 with Craig Batley</li> </ul>		
<p>Use of additional support through HLTAs/TAs 4X HLTAs across KS2 £32,000 4 x TAs across KS2 £50,000</p>	<p>To support high number of PP children across KS2 especially those with multiple needs. (42% PP)</p> <p>To support children entering KS2 who are below/well below ARE in R,W&amp;M.</p>	1-7
<p><b>Impact:</b> See Pupil Premium Review Report October 2020, Data analysis, Monitoring activities, Catch up Records and Data Analysis for impact/progress</p> <p>Pupils' books provide strong evidence of the impact of this approach. They show pupils' increasing ability to self-edit writing and that pupils respond to marking in writing and maths. As a result, pupils are making additional learning – Pupil Premium Review Oct 2020 – Craig Batley</p> <p><b>Focussed CPD Training</b> Support staff are well deployed on pedagogic tasks and leaders invest in their development and hold them appropriately to account. Leaders have mitigated against the danger of interventions not having an impact in other lessons as teachers plan the interventions so are fully aware of the content and able to help pupils make links in the rest of their learning – Pupil Premium Review Oct 2020 – Craig Batley</p> <p><b>SEND Review:</b> Teachers and Assistants discussed their collaborative and pro-active approaches that ensures that adaptive teaching and support is timely and targeted. Interventions are planned to ensure that missed learning is minimised.</p> <p><b>2022 Outcomes: KS2 (44/110ch are PP) NB National Lockdown 4.1.20-24.3.20/March 2019</b> Reading ARE PP outcomes 25/44 = 57% (18/44 = 41% @ end of KS1) Progress from KS1 = +24.9 steps (24 is expected) Writing ARE PP Outcomes 20/44 = 45% (15/44 = 34% @ end of KS1) Progress from KS1 = +22.3 steps (24 is expected) Maths ARE PP Outcomes 25/44 = 57% (18/44 = 41% @ end of KS1) Progress from KS1 = +25.2 steps (24 is expected)</p>		
<p><b>Multi-Cultural Workshops (41% from PP) - To broaden knowledge and experiences</b> <b>£1000</b></p>	<p>Children have limited experiences and knowledge of different faiths and cultures. Children need exposure to develop tolerance. EEF Toolkit S &amp; E aspects (+4 months) Metacognition (+8 months)</p>	3
<ul style="list-style-type: none"> <li>• Children demonstrate through external visits: MCS1, Subject leader, that they know more and remember more and can make the links to curriculum knowledge and multi-cultural links</li> <li>• Revered Tracy has attended school at least fortnightly</li> </ul>		

<ul style="list-style-type: none"> <li>Contributions to foodbanks, charities and visitors into school as a result of SMSC work completed in reflection times</li> <li>Reflection books/assembly books demonstrate the work done to support multicultural events</li> <li>Behaviour impact reports show that there was only one reported racial incident in the academic year.</li> <li>Revised RE curriculum to reflect the Wakefield local offer and the coverage of faiths and experiences</li> </ul> <p>SMSC is a strength within the school through links with Connecting Classrooms Project E.g. Ghana Links which have secured the International School Award for the last 5 years and plans to resubmit for 22-23 are in place</p>		
<p><b>Oral Language Intervention</b></p> <p><b>Vocabulary Gap INSET training £2,000</b></p> <p>Implementation of related vocabulary to each topic area evident within all curriculum planning</p>	<p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. See EEF toolkit</p>	<p>1,4,5,7</p>
<ul style="list-style-type: none"> <li>Refer to KS2 results 2022</li> <li>QLA demonstrates that children know more vocabulary and can apply this into different settings</li> </ul> <p>Writing LA moderators report commented that children's vocabulary acquisition was very strong and children were using this in their writing- monitoring file, books and curriculum subject Big Question writing</p>		

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

Budgeted cost: £ 77 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance initiatives (proportion of rewards and salary from PP)</b></p> <p>Linda Wells – <b>£7,500</b></p>	<p>Attendance is below national. School has reduction of PA. However, it remains an on-going challenge. Education Welfare Officer post supports ambition to sustain improvements made and reach/exceed NA attendance through monitoring and response to poor attendance and management of incentives/rewards. Raise profile of good attendance</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>	<p>2</p>
<p>Most impact has been made through working with the parents of disadvantaged pupils, for example so that parents understand the importance of listening to their children reading at home – Ofsted 2017 report</p> <p>Pastoral staff know the families very well and have developed high levels of trust and engagement with parents and their children. They also have developed strong systems for tracking pupils' attendance and Persistent Absence (PA).- Pupil Premium Review Oct 2020 with Craig Batley</p> <p>Pupils' behaviour and their attitudes to learning was a consistent strength during the review day. Pupils repeatedly presented as being keen to succeed, were consistently focused on their learning and moved around the</p>		

building politely and quietly. The pupils spoken to were thoughtful, courteous and clear in their responses – Pupil Premium Review Oct 2020 – Craig Batley

- EWO working closely with Attendance Officer in school
- Attendance procedures are robust – Early identification and intervention for key families
- Cumulative attendance is at 92.51% cumulative for 21-22, this is above national (86.9%). Persistent absence is tracked weekly and meetings held with parents as soon as attendance starts to dip – this ensures that early intervention is supportive and measures implemented to limit impact on a child’s education. Persistent absence which includes positive Covid-19 cases as well as the heightened illness such as chicken pox and sickness bugs due to lower immune systems was 23.35% for 21-22
- School reward initiatives E.g. Attendance Trip, certificates, Raffle prizes School reward initiatives E.g. Attendance Trip, certificates, ‘more than a school’ initiative

<p><b>Art Therapy from artist in residence</b> - To support targeted PP children with emotional problems and to improve communication  <b>HLTA @ 50% x 39% PP = £5,000</b></p> <p><b>Resources</b></p>	<p>In the EEF Toolkit, interventions such as this have been seen to have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p> <p>Arts participation (+2 months), Behaviour interventions (+3 months).</p>	<p>5</p>
<p><b>Emotional Literacy Learning Mentors (Part funded from PP)</b></p> <p>3x Learning mentor employed to work with PP Pupils and deliver daily nurture and focus groups to targeted PP children</p> <p><b>£40,000</b></p>	<p>Increased number of SEMH issues amongst disadvantaged pupils. Children facing barriers to learning because of this.</p> <p>EEF states that ‘On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (+4 months).</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>	<p>5</p>
<p>Behaviour / Social and Emotional Development: Intensive support for those at risk of permanent exclusion through use of <b>3 Learning Mentors</b></p> <p>Children receive alternative style provision to cater for individual needs and to reintegrate into the mainstream classroom</p>	<p>Large number of PP children at risk of exclusion and struggling to function within a mainstream classroom.</p> <p>The EEF states, Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues  (Oversall average impact +3 months)</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>	<p>2,5,7</p>
<p>Nurture Groups  <b>3 x Learning Mentors</b>  <b>Resources to deliver bespoke nurture intervention</b>  <b>Cost £15,000</b></p>	<p>A large number of our children are not ready to learn at the start of the school day due to home circumstances, SEMH, behavioural and other medical needs</p> <p>The EEF states:  Evidence suggests that, on average, behaviour interventions can produce moderate</p>	<p>5</p>

	improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues	
<p><b>Impact:</b> Learning Mentor intervention tracking, CPOMs, ½ termly Behaviour impact reports &amp; logs.</p> <p>School has a very clear Pupil Premium strategy and senior leaders have a focus on holistic development and continuous improvement which strikes an excellent balance between pupils' emotional and social needs and their academic development. – Pupil Premium Review October 2020 with Craig Batley.</p> <p>Pastoral staff know the families very well and have developed high levels of trust and engagement with parents and their children. They also have developed strong systems for tracking pupils' attendance and Persistent Absence (PA).- Pupil Premium Review Oct 2020 with Craig Batley</p> <p>Pupils' behaviour and their attitudes to learning was a consistent strength during the review day. Pupils repeatedly presented as being keen to succeed, were consistently focused on their learning and moved around the building politely and quietly. The pupils spoken to were thoughtful, courteous and clear in their responses – Pupil Premium Review Oct 2020 – Craig Batley</p> <ul style="list-style-type: none"> <li>• Specialist nurture groups and interventions implemented to reflect the needs of children identified</li> <li>• Additional transition for Vulnerable, SEND and other identified individuals</li> <li>• Close working partnerships with external agencies</li> <li>• Increased emotional regulation</li> <li>• Resources purchased to support interventions</li> <li>• Training attended by Learning Mentors</li> <li>• School achieved the Well-Being Award in February 2019 – whole school focus for staff and children</li> <li>• Well-being First Aiders now in place and on second year of retraining</li> </ul> <p>Sustained reduction in suspensions over a 3 year period and sustained reduction in logged behaviour incidents</p>		
<p>Commission <b>additional Ed. Psych Support</b></p> <p><b>Pupil who are PP with SEND needs = 22%</b></p> <p><b>£4,000</b></p>	<p>Current offer does not meet the needs of the school. Historic inadequacy in the provision for SEND children</p> <p>Ed Psych to provide feedback to children and adults around progress/actions. Research shows high quality feedback supports rapid progress (EEF toolkit)</p>	6
<p><b>Impact:</b> Learning Mentor interventions and tracking overviews, CPOMs, ½ termly Behaviour impact reports</p> <ul style="list-style-type: none"> <li>• Increased emotional regulation</li> <li>• Resources purchased to support interventions</li> <li>• Training attended by Learning Mentors</li> <li>• School achieved the Well-Being Award in February 2019 – whole school focus for staff and children</li> </ul> <p>Well-being First Aiders now in place and on second year of retraining</p>		
<p>Staffing/resourcing Breakfast Club (free for identified pupil premium pupils)</p> <p><b>£6,000</b></p>	<p>Providing a free healthy breakfast ensures pupils start the day in a positive way. Also ensures they are sufficiently nourished 5 mornings per week.</p> <p>Pupils who regularly attend breakfast club will develop better relationships and have opportunities to improve their reading. Engage in positive communication and activity.</p> <p>Children who have their basic needs met are more able to access learning and display positive behaviour (Maslow)</p>	2,4

## Impact

Reading events and covid interventions have been used to narrow gaps caused by lost learning through the covid recovery strategy. Children were offered breakfast as part of this. See covid recovery analysis, outcomes and session logging systems

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

Budgeted cost: £ 28 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Before school and after school intervention classes for maths and English Y3-6</p> <p><b>£10,000</b></p>	<p>QFT has a positive impact for pupil premium pupils, especially in a small group situation</p> <p>Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long-term impact for all pupils but especially disadvantaged</p>	1,5,6,7
<p><b>Impact: Data analysis</b></p> <p>Inspectors found that improvements made to the curriculum and teaching have had a profoundly positive effect on the outcomes of pupils currently in the school. Pupils in all years are now making rapid progress in reading, writing and mathematics – Ofsted 2017 report</p> <ul style="list-style-type: none"> <li>• Reading events and covid interventions have been used to narrow gaps caused by lost learning through the covid recovery strategy. See covid recovery analysis, outcomes and session logging systems</li> <li>• Targeted teaching of identified pupils in English and maths across school attended morning boosters</li> <li>• QLA outcomes identify gaps in knowledge which are addressed through morning and after school interventions – see tracking data outcomes for individual interventions</li> </ul> <p><b>2022 Outcomes: KS2 (44/110ch are PP) NB National Lockdown 4.1.20-24.3.20/March 2019</b></p> <p>Reading ARE PP outcomes 25/44 = 57% (18/44 = 41% @ end of KS1) Progress from KS1 = +24.9 steps (24 is expected)</p> <p>Writing ARE PP Outcomes 20/44 = 45% (15/44 = 34% @ end of KS1) Progress from KS1 = +22.3 steps (24 is expected)</p> <p>Maths ARE PP Outcomes 25/44 = 57% (18/44 = 41% @ end of KS1) Progress from KS1 = +25.2 steps (24 is expected)</p>		
<p><b>Employment of Learning Mentors x 3 (partly funded)</b></p> <p>Increased targeted support for vulnerable families to enhance pupils' attendance and learning</p> <p>Targeted action and work with families to address safeguarding issues.</p> <p><b>Delivery of various workshops for parents to attend (resources and refreshments)</b></p> <p><b>£2,000</b></p>	<p>School ranked 103rd most deprived out of 114 LA schools on the IDACI scores</p> <p>To ensure children are safe through monitoring of and response to welfare/safeguarding concerns.</p> <p>To support families so that home circumstances support readiness for learning.</p> <p>To build positive home school relationships and maximise parental support for learning.</p> <p>EEF Toolkit – parental involvement (+3 months)</p>	1-7
<p><b>Subsidy for out of school activities /trips/visitors to school</b></p> <p><b>£15,000</b></p>	<p>FSM eligibility is arguably not a reliable indicator of deprivation/need for many families therefore a universal subsidy is offered to maximise engagement in activities (pro-rata for PP proportion in each year group).</p> <p>Funding also used to support targeted enrichment/extension days for eligible pupils.</p> <p>EEF Toolkit outdoor adventure learning (+4 months)</p> <p>EEF Toolkit S &amp; E aspects (+4 months)</p>	3

	Metacognition (+8 months)	
<p><b>Impact:</b> Enrichment overviews, Seesaw evidence videos and displays</p> <ul style="list-style-type: none"> <li>• Music tuition available for disadvantaged pupils exposing them to wider experiences – E.g. Guitars for Year 4 weekly</li> <li>• Trips, after school clubs and Residentials are heavily subsidised to ensure children experience a range of extra-curricular activities</li> </ul> <p>See enrichment files which showcase the range of extra-curricular activities children access both internally and externally throughout the academic year – development of cultural capital and application of acquired knowledge to their learning</p>		
<p><b>Milk-</b> To offer children in receipt of FSM free milk to ensure a nutritious drink during the day</p> <p><b>£1875</b></p>	<p>Healthy diet and nutrients needed in order to grow and develop properly</p>	<p>4</p>
<p><b>Impact:</b></p> <p>Children accessing a nutritional drink daily with additional access to healthy drinks at lunchtime as part of menu planning by the inhouse catering team</p>		

**Total budgeted cost: £ 168 000**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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
X tables Rockstars	TT Rockstars
Bug Club	Pearson
Oxford Spelling and RWI phonics	Oxford University Press



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*