

Pupil Premium Strategy Statement

Part 1 - 2021 – 2022

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	Lark Hill Primary School
Number of pupils in school	532 (incl. 50 Nursery)
Proportion (%) of pupil premium eligible pupils	49.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	<u>2021 – 2022</u> 2022 – 2023 2023 – 2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022 – Year 1 Review
Statement authorised by	Chair of Governors Margaret Woodhouse
Pupil premium lead	Wendy McCormack Executive Headteacher
Governor / Trustee lead	Margaret Woodhouse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£329,473
Recovery premium funding allocation this academic year	£34,003
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£363,476

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium at Lark Hill Primary School

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.

The objectives for our disadvantage pupils:

- All children can communicate effectively and have the speaking and listening skills achieve in all areas of the curriculum.
- Progress by the end of each key stage is equitable for all children.
- All children are able to regulate their behaviours so that disruption to learning is minimal.
- All children have a wide range of experiences and opportunities to develop cultural capital.
- All children are meeting our attendance target of 96%.

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.

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.

Challenges

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

Challenge number	Detail of challenge
1	Over 50% of children in socially deprived areas may start school with impoverished speech, language and communication skills. On average children from the poorest 20% of the population are over 17 months behind a child in the highest income group in language development at age three.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Internal and external (where available) assessments indicate that attainment in reading, writing and mathematics in KS1 among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Internal and external (where available) assessments indicate that attainment in reading, writing, mathematics and GPS in KS2 is too low.
6	To address issues associated with mental health and disadvantage . Our assessments (including wellbeing survey and pupil voice), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to self-esteem, and a lack of enrichment opportunities as well as first hand experiences during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1 - 4% lower than for non-disadvantaged pupils. 7% of disadvantaged pupils have been 'persistently absent' compared to 0% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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									
<p>Improved speech, language and communication skills among disadvantaged pupils.</p>	<p>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.</p> <p>Starting point information 2021-22</p> <table border="1" data-bbox="821 696 1310 927"> <thead> <tr> <th>WellComm</th> <th>Sept 21</th> <th>July 22</th> </tr> </thead> <tbody> <tr> <td>Nursery (all)</td> <td>3/46 (7%)</td> <td>30/54 (56%)</td> </tr> <tr> <td>Reception (all)</td> <td>0/59 (0%)</td> <td>18/59 (31%)</td> </tr> </tbody> </table>	WellComm	Sept 21	July 22	Nursery (all)	3/46 (7%)	30/54 (56%)	Reception (all)	0/59 (0%)	18/59 (31%)
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<p>To increase articulation and reasoning throughout school for all pupils through the use of critical thinking and vocabulary across the curriculum where the confidence levels of children in public speaking is increased.</p>	<p>Pupil talk is a high priority in all lessons and pupil feedback reflects positive engagement and enjoyment in all learning.</p> <p>Opportunities to develop an understanding of and to use high quality vocabulary is evident in all subjects.</p> <p>Feedback and questioning is used effectively in all subjects to provide challenge and deepen thinking.</p>									
<p>Improved phonic attainment for disadvantaged pupils at the end of Year 1 and ensure gap is closed by end of Year 2 so as not to negatively impact on development as readers.</p>	<p>Parents/Carers will feel fully supported during their child's early reading journey from EYFS to Y1. All applicable staff members will teach RWI to a consistent high standard. Parents will be provided with home learning resources to develop Phonics. Pupils will be able to decode in line with their Year group expectations.</p> <p>Consistency in books is evident across all subjects in all year groups. KS2 reading outcomes in 2024/25 show that more than X%* of disadvantaged pupils met the expected standard.</p> <p>Starting point information 2021-22</p> <table border="1" data-bbox="821 1780 1310 1939"> <thead> <tr> <th>Phonics screen</th> <th>Nov '21</th> <th>June 22</th> </tr> </thead> <tbody> <tr> <td>Year 1 (all)</td> <td>29%</td> <td>59%</td> </tr> <tr> <td>Year 2 (all)</td> <td>52%</td> <td>73%</td> </tr> </tbody> </table>	Phonics screen	Nov '21	June 22	Year 1 (all)	29%	59%	Year 2 (all)	52%	73%
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<p>To close the gap between disadvantaged and non-disadvantaged in KS1 in reading, writing and Mathematics.</p>	<p>KS1 reading, writing and maths outcomes in 2024/25 show that more than X%* of disadvantaged pupils met the expected standard.</p> <p>Starting point information 2021-22</p> <table border="1" data-bbox="820 418 1310 577"> <thead> <tr> <th>July '22</th> <th>Rd</th> <th>Wr</th> <th>Ma</th> </tr> </thead> <tbody> <tr> <td>Year 2(all)</td> <td>50%</td> <td>40%</td> <td>53%</td> </tr> <tr> <td>Year 2 (D)</td> <td>42%</td> <td>36%</td> <td>45%</td> </tr> </tbody> </table>	July '22	Rd	Wr	Ma	Year 2(all)	50%	40%	53%	Year 2 (D)	42%	36%	45%			
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<p>To address children's emotional, behavioural and mental health needs at an early stage in order to remove barriers to learning and lay the foundations for making healthy life choices in teenage and adult years.</p>	<p>Boxall assess all pupils to accurately target and provide emotional and therapeutic support to identified pupils and families of target PPG.</p> <p>Pupil voice shows that pupils are happy to attend school, feel safe and ready to learn. Pupils are able to achieve their potential as they are ready to learn.</p> <p>Starting point information 2021-22</p> <table border="1" data-bbox="813 1527 1410 1637"> <thead> <tr> <th>Boxall</th> <th>Summer '21</th> <th>Spring '23</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>68%</td> <td></td> </tr> <tr> <td>D pupils</td> <td>42%</td> <td></td> </tr> </tbody> </table>	Boxall	Summer '21	Spring '23	All	68%		D pupils	42%							
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<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 8%. 															

The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

Starting point information 2021-22

Attendance	Aut '21	Sum '22
Attendance (all)	93.6%	92.6%
Attendance (D)	92.4%	91.2%
PA (all)	13.5%	24.8%
PA (D)	12.7%	14.6%

* This will be updated when we have accurate assessment information for disadvantage and non-disadvantage.

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: £160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2,3,4,5
<p>Embedding talk 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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,6
<p>Continue to embed RWI to secure stronger phonics teaching for all pupils. This includes release time for the reading leads to quality assure and access consultancy support.</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>	1,2,3,4
<p>Develop a consistent approach to assessment from Y1 – 6, ensuring this is progressive from EY to KS1.</p>	<p>These frameworks are only used to make a teacher assessment at the end of the key stage. To track progress, PiXL is used three times a year.</p> <p>https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1</p>	1,2,3,4,5

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher re-lease time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2</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>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>Employ additional teachers to deliver the School-led tutoring programme including:</p> <ul style="list-style-type: none"> • Phonics in KS1 • English and Maths in KS2 	<p>Tutoring will be 121 or small group based and be planned taking into account the characteristics associated with positive outcomes listed in the DfE Guidance document:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led Tutoring Guidance.pdf</p>	3,4,5
<p>Improve the emotional well-being of children to ensure that they are ready to learn.</p> <p>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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>	6,7

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

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use the WellComm assessment tool to:</p> <ul style="list-style-type: none"> enable teachers to quickly screen children's speech and language skills, and then to provide immediate targeted support where it is needed; use Wellcomm resources so that practitioners can also enhance the skills of those children whose speech is developing along normal lines. provides Group Reports for comparative purposes and also individual reports to support tailored interventions. <p>Blank Level TALC assessments to track progress in understanding and speaking.</p>	<p>Social disadvantage and Social mobility</p> <p>Over 50% of children in socially deprived areas may start school with impoverished speech, language and communication skills. On average children from the poorest 20% of the population are over 17 months behind a child in the highest income group in language development at age three.</p> <p>https://www.gla-assessment.co.uk/assessments/products/wellcomm/</p> <p>In England, almost one child in four (23%) does not meet the expected level of language development by the age of five. Children living in poverty face a much greater risk of falling behind – one in three (35%) does not have the language skills expected of a five-year-old.</p> <p>Use TALC = Test of Abstract Language. Comprehension (Elklan) based on the Language of Learning Model proposed by Blank, Rose and Berlin (1978).</p> <p>https://www.research.manchester.ac.uk/portal/files/</p>	<p>1,2,3,4</p>
<p>To embed P4C in every classroom with expectations for once a</p>	<p>We have known for a long time that talk is essential to children's thinking and learning, and to the productive engagement in classroom life, especially in the early</p>	<p>1,2,3,4,5</p>

<p>week, with flexibility within the weekly timetable.</p> <p>To improve the public speaking skills and confidence of all children.</p>	<p>and primary years. We now have additional evidence, from over 20 major international studies, that high quality classroom talk raises standards in the core subjects as typically measured in national and international tests.</p> <p><i>Robin Alexander – letter to the Secretary of State 30 September 2011</i></p> <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>	
<p>To ensure high quality consistent phonics teaching/intervention throughout the KS1.</p> <p>To ensure the application of phonics is well embedded in Reading.</p> <p>To track the attainment of pupils in Years 1 and 2 to ensure that the majority pass the phonics screening check.</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>	2, 3, 4
<p>Additional English and maths sessions targeted at disadvantaged pupils who require further support. These are to take place in addition to timetabled lessons.</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>	3
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition and school-led tutoring for pupils whose education has</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>	1, 2, 3, 4

<p>been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional pastoral support across KS1 and KS2 to deliver bespoke interventions in building emotional resilience and readiness for learning.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3,4,5</p>
<p>Therapeutic interventions in place including: Art Engagement; Social Skills; Play Therapy including Lego Therapy; Anger Management and Emotional Regulation. Commissioned multi-agency support including the Education and Welfare Service.</p>	<p>Over 1 million children in the UK have a mental health problem. Nearly half of young people with mental health problems drop out of full time education by age 15. Over 90% of young offenders had a mental health problem in childhood. 1 in 6 adults have a mental health problem. The World Health Organisation predicted that depression will be the 2nd largest killer of all parents by 2020.</p>	<p>1,2,6,7</p>
<p>Half termly experiential learning for all pupils.</p>	<p>Experiential learning has the powerful potential to support motivation for learning. Experiential learning presents learning opportunities that focus on material and skills that are relevant to children's lives, which has a positive impact on their motivation to learn. https://www.citb.co.uk/media/u0bepbq/best-practice-in-experiential-learning-final.pdf</p>	
<p>Embedding principles of good practice set out in</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly</p>	<p>4, 5</p>

<p>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>Also the purchase of a SLA with Education Welfare Officer.</p>	<p>reduced levels of absence and persistent absence.</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £365,000

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 2021 to 2022 academic year.

1. Improved speech, language and communication skills among disadvantaged pupils:

On entry to Nursery, 3 children out of 46 were assessed at age related on WellComm screening. 7/46 were 1 level below with the rest of the cohort ranging between 3 and 8 levels below. This is between 36 months and 6 to 11 months in age.

All children accessed weekly intervention groups; children more than two levels below accessed two intervention groups a week. Nursery staff meet weekly to share WellComm targets and focus on these in continuous provision. Class teachers identify key vocabulary using the Word Wizard approach and plan for this as part of Quality First Teaching. Talk strategies are planned for throughout all sessions. Parents receive weekly WellComm homework which is discussed in learner reviews.

100% of children have made progress. The number of children at age related has increased to 30 out of the original 46 children increasing from 7% to 61 %. As the cohort number has increased to 54 children throughout the year, over all 54 % of children are at age related.

Reception has an increased focus on Talk and P4C strategies to develop language and conversational skills. This is evident in all teaching sessions and identified as a strength. The role of the adult outdoor has been a focus to target adult interactions and modelling of language.

All Reception children-59

Blank level	1	2	2\3	3	3\4	4	AA (Age related)
Sept 21	6	15	21	7	8	2	0
July 22	1	4	2	4	18	12	18

2. To increase articulation and reasoning throughout school for all pupils through the use of critical thinking and vocabulary across the curriculum where the confidence levels of children in public speaking is increased.

P4C and quality pupil talk were highlighted as a particular strength in the QAR report. 'Talk partners' is a commonly used and very successful tool that teachers use to further develop collaboration in class. Peer talk was a particular feature in a Year 3 geography lesson, where the teacher asked pupils to repeat aloud the response other pupils had provided. Similarly in the Nursery, when children were invited to talk about their learning experiences, they eagerly responded." "Questioning was a strength in many lessons." QAR January 2022.

All teachers and some HLTAs trained to SAPERE level 1. P4C development days have given teachers greater confidence teaching the subject. One teacher said that they were initially scared to teach P4C because it involved lots of thinking on your feet, "the best thing I have done is to watch my partner teacher teach P4C, it gave me the confidence to teach it myself, now the children are really enjoying it."

The P4C lead has completed a Dialogue Works P4C leadership course and this has led to a new vigour and energy around implementation, support and resourcing.

Through TALK and P4C development days, we were able to see the positive impact that TALK has had on our pupils throughout the school. Pupils were able to confidently articulate their ideas and wider thinking on topics at an age-appropriate level.

Some pupil voice responses from pupil premium children in LKS2:

"talk partners help us to add to our answers because we can use each other for ideas."

"talking to my talk partner helps me feel more confident to speak."

"I'm not afraid to ask questions about vocabulary to find the meaning of the words."

3. Improved phonic attainment for disadvantaged pupils at the end of Year 1 and ensure gap is closed by end of Year 2 so as not to negatively impact on development as readers:

- Staff trained at the start of the year and ongoing support provided. This has ensured that pupils can be grouped and taught with precision, and in smaller class sizes.
- New resources bought to ensure these are of a good quality for all groups. This has improved the motivation, participation and enjoyment of pupils and staff.
- Ongoing assessment as part of a systematic synthetic phonics programme enables adaptations to groupings, starting points and targets.
- In between assessment points, children are moved into different groups if identified as exceeding or needing to revisit previous learning. This has meant early identification of children showing accelerated progress or those who are not making expected progress so that interventions can also be planned.
- 1: 1 interventions for targeted children. This has ensured that most pupils have been able to keep up without any gaps in their knowledge.
- Phonics tutoring programme for identified children. This has been monitored by the AHT and has provided an opportunity for accelerated progress for target pupils.
- Group interventions ran for varied groups over a half term throughout the year. This was highly effective at filling gaps in phonic knowledge and improved the confidence of the children.
- Class teachers keep a daily running record of daily reading. Parents are expected to read with their children five times per week and class teachers support parents to provide this practise for their children.
- Class teachers have up- dated the home learning platform weekly with retrieval and rehearsal phonics activities. (Paper based resources for children who are unable to access Seesaw).
- Previous Phonics Screening Materials made available for parents .
- Relevant spellings taught as part of English lessons in KS1.
- Transcription exercises in Year 2 as part of daily lessons.
- Volunteers used to support 1:1 reading, particularly decoding, across Year 1 and 2.

4. To close the gap between disadvantaged and non-disadvantaged in KS1 in reading, writing and Mathematics:

Maths

- Targeted groups of children for maths. This was taught by skilled LSA in smaller groups to help 'fill in the gaps' of knowledge.
- Fluency at the start of every maths lesson (5 in 5).
- Adapted WR curriculum, continually reviewed.

- In lessons, more fluency was taught (very limited on WR) before moving on to reasoning.
- Use of sentence stems to support children's explanations in reasoning questions.
- Encouraged the use of concrete resources to support children's understanding.

Writing

- Every lesson, the children model sentences before writing (oracy).
- Children have used colourful semantics to create sentences. This has supported the EAL/ SEND learners.
- Transcription and self-marking completed regularly.
- Handwriting completed daily and staff have high expectations of this.
- LSA directed support.
- LTP for reading and writing has supported teacher knowledge and therefore improved.
- QFT.

Phonics/ Reading/ Spelling

- Staff trained at the start of the year and ongoing support provided. This has ensured that pupils can be grouped and taught with precision, and in smaller class sizes. Phonics has improved children's decoding skills and has helped enable children to spell as well as read.
- WCR has enabled children to develop their fluency and comprehension skills as well as developing a pleasure of reading.
- Comprehension reading lessons based on WCR text has help children feel more confident when completing reading assessments.
- New resources bought to ensure these are of a good quality for all groups. This has improved the motivation, participation and enjoyment of pupils and staff.
- Ongoing assessment as part of a systematic synthetic phonics programme enables adaptations to groupings, starting points and targets.
- In between assessment points, children are moved into different groups if identified as exceeding or needing to revisit previous learning. This has meant early identification of children showing accelerated progress or those who are not making expected progress so that interventions can also be planned.
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- Volunteers used to support 1:1 reading, particularly decoding, across Year 1 and 2.

5. To raise the attainment and progress of all pupils, disadvantaged and non-disadvantaged in reading, writing, mathematics and GPS by the end of KS2 at both the 'expected' standard and 'greater depth':

Whit school offered to targeted children with a focus on PP children, to provide high quality intervention for Mathematics readiness for high school. Tutor Trust, who provided the sessions, felt that the offer was well taken up and attendance was comparably high versus other schools. These sessions continued across the second half of the Spring term and until the end of the year. The children who attended the Tutor sessions gained (on average) 5.4 on their standardised score equating to an increase in marks of around 26 additional marks across the 3 tests. This was around one standardised score more than children accessing the core groups and school led interventions alone, who increased their marks by around 22 extra marks.

Teacher employed to deliver intervention to Y6 pupils until SATs for one day per week, across reading and mathematics. This switched to a priority of reading and SPAG once Tutor Trust was in place for mathematics. Interventions targeted based on QLA of prior SATs papers.

AfA documents show all children making good or better progress across the year from their starting points.

The gap between attainment across the cohort and across disadvantaged pupils was very little, in deed in writing, disadvantaged children out performed their peers, at the expected standard.

Targeted teaching across 3 classes, with teachers planning and assessing together to promote consistency in quality first teaching across the year group. This continued after one teacher took maternity leave, to ensure AHT had overview of learning for all pupils across the classes and that supply teachers were well supported in delivering lessons in line with school expectations. Monitored through QAR and internal triangulation of lesson observations, book scrutiny and internal and external moderation.

6. To address children's emotional, behavioural and mental health needs at an early stage in order to remove barriers to learning and lay the foundations for making healthy life choices in teenage and adult years:

Place2Be

One-to-one counselling intervention for children ran at full capacity throughout 2021-22 with a total of 11 children accessing this particular part of the service. All parents of the children referred have engaged positively with the Place2Be practitioner, either through regular email or phone call. For 1 child working with Hira, this led to a meeting between parents, Place2Be and school based on the voice of the child from the 1:1 sessions regarding parents' communication. For 3 of the children who accessed this support, parents also engaged in the online parenting app.

Therapeutic Interventions

Salford Youth Service completed a 20 week programme with Y6 focussing on relationships, problem solving and emotions. CAMHS I-Reach practitioner worked with two children in Year 6 throughout the year. Primary Inclusion Team have worked with 32 children over the summer to lead deliver interventions for sensory play and understanding emotions. LSAs joined the sessions to be upskilled and will continue to deliver these interventions on their own next year. The impact of these interventions is currently been scored using the Strengths and Difficulties Questionnaire (SDQ).

7. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils:

Attendance

Attendance for the year is 92.6%. PA is 24.8% (National 30%, Salford 28%) 39 fixed penalty notices issued for unauthorised holidays and 8 fixed penalty notice referrals made for poor attendance. Following meetings with EWO referrals have been submitted and attendance concern letters sent to families. As a result 4 parents have escalated to fast track and 2 will go to PACE in August. In September 2022 letters will be sent across school from Nursery to Year 6 outlining the expectation around school attendance and families identified as PA in September will be escalated following a letter of concern already issued in June. Attendance has been a major concern this year and despite continued interventions from CFO and EWO it feels like there has been a distinct lack of support in this area from some parents/carers post-Covid. Fixed Penalty Notices can be effective in the short term for truancy however once the period of 'improvement' is over the child's attendance can revert back meaning the child continues to be a PA. Fixed penalty notices for holidays are often met with the attitude by parents that paying the fine is still a cheaper option than paying for a full price holiday.

We have 3 families who identify as Travellers on roll and are PP. These families can often not advise school when they are absent. We liaise with EMTAS regularly concerning this. One family has been escalated to CME twice which effects whole school attendance

Education Welfare

Regular meetings with the EWO, attendance panels and home visits continue to take place on a half termly basis. Half termly meetings of the Attendance and Safeguarding Cluster continue. Regular Partnership meetings are also held with the EWO.

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
Children's' Shakespeare Project	North West Drama
Speech Bubbles	North West Drama
TALC (Test of Abstract Language Comprehension)	Enhanced Salford NHS
Boxall Assessment	Boxall Profile
Educational Psychology Additional Hours	Salford EPS
High Quality Talk	Topsy Page

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. These include:
 - Chess
 - Sports (both key stages)
 - Dance
 - Cooking

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, pupils 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.