

# Pupil Premium Strategy Statement

## Part 2 - 2022 - 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	617
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 <u>2022 – 2023</u> 2023 – 2024
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023 – Year 2 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	£375,958
Recovery premium funding allocation this academic year	£37,990
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£413,948</b>

## 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 <b>speech, language</b> and <b>communication</b> 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 <b>oral language</b> skills and <b>vocabulary</b> gaps among many disadvantaged pupils including SEND. 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 <b>phonics</b> than their peers including SEND. This negatively impacts their development as readers.
4	Internal and external (where available) assessments indicate that attainment in <b>reading, writing and mathematics</b> in <b>KS1</b> among disadvantaged pupils, including SEND, is below that of non-disadvantaged pupils.
5	Internal and external (where available) assessments indicate that attainment in <b>reading, writing, mathematics and GPS</b> in <b>KS2</b> is too low.
6	To address issues associated with <b>mental health</b> and <b>disadvantage</b> . Our assessments (including wellbeing survey and pupil voice), observations and discussions with pupils and families have identified <b>social</b> and <b>emotional</b> 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 SEND, including their attainment.
7	Our <b>attendance</b> 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><b>Starting point information 2021-22</b></p> <table border="1" data-bbox="820 696 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> <p><b>Starting point information 2022-23</b></p> <table border="1" data-bbox="820 1016 1310 1256"> <thead> <tr> <th>WellComm</th> <th>Sept 22</th> <th>July 23</th> </tr> </thead> <tbody> <tr> <td>Nursery (all)</td> <td></td> <td></td> </tr> <tr> <td>Reception (all)</td> <td>30/54 (56%)</td> <td></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%)	WellComm	Sept 22	July 23	Nursery (all)			Reception (all)	30/54 (56%)	
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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. Opportunities to develop an understanding of and to use high quality vocabulary is evident in all subjects. Feedback and questioning is used effectively in all subjects to provide challenge and deepen thinking.</p> <p><b>Starting point information 2022-23</b></p> <table border="1" data-bbox="820 1783 1310 1980"> <thead> <tr> <th>TALK Assessment</th> <th>Sept 22</th> <th>July 23</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	TALK Assessment	Sept 22	July 23															
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<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. 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><b>Starting point information 2021-22</b></p> <table border="1" data-bbox="820 678 1310 837"> <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> <p><b>Starting point information 2022-23</b></p> <table border="1" data-bbox="820 929 1310 1140"> <thead> <tr> <th>Phonics screen</th> <th>Nov 22</th> <th>June 23</th> </tr> </thead> <tbody> <tr> <td>Year 1 (all)</td> <td></td> <td></td> </tr> <tr> <td>Year 2 (all)</td> <td>59%</td> <td></td> </tr> <tr> <td>Year 3 (all)</td> <td>73%</td> <td></td> </tr> </tbody> </table>	Phonics screen	Nov 21	June 22	Year 1 (all)	29%	59%	Year 2 (all)	52%	73%	Phonics screen	Nov 22	June 23	Year 1 (all)			Year 2 (all)	59%		Year 3 (all)	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><b>Starting point information 2021-22</b></p> <table border="1" data-bbox="820 1330 1310 1494"> <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> <p><b>Starting point information 2022-23</b></p> <table border="1" data-bbox="820 1597 1310 1760"> <thead> <tr> <th>July '23</th> <th>Rd</th> <th>Wr</th> <th>Ma</th> </tr> </thead> <tbody> <tr> <td>Year 2(all)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 2 (D)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	July '22	Rd	Wr	Ma	Year 2(all)	50%	40%	53%	Year 2 (D)	42%	36%	45%	July '23	Rd	Wr	Ma	Year 2(all)				Year 2 (D)			
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<p>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’.</p>	<p>KS2 reading, writing, GPS and maths outcomes in 2024/25 show that more than X%* of disadvantaged pupils met the expected standard.</p>																								

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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><b>Starting point information 2021-23</b></p> <table border="1"> <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"> <li>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%.</li> </ul> <p>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.</p> <p><b>Starting point information 2021-22</b></p> <table border="1"> <thead> <tr> <th>Attendance</th> <th>Aut '21</th> <th>Sum '22</th> </tr> </thead> <tbody> <tr> <td>Attendance (all)</td> <td>93.6%</td> <td>92.6%</td> </tr> </tbody> </table>	Attendance	Aut '21	Sum '22	Attendance (all)	93.6%	92.6%																								
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<p>* This will be updated when we have accurate assessment information for disadvantage and non-disadvantage.</p>			

## 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.

**Green** – What we currently offer.

**Orange** – What we intend to additionally offer.

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

Budgeted cost: £215,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <ul style="list-style-type: none"> <li>• <b>High Quality CPD/staff training supports the development of teaching and learning.</b></li> <li>• <b>Shared PPA across the year group and where feasible, across the Partnership supports the development of planning within all curriculum areas in all year groups.</b></li> <li>• <b>LSAs have access to planning time.</b></li> <li>• <b>Lesson enquiry; team teaching e.g. RWInc and peer observations enable teachers to develop their own pedagogy, e.g. P4C/TALK.</b></li> <li>• <b>Moderation activities across Partnership; Cluster and wider LA.</b></li> <li>• <b>Opportunity to develop this further within Cluster and through networks.</b></li> </ul>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF's <a href="#">guidance reports</a> offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The <a href="#">EEF Toolkit</a> includes summaries of the best available evidence on approaches.</li> <li>• Evidence Based Education's <a href="#">Great Teaching Toolkit</a> provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.</li> <li>• Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF '<a href="#">Cognitive Science Approaches in the Classroom: A Review of the Evidence</a>' summarises the evidence for teachers.</li> </ul>	<p>1, 2, 3 &amp; 4</p>



<ul style="list-style-type: none"> <li>• <b>Opportunities for shared practice within phases and paired/team teaching, research enquiry, etc. carefully planned.</b></li> <li>• <b>PiXL resources used for assessment; QLAs and targeted interventions.</b></li> <li>• <b>Opportunity to further explore use of PiXL to tailor assessments into next steps/precision teaching across Year 2-6.</b></li> <li>• <b>Key Priorities are written to ensure development of high quality teaching for all learners. A KP for 'the wider curriculum and assessment' written to ensure clear next steps can be looked at for all learners.</b></li> </ul>		
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p> <ul style="list-style-type: none"> <li>• <b>Talk and P4C training remains a high priority for all staff with all new starter teachers having training within Autumn 1.</b></li> <li>• <b>Maths Mastery training delivered through NCETM/Maths Hub; cluster events and in-house support.</b></li> <li>• <b>RWInc phonics training supports teachers and LSAs to deliver exactly</b></li> </ul>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the</p> <p>best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The <a href="#">EEF Toolkit</a> and <a href="#">guidance reports</a>.</li> <li>• The EEF's '<a href="#">Effective Professional Development</a>' guidance report offers support in designing and delivering PD and selecting external PD.</li> <li>• The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as '<a href="#">Considering a balanced design</a>', and more <a href="#">here</a>.</li> </ul>	<p>1, 2, 3, 4 &amp; 5</p>

<p>what the pupils need.</p> <ul style="list-style-type: none"> <li>• P4C training in place for all new teachers and LSAs to support TALK.</li> <li>• Staff attend Cluster meetings across all subjects to share key messages and approaches.</li> <li>• <i>CPD for all staff and pupils in Metacognition and self-regulation to be explored.</i></li> <li>• <i>Vocabulary and reading comprehension training from John Murray with a focus on inference and vocabulary.</i></li> <li>• <i>Further focus on Feedback – written/verbal and when and how this is delivered to pupils.</i></li> <li>• <i>Research Enquiry to share and improve practice within the Partnership.</i></li> <li>• <i>Development of mastery of writing, especially in UKS2 – English team to research what is available/plan CPD.</i></li> </ul>		
<p>Mentoring and coaching</p> <ul style="list-style-type: none"> <li>• <b>Coaching - planned programme of coaching – Level 1; 2 or 3.</b></li> <li>• <b>Senior Leadership team coaching.</b></li> <li>• <b>All ECTs have a trained mentor with regular weekly meetings scheduled and termly progress reviews where coaching conversations are used to reflect on</b></li> </ul>	<p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the <a href="#">'Effective Mechanisms of PD'</a> - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.</li> </ul>	<p>1, 2, 3, 4, 5 &amp; 6</p>

<p>practice and develop further.</p> <ul style="list-style-type: none"> <li>• Ensure all ECT mentors have completed coaching level 1 and 2.</li> <li>• Continue to ensure that the 10% (ECT1) and 5% (ECT2) have coaching opportunities built into these sessions.</li> <li>• <i>Develop Coaching pairs for all teachers to reflect on and improve own practice – this may be within school or across the partnership.</i></li> </ul>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy, and numeracy</p> <ul style="list-style-type: none"> <li>• <b>LSAs/teachers support with targeted interventions that feed into next steps in learning from QFT.</b></li> <li>• <b>QLAs used effectively to identify target groups and foci and recorded as part of A4A.</b></li> <li>• <b>Precision teaching takes place using PiXL therapies.</b></li> <li>• <b>LSA3s have an area where they lead – WellComm; Speech &amp; Language (EYFS); phonics; speech bubbles; RWI phonic catch up.</b></li> </ul>	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF's <a href="#">'Selecting Interventions'</a> tool offers evidence-informed guidance to select an apt programme.</li> <li>• The EEF has dedicated web pages on effective approaches to support <a href="#">literacy</a> and <a href="#">numeracy</a>.</li> </ul>	1

<ul style="list-style-type: none"> <li>• <i>Extend this for Early Maths interventions.</i></li> <li>• Trained and experienced teachers deliver School Led tutoring.</li> <li>• Phonics groups are assessed and streamed according to stage; groups delivered daily by class teachers and LSAs; groups changed half-termly.</li> <li>• <i>Further explore PiXL therapies by liaising with PiXL consultants.</i></li> </ul>		
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p> <ul style="list-style-type: none"> <li>• SENDCo provides support/advice to all staff, parents/carers. SENDco attends A4A meetings.</li> <li>• A4A meetings allow achievement and progress of these pupils to be discussed and next steps to be identified.</li> <li>• SALT assessment and intervention supported by Speech Therapists.</li> <li>• Play therapy for targeted pupils.</li> <li>• Timetabled access to Sensory room for children across all year groups as required.</li> <li>• Intervention support from Primary Inclusion Team.</li> <li>• Access to advice and support from EP.</li> <li>• <i>Continue to liaise with specialist teachers and</i></li> </ul>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:</p> <p>The EEF guidance report on <a href="#">Special Educational Needs in Mainstream Schools</a> includes 5 evidence-based recommendations to support pupils with SEND</p>	1, 2, 3, 4, 5 & 6

<p><i>agencies and explore further support available.</i></p> <ul style="list-style-type: none"> <li>• <i>Explore use of technology to support SEND children.</i></li> </ul>		
<p>Teaching assistant deployment and interventions</p> <ul style="list-style-type: none"> <li>• <b>LSAs have timetables that support all learners within the class/identified groups/individuals (depending on need).</b></li> <li>• <b>'Booster' groups for targeted support from January.</b></li> <li>• <b>Targeted After School Clubs, e.g. Spelling Club.</b></li> <li>• <b>LSA focusing on SALT and Phonics interventions with support from Speech and Language Therapists. Also provides feedback and resources to parents/carers.</b></li> <li>• <i>Continued training for LSA's, supporting within precision teaching/PIXL therapies.</i></li> </ul>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF guidance report on <a href="#">Making the Best Use of Teaching Assistants</a> includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.</li> <li>• The EEF Toolkit has a strand on <a href="#">teaching assistant interventions</a>.</li> </ul>	1, 2, 3, 4, 5 & 6

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may	6

<ul style="list-style-type: none"> <li>• <b>Whole school CPD – attachment training; emotion coaching; trauma informed practice and behaviour (PIT Team).</b></li> <li>• <b>SDQs and Boxalls to identify specific needs and targets, e.g. Sensory resources; Messy Play; PIT team interventions.</b></li> <li>• <b>Access to Place2 Be.</b></li> <li>• <b>Updated behaviour policy and introduction of Class Dojo.</b></li> <li>• <b>INSET day focused on behaviour training and all staff had input into the behaviour policy.</b></li> <li>• <i>Continue new behaviour approach - Class Dojo with regular reviews and staff/pupil voice, part of Phase Meeting agenda.</i></li> <li>• <i>Training for staff and pupils in Self-regulation and self-calming techniques.</i></li> <li>• <i>Social stories – training for new staff in using and writing.</i></li> <li>• <i>Consider implementing ‘The Chimp Paradox by Steve Peters – flipping your lid (links to PIT team training at recent INSET).</i></li> </ul>	<p>consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF guidance report on <a href="#">Improving Social and Emotional Learning in Primary Schools</a> includes 5 core competencies to be taught explicitly.</li> <li>• The EEF guidance report on <a href="#">Improving Behaviour in Schools</a> includes 6 recommendations to support evidence-informed decisions about behaviour strategies.</li> </ul> <p>The EEF Toolkit has a strand on <a href="#">social and emotional learning</a> and <a href="#">behaviour interventions</a></p>	
<p>Supporting attendance</p> <ul style="list-style-type: none"> <li>• <b>CFO in place and works closely with EWO on attendance; and home visits.</b></li> <li>• <i>Further develop parent workshops led by the CFO with a link to life skills.</i></li> <li>• <b>Process for escalation in place.</b></li> </ul>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:</p> <p>The EEF guidance report on <a href="#">‘Working with Parents to Support Children’s Learning’</a> includes a focus on offering more intensive</p>	7

<ul style="list-style-type: none"> <li>• <b>Support/interventions for parents/carers.</b></li> <li>• <b>Attendance and Punctuality rewards celebrated, e.g. End of term events.</b></li> <li>• <i>Consider new evidenced based initiatives to promote improved attendance.</i></li> </ul>	<p>support, which can include approaches to support attendance</p>	
<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</p> <ul style="list-style-type: none"> <li>• <b>Range of after school clubs take place Mon-Thurs offering wellbeing, arts, music and spelling.</b></li> <li>• <i>Continually monitor clubs on offer – ensuring a range on other than sports and that children would like including lunchtime clubs.</i></li> <li>• <b>Trips and visitors planned in to enhance the curriculum.</b></li> <li>• <i>Continue to explore new visits and visitors. All to visit a museum/music venue during primary school years.</i></li> <li>• <b>Residential in place for Year 6 – Lledr Hall.</b></li> <li>• <b>Minibus to support sporting fixtures and competitions, and local area visits.</b></li> <li>• <b>MAPAS events and lessons.</b></li> <li>• <b>Lunch time Chess Club.</b></li> <li>• <b>Sporting Competitions.</b></li> <li>• <b>Fundraising /charity events e.g. Discos; and fairs.</b></li> </ul>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF Toolkit has a strand on <a href="#">arts participation</a>.</li> </ul>	<p>1, 2, 3, 4, 5 &amp; 6</p>

<p>Extended school time, including summer schools</p> <ul style="list-style-type: none"> <li>• <b>Weekly targeted intervention groups for Y5 and Y6 with focus on specific literacy skills, e.g. spelling group delivered by School Led tutor. Same for Year 3 and 4.</b></li> <li>• <b>Holiday school with Tutor Trust used of Year 5/6.</b></li> <li>• <b>Look at Foundation92 holiday club.</b></li> </ul>	<p>Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF Toolkit has a strand on <a href="#">extending school time, summer schools</a>, and <a href="#">homework</a>.</li> </ul>	<p>5 &amp; 6</p>
<p>Communicating with and supporting parents</p> <ul style="list-style-type: none"> <li>• <b>Leaders and CFO on school gates in the morning.</b></li> <li>• <b>All teachers are available at the end of the day to speak to families.</b></li> <li>• <b>Website; Seesaw; Teachers2Parents; letters; newsletters and emails.</b></li> <li>• <b>Learner review days twice per year.</b></li> <li>• <b>Annual Report for parents.</b></li> <li>• <b>Home visits for new starters.</b></li> <li>• <b>Stay and play sessions for new to EYs.</b></li> <li>• <b>Consider extending stay and play sessions to once per half term.</b></li> <li>• <b>Parent curriculum workshops – e.g. coding.</b></li> <li>• <b>Charity/fundraisers – coffee mornings.</b></li> <li>• <b>Opportunities to work with other agencies</b></li> </ul>	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF Toolkit has a strand on <a href="#">parental engagement</a>.</li> <li>• The EEF guidance report on <a href="#">‘Working with Parents to Support Children’s Learning’</a> offers practical approaches and insights for communicating and supporting parents.</li> </ul>	<p>1, 2 &amp; 6</p>



<i>to support parents/carers further.</i>		
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**Total budgeted cost: £415,000**

## 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."*
- A system for measuring progress in 'talk/speaking' is being developed and data will be provided for the first time in 2022-23.

### **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.
- 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.
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- 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.

**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

*Love, Learn, Discover*



## 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.