

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024** 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	Herringthorpe Infant School
Number of pupils in school	292
Proportion (%) of pupil premium eligible pupils	22.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 (Third year of the 3-year plan)
Date this statement was published	Last revised 08/09/2023
Date on which it will be reviewed	17/02/2024 & 30/06/2024
Statement authorised by	Nicki Kitchen
Pupil premium lead	Nicki Kitchen
Governor / Trustee lead	Theresa Cartlidge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,188
Recovery premium funding allocation this academic year	£6,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	None
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£116,668

Part A: Pupil premium strategy plan

Statement of intent

Irrespective of their background, we aim for all pupils to be lifelong learners, who are resilient, confident communicators. They have the skills to problem solve, be reflective and critical and creative in their thinking. They are good team members. Pupils leave us who are global citizens prepared for the wider world.

They make good progress and achieve high attainment.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal. We will consider the challenges faced by vulnerable pupils. The activity outlined in this statement is intended to support the needs of all pupils whether disadvantaged or not.

Quality First Teaching is the focus of our approach, with a particular focus on areas where disadvantaged pupils require the most support. This has the most impact on closing the attainment gap as well as benefitting non-disadvantaged pupils. This will be sustained.

Our strategy is part of wider school plans for education recovery.

Our plans will respond to common challenges and individual needs. Our response is based on research and assessment. We do not assume the impact of disadvantage. Teachers understand how pupils learn and the barriers they face. They understand how to support pupils to remember more and for longer.

Our plans include an understanding of the impact of the wider school on learning and how to address these barriers.

To ensure our plans are effective, we will:

- Adopt a whole school approach where all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of their progress and attainment.
- Intervene early; at the point, the need is identified.
- Ensure disadvantaged pupils are challenged.
- Ensure disadvantaged pupils have a wider school experience beyond learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	2021-2022 Reception Baseline assessments, NELI assessments, in school assessments and discussions with EYFS staff indicate that on entry pupils have underdeveloped oral language skills and vocabulary gaps. NELI assessments highlighted that 17 children assessed were in the bottom 20%, 9 were in the bottom 10% and 1 in the bottom 1%. 2022 Reception Baseline assessments, in school assessments and discussions with EYFS staff indicate that on entry pupils have underdeveloped oral language skills and vocabulary gaps. 2022 exit EYFS data shows that overall 85.4% of pupils reached expected in Communication and Language. (85% disadvantaged and 85.5% non-disadvantaged pupils). 2023 2023 exit EYFS data shows that overall 85.6% of pupils reached expected in Communication and Language with our disadvantaged pupils out performing non-disadvantaged pupils. (94.4% disadvantaged and 83.3% non-disadvantaged pupils). Analysis of SAT data and teacher assessments at the end of Y2 in reading, highlight that children's main barrier was accessing technical vocabulary in the text. 78.7% of all pupils achieved expected or above in reading at the end of KS1. 63.0% of disadvantaged pupils achieved expected or above and 85% of pupil with non-disadvantage achieved expected or above. 22% gap between the groups in favour of non-disadvantaged pupils. Whilst this data is focused on reading and the difficulty with comprehension – specifically with non-fiction texts; the underlying cause behind the gap in disadvantaged pupils is: Limited technical vocabulary & the need to further expose children to such vocabulary through books, developing oracy skills and building cultural capital for disadvantaged pupils
2	Early reading - not all children pass the phonic screen in Y1 81% of all pupils passed in 2021 and 73.3% 2022 <u>In 2019,</u> Phonics Screening Check: 50% (16 pupils) of disadvantaged pupils met the phonic screen. It was 87.8% (74 pupils) for non-disadvantaged pupils. 37.8% gap in favour of non-disadvantaged End of KS1 Phonics Screen Outcomes: 90.7% of pupils passed the phonic screen in 2019, 66.7% disadvantaged compared with 98.5% non-disadvantaged pupils. 31.8% gap in favour of non-disadvantaged

	31.8% gap in favour of non-disadvantaged pupils <u>In 2022,</u> Phonics Screening Check: 47.4% (10 pupils) of 19 disadvantaged pupils met the phonic screen. It was 80.3% (57 pupils) of 71 non – disadvantaged pupils. 9.7% gap in favour of non-disadvantaged pupils End of KS1 Phonics Screen Outcomes: 90% of pupils passed the phonic screen in 2022, 77.8% disadvantaged compared with 92.8% non-disadvantaged pupils. 15% gap in favour of non-disadvantaged pupils <u>In 2023</u> Phonics Screening Check: The outcomes for the 2023 Y1 phonics screening check were the best outcomes for the school so far at 88.2%. 85.2% (23 pupils) out of 27 of the disadvantaged cohort passed the screen compared to 89.7% (52 pupils) out of the 57 of the non-disadvantaged that passed the screen. 4.5% gap in favour of non-disadvantaged pupils The gap between the two groups has closed by 5.2% this year. Since the start of the Strategy the gap has closed by 33.3% End of KS1 Phonics Screen Outcomes: 94.4% of pupils passed the phonic screen in 2023, 88.9% disadvantaged compared with 96.8% non-disadvantaged pupils. 2.4% gap in favour of non-disadvantaged pupils. The gap between the two groups has closed by 12.6% this year. Since the start of the Strategy the gap has closed by 29.4%
3	The school's absence average for the last 3 years is 4.7%. In 2021 it was 4.3%, 0.7% higher than the national average. In the last 3 years, absence for disadvantaged pupils has increased by 2%. Absence is 1.5% higher for disadvantaged than non-disadvantaged. Persistent absence. In the last 3 years, there is on average a 5.3% gap between disadvantaged pupils and non-disadvantaged. 2021 - 2022 Overall absence average for 2021 to 2022 was 8%. Pupils with both SEN and Pupil Premium had a 9.3% absence rate, 0.93% higher than non-disadvantaged pupils, an improvement on previous year. 2022 - 2023 Attendance has dropped slightly in comparison to the same period last year with overall attendance currently at 91.71% compared to 92.22% during same monitoring period over previous academic year.

	The attendance of children in receipt of free school meals has increased slightly this period, and is now at 91.31% compared to 90.52%. Of those pupils who are both SEN and Pupil Premium, current attendance figures between are 91.45%, slight increase compared to same period last year which was 90.39%.
4	Pupil discussions during topics indicates their limited cultural capital, this is more prevalent with disadvantaged pupils. Monitoring of foundation subjects through work scrutiny and pupil voice indicates disadvantaged pupils need to be taught more focused key knowledge, skills and vocabulary during a lesson in order for this to transfer into their long -term memory. Please see the orange section in 'challenge 1' which references the correlation between developing cultural capital and technical vocabulary.
	2021-2022 During remote learning discussions with staff indicated the low levels of engagement with both parents and disadvantaged pupils. Discussions with parents indicated the difficulties with accessing technology. Many were accessing remote learning via a mobile phone. For some families, home conditions were a barrier to learning.
5	<u>2022</u> A lack of school readiness, focus and learning behaviours have been identified. School SEND Data analysis of 2022 shows that pupils on the SEND Register identified with the main area of need: Social, Emotional and Mental Health needs has increased by 50% since 2019. This does not include children who are not on the SEN Register who have shown increased anxiety and reduced emotional resilience on return from the COVID Pandemic. EYFS Data shows that overall pupils achieving PSE is 90.2%. (80.0% disadvantaged compared to 93.5% non-disadvantaged pupils). This is lower when comparing to previous 2019 EYFS Data; where overall pupils achieving PSE was 93.5% (100% disadvantaged, outperforming non-disadvantaged pupils at 91.9%) 2023 PSED 94.4% (100% disadvantaged compared to 93.1% non-disadvantaged pupils). This is higher than the outcomes in 2023 and takes the school back to the standards achieved in 2019 (pre-covid). Although positive outcomes are evident for 2023 in EYFS; the analysis of the school's SEND Data shows that SEMH needs of pupils remains an area of concern with the main symptoms of defiance, aggression towards others/equipment & dysregulation in pupils. Difficulties in this area impacting on peer relationships and can impact on lost learning time.

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
Improved oral skills and vocabulary among disadvantaged pupils.	Assessments and observations show significantly improved oral language and increase of technical vocabulary. Ongoing assessments, lesson observations (engagement) and pupil voice evidence this.
Every child a reader. Improved reading attainment for disadvantaged pupils.	By summer 23/24 internal/external assessments show all disadvantaged pupils meet the expected standard at the end of KS1. By Summer 24 95% of disadvantaged pupils will meet the Y1 phonic screen. Validated synthetic phonics programme running consistently throughout school. All staff trained and deliver programme with consistency and fidelity. Pupils eligible for PP make rapid progress so that by the end of Y1 and KS1 all PP pupils are at age related expectations. External assessments to validate internal assessments. The school will have in place a coherent and ambitious reading programme which builds on from the exit point of RWI where children are being exposed to a range of vocabulary and quality texts.
Improved attendance rates for all pupils, particularly our disadvantaged pupils. Reduce the number of persistent absences and those who arrive late.	By 2024/25, attendance rates are high. Overall attendance rates are in line with national. The attendance gap between disadvantaged and non-disadvantaged pupils is reduced by 1%. The percentage of pupils who are persistently absent is below 8.3% (national). Increase engagement in breakfast club for late arrivals/persistently absent.
To achieve and sustain a curriculum that is relevant	Teachers carefully plan the curriculum so that all pupils learn the most important key facts and skills. Teachers know how pupils learn They understand how to support pupils to remember more and for longer.

	All pupils have the skills to problem solve, be reflective and critical and creative in their thinking. They are good team members. Pupils leave us who are global citizens prepared for the wider world. They make good progress and achieve high attainment.
To achieve and sustain improved SEMH development and well-being for all pupils in school, particularly our disadvantaged pupils. To improve the behaviour and attitudes of children throughout school	Disadvantaged children in EYFS will achieve in line with peers in PSE strand ARE/+ Pupils with complex/ emotional barriers to learning (experiences of trauma) are offered early intervention to support need Assessments will show an increase in SDQ scores for children accessing the ELSA & TISUK intervention programme. Staff understand and are successfully implementing the graduated response for supporting pupils with SEMH needs. All pupils will have access to emotionally available adults. There is a reduction in the number of negative behaviour incidents at break and lunch time sessions and wasted learning time due to sorting behavioural incidents/peer conflict is reduced SLT have a more robust overview of behaviour patterns over time & use the analysis to alter practice and support

Activity in this academic year 2023-2024

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: £2,256.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
Any new members of staff will access the RWI speed sounds and story books training.	On average, one to one tuition is very effective at improving pupil outcomes. One-to one tuition can be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. EEF- one-to-one group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2 Payment for annual access to Ruth Miskin Portal and Oxford Owl for resources. 05/05/2024 – 05/05/2025 = £1,825 for portal access, 1 development day and 2 remote progress meetings.
Develop, train staff and implement a comprehensive reading programme for pupils to access once they have completed the RWI programme – focusing on comprehension skills and vocabulary.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF- Reading Comprehension Strategies	1,2
All staff trained to deliver talk through stories. Developing pupil exposure to a wide range of vocabulary/cultural capital through quality non-fiction texts.	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer	1,2,4

Focusing on tier 2 words	behavioural issues following work on oral language. EEF- Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Developing pupil exposure to technical vocabulary/cultural capital through quality non-fiction texts. Comprehension skills – KS1 EYFS – Implementation of the Vocabulary Hierarchy.	Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. National Curriculum England https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf See guidance previously shared: EEF- Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,4 Costing for packs of non-fiction book sets per class. TBC
Developing parent/carer subject knowledge with systematic synthetic phonics and early reading strategies. Providing training workshops for parents/carers Opportunities for parents/carers to observe a RWI session being taught.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. EEF- parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3 & 5 £££ for resources; photocopying packs; flash cards etc. £431.52

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

Budgeted cost: £107,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc. Fast Track Daily Tutoring Programme. Support will focus on Bottom 20% of Y1 and Y2 in RWI assessments (this includes disadvantaged pupils not on track)	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum. EEF- one-to-one group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2 £75,639
Run ELSA /TISUK interventions	School-based programmes of social and emotional learning therefore have the potential to help young people acquire the skills they need to make good academic progress. They also produce benefits to pupils' health and wellbeing, offering a significant return for the resource and time investment by schools to establish such programmes. Public Health England - <i>The link between pupil health and wellbeing and attainment – a briefing for head teachers, governors and staff in education settings.</i> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf	5 Supervision x 2 TISUK (3 times a year) £30 per session £180 for 2 practitioners for yearly supervision Supervision x 1 ELSA (3 times a year) £16,856
Engaging with NTP School led tutoring for Training for staff delivering.	Small group tuition targeted at specific needs and gaps. Support those at risk of falling behind. Small group tuition has an average impact of 4 months' additional progress over the year. EEF- small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,4 £15,210

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

Budgeted cost: £32,115.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revise KS1 playground sion: Audit of playground environment/resources Survey of pupils regarding playtime Order resources and time-table areas for the yard Training for TAs and SMSAs – positive playtime engagements Expectations of pupils on the yard	Play is how young children learn and make sense of the world around them. While they are having fun, they are working on critical parts of their development like building motor, cognitive, social and emotional skills. But the power of play extends beyond early learning: it also plays a key role in building your child's mental health. Unicef – for every child https://www.unicef.org/parenting/child-development/how-play-strengthens-your-childs-mental-health Optimal activation of the CARE, SEEKING and PLAY systems IS quality of life. Panksepp describes these systems as 'nature's gift to us' Research shows that emotionally available adults in school can modify the child/young person's RAGE, FEAR and PANIC/GRIEF systems and develop their CARE (attachment) SEEKING and PLAY systems TISUK Training materials & Panksepp's emotional systems <i>Panksepp and Biven (2012) The Archaeology of Mind Neuroevolutionary Origins of Human Emotion: Neuroevolutionary Origins of Human Emotions</i>	1, 3,4 & 5 Playground resources £5,023.90
Embed good practice Extension of role and hours of attendance officer/Early Help lead. Training to support the role. ½ termly liaison with Early Help locality manage and link worker.	The DfE guidance has been informed by schools that have significantly reduced levels of absence and persistent absence. School attendance: guidance for schools - GOV.UK (www.gov.uk)	3 & 5 £25,541.92
Whole school INSET from TISUK – September 2023 - The neuroscience and psychology of child and adolescent mental health - Model One: ACE (Adverse Childhood Experience) study and Protective Factors	Research shows that emotionally available adults in school can modify the child/young person's RAGE, FEAR and PANIC/GRIEF systems and develop their CARE (attachment) SEEKING and PLAY systems TISUK Training materials & Panksepp's emotional systems	1, 3 & 5 £1550 for TISUK INSET training all day

• Model Two: Professor Jaak Panksepp's model of mental health, • Model Three: PROTECT/RE-LATE/REGULATE/REFLECT • The role of emotionally available adults in school • 'I wish my teacher knew' They want to tell us. Are we ready to hear Key skills in responding to and understanding challenging and/or trauma triggered behaviour	<i>Panksepp and Biven (2012) The Archaeology of Mind Neuroevolutionary Origins of Human Emotion: Neuroevolutionary Origins of Human Emotions</i> School-based programmes of social and emotional learning therefore have the potential to help young people acquire the skills they need to make good academic progress. They also produce benefits to pupils' health and wellbeing, offering a significant return for the resource and time investment by schools to establish such programmes. <i>Public Health England - The link between pupil health and wellbeing and attainment – a briefing for head teachers, governors and staff in education settings.</i> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf	
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Total Budget: £116,668

Total Amount: £142,257.34

(school have self-funded an additional £25,589.34 towards supporting the pupil premium strategy outcomes)

Activity in the last academic year 2022-2023

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: £ 29,993

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised assessments. Training for staff to ensure fidelity and correct interpretation.	Taking account of prior knowledge is essential if pupils' learning needs are to be met. Anticipating common misconceptions, and using diagnostic assessment to uncover them, forms an important part of this process. EEF- high quality teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 & 2 NTS Assessments Y1&Y2 Spring, Autumn & Summer Maths & Reading £1,944
EYFS TAs to be trained in the SLCN Universal Training (linked to Tiny Talkers)	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. EEF- oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 EYFS 1 TA £43.00
All staff to have completed RWI storybook training KS1 TAs to have completed RWI fast track tutoring training.	On average, one to one tuition is very effective at improving pupil outcomes. One-to one tuition can be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. EEF- one-to-one group tuition	1 & 2 6 TAs will be trained. £90 Annual access to online RWI training materials £3850

Additional full time Y1 RWI TA appointed with the primary focus of tutoring.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	£22,620
Training a member of support staff to become an ELSA. The school ELSA will undertake 6 sessions of training. Our ELSA trained staff, will need to be provided with release time for training and supervision sessions termly.	Research evidence shows that education and health are closely linked so promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes. <i>Public Health England- The link between pupil health and wellbeing and attainment – a briefing for head teachers, governors and staff in education settings.</i> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf	5 & 3 1 TA will be trained £750 training charge for 1 member of staff £696
Whole staff training on teacher feedback to improve pupil learning.	Evidence suggests the use of metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. <i>EEF – metacognition and self-regulated learning.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2

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

Budgeted cost: £ 46,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Run Tiny Talker Booster Interventions for pupils up to 5.	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be the most successful. EEF- Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 1 TA to complete a Booster Intervention daily for 20 minutes. (This will run each term) £3355 Full year cost
Read Write Inc. Fast Track Daily Tutoring Programme.	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum. EEF- one-to-one group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2 Support will focus on Bottom 20% of Y1 and Y2 in RWI assessments (this includes disadvantaged pupils not on track) £26,381
Run ELSA interventions	School-based programmes of social and emotional learning therefore have the potential to help young people acquire the skills they need to make good academic progress. They also produce benefits to pupils' health and wellbeing, offering a significant return for the resource and time investment by schools to establish such programmes.	5 £1,964

	Public Health England - <i>The link between pupil health and wellbeing and attainment – a briefing for head teachers, governors and staff in education settings.</i> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf	
Engaging with NTP School led tutoring for Training for staff delivering.	Small group tuition targeted at specific needs and gaps. Support those at risk of falling behind. Small group tuition has an average impact of 4 months' additional progress over the year. EEF- small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2 Allocation of a teacher 2x/wk for Y2 support and a RWI Trained TA full time for Y1 1-1 £15,210

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

Budgeted cost: £19319

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed good practice Appointment of an attendance officer/Early Help lead. Training to support the role. ½ termly liaison with Early Help locality manager and link worker.	The DfE guidance has been informed by schools that have significantly reduced levels of absence and persistent absence. School attendance: guidance for schools - GOV.UK (www.gov.uk)	3 & 5 £19,014
Life skills and enrichment After school clubs School visits.	By 'Character', we mean a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. EEF- life skills and enrichment	3, 4 & 5 £TBC
Developing parent/carer subject knowledge with systematic synthetic phonics and early reading strategies. Providing training workshops for parents/carers Opportunities for parents/carers to observe a RWI session being taught.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. EEF- parental engagement	2,3 & 5 RWI resource packs for parents who attend the workshops. £££ for resources; photocopying packs; flash cards etc. 2 x workshops £203 1 coffee morning/Drop in x 1 hr session £101.50

Total budgeted cost: £96,222

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 2022 to 2023 academic year.

Review of PP Funding 2022-2023	
Quality of teaching for all	
Intended Outcome	Evaluation
Every child a reader. Improved reading attainment for disadvantaged pupils.	Phonics outcomes for Disadvantaged pupils 2023 End of Year 1 assessment for 2023 show that 85.1% of disadvantaged pupils passed the phonics screening check. This is 37.7% higher than in 2022 where 47.4% achieved this standard. End of Year 2 assessment for 2023 show that 88.8% of disadvantaged pupils passed the phonics screening check. This is 55.5% higher than in 2022 where 33.3% achieved this standard. EYFS outcomes for Disadvantaged pupils 2023 End of year assessment for 2023 show that 83% of the disadvantaged pupils achieved the word reading ELG. This is 8% higher than in 2022 where 75% achieved this standard. End of year assessment for 2023 show that 94.4% of the disadvantaged pupils achieved the comprehension ELG. This is 14% higher than in 2022 where 80% achieved this standard. KS1 outcomes for Disadvantaged pupils 2023 End of year assessment for KS1 for 2023 show that 62.9% of disadvantaged pupils achieved expected or above for reading. This is higher than in 2022 where 52.4% achieved this standard. The school has improved by 10.5%. End of year assessment for KS1 for 2023 show that 14.8% of disadvantaged pupils achieved GDS in reading. This is higher than in 2022 where 8.3% achieved this standard. The school has improved by 6.5%. <i>Disadvantaged outcomes in reading have shown a 10.5% increase at the end of KS1 in 2023. The outcomes of non-disadvantaged pupils have also increased meaning that there is still a significant gap between the two groups in reading. There is a 22.5% gap in expected and above (in favour of non-disadvantaged) and there is a 22.2% gap in GDS reading (again in favour of non-disadvantaged pupils). This is an area of focus moving forward.</i>

Targeted Academic Support	
Intended Outcome	Evaluation
Every child a reader. Improved reading attainment for all pupils including disadvantaged pupils Read Write Inc. Fast Track Daily Tutoring Programme.	The bottom 20% from EYFS up to Y2 have been targeted for daily 1-1 fast track tutoring sessions in phonics and reading. <u>Phonics outcomes for 2023</u> The year 1 outcomes for the phonics screening check is 88.2% for all pupils. Last year the phonics screen outcome was 73.3%. This is an increase of 14.9% pupils meeting the standard expected. This is the highest score the school has had to date. The year 2 outcomes for the phonics screening check is 94.3% for all pupils. Last year the phonics screen outcome was 90% This is an increase of 4.3%. <i>(Please see previous information for specific percentages on disadvantaged pupils' attainment).</i> <u>EYFS outcomes for 2023</u> 77.5% of all pupils achieved the expected word reading level in EYFS. Last academic year the school achieved 76.8%. We have improved as a school by 0.7%. 86.5% of all pupils achieved the expected level for comprehension. Last academic year the school achieved 79.3% We have improved as a school by 7.2% <u>KS1 outcomes for 2023</u> 78.6% of all pupils achieved the expected reading level or above at the end of KS1. Last academic year the school achieved 70%. We have improved as a school by 8.6% 30.3% of all pupils achieved GDS in reading. Last academic year the school achieved 24.4%. We have improved as a school by 5.9%
Improved oral skills and vocabulary among disadvantaged pupils – (Specific focus on EYFS provision and outcomes).	EYFS have offered the following provision to support oral skills and vocabulary of all pupils but with a specific focus on tracking disadvantaged pupils: • Reading Spines - specific books are incorporated throughout the school's curriculum; including EYFS (F1 & F2). The books have been selected to support the following areas; narrative complexity, symbolic text, archaic language, non-linear texts & resistant texts. A vocabulary focus is central to the reading spine delivery. • Individual SALT programmes have been offered where needed • Social and communication group interventions offered in F2 (particular focus on disadvantaged pupils) • Talk Boost in Foundation 1 <u>Impact:</u> All pupil Outcomes EYFS: 87.6% of all pupils in EYFS achieved the ELG in speaking. Last academic year the school achieved 85.4%. We have improved as a school by 2.2%. Disadvantaged Pupil outcomes EYFS: 94.4% of the disadvantaged pupils in EYFS achieved the ELG for speaking. Last academic year the school achieved 73.4%. We have improved as a school by 21%.

Wider Strategies	
Intended Outcome	Evaluation
Improved attendance rates for all pupils, particularly our disadvantaged pupils. Reduce the number of persistent absences and those who arrive late.	<u>Overall Attendance to date</u> Attendance has dropped slightly in comparison to the same period last year with overall attendance currently at 91.71% (05.09.22 to 26.06.23) compared to 92.22% during same monitoring period (01.09.21 to 26.06.22) over previous academic year. The attendance of children in receipt of free school meals has increased slightly this period, and is now at 91.31% compared to 90.52% between 01.09.21 to 26.06.22. Of those pupils who are both SEN and Pupil Premium, current attendance figures between 01.09.21 to 26.06.22 are 91.45%, slight increase compared to same period last year which was 90.39%. <u>Persistent Absence to date</u> Persistent absence rates increased for foundation 2 children from 21.11% last year (01.09.21 to 26.06.22) to 41.11% this year to date (05.09.22 to 26.06.23). A reduction of 4.71% in percentage of children persistently absent in year 1 was made, with figures this year to date at 23.53% (05.09.22 to 26.06.23), compared to previous year (01.09.21 to 26.06.22) 28.24% of pupils persistently absent. In year 2 during the period 05.09.22 to 26.06.23, persistent absence was at 24.72%, this has now decreased to 20.22% for this year to date (05.09.22 to 26.06.23). <u>Late Marks</u> Late marks have increased this year from 531 between 01.09.21 to 26.06.22 to 780 from 05.09.22 to 26.06.23.
Achieve and sustain improved SEMH development and well-being for all pupils in school, particularly our disadvantaged pupils.	<u>Trauma Informed Practice</u> The Acting Head Teacher and the Acting Deputy Head Teacher have both successfully completed the TISUK training. They are both now qualified Trauma Informed Practitioners. Individual Trauma informed support has been offered for 4 pupils that have experienced significant trauma in their lives. Impact: Out of the 4 pupils; all were in KS1 and all were vulnerable in terms of not meeting the expected outcomes. The outcomes for these children are as follows: • 75% achieved expected or above in writing • 75% achieved expected or above in writing • 50% achieved expected or above in maths <u>ELSA Practice</u> The ELSA support teacher has completed interventions with specified children with a range of SEMH needs. Impact:

	Child and parental feedback on both support routes have been extremely positive. The pupils tracked on SDQ assessments have shown a reduction in scores since accessing the interventions. The school now needs to ensure that there is a consistent entry and exit assessment to prove impact for all pupils undertaking this intervention. <i>Quality assured Supervision for all these members of staff is in place in order for these interventions to run.</i> <u>EYFS PSED Interventions</u> On entry data – bottom 20% of PSE was identified for each class in EYFS. Throughout the year the following interventions have been offered: • Communication friendly groups were completed; based around story Small group games – passing a ball • Bespoke PSE interventions offered focusing on specific need. Impact: <i>Personal social and emotional development outcomes 2023:</i> Expected standard for Self-Regulation: 2022 – 92.7% & 2023 – 96% Increase of 3.3% Expected standard for Managing Behaviour: 2022 – 92.7% & 2023 – 97.7% Increase of 5% Expected standard for Building Relationships: 2022 – 95% & 2023 – 94% Decrease of 1% <i>Building relationships and managing conflict positively are both something that will be a focus for next year. This need is evident across school.</i>
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Activity in the academic year 2021-2022

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: £ 23,299

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised assessments. Training for staff to ensure fidelity and correct interpretation.	Taking account of prior knowledge is essential if pupils' learning needs are to be met. Anticipating common misconceptions, and using diagnostic assessment to uncover them, forms an important part of this process. EEF- high quality teaching.	1, 2, 4 NTS Assessments Y1&Y2 Spring, Autumn & Summer Maths & Reading £1,944
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Training for staff.	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. EEF- teaching and learning toolkit-phonics.	1,2 £17380 up front costs £3975 annual cost
Whole staff training on teacher feedback to improve pupil learning.	Evidence suggests the use of metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. EEF – metacognition and self-regulated learning.	1,2, 4

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

Budgeted cost: £ 55,998

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI project Delivery of a programme to improve children's vocabulary, listening and narrative skills. We will fund a teacher secondment for 2 days/wk for 1 year.	This programme has been found to improve children's language and early literacy skills. The programme involves providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language. NELI is a Nuffield Foundation initiative and was developed by leading academics in the field of language and literacy development.	1,2 £22335
Additional phonics sessions targeted at disadvantaged pupils who require catch-up support.	Most studies of phonics are in small groups and 1:1 with the aim of supporting pupils to catch-up to their peers. The effects can be +4 months. EEF- teaching and learning toolkit-phonics.	1, 2, 4 11,550
Engaging with NTP School led tutoring for pupils impacted by the pandemic. Training for staff delivering.	Allocation of teacher 3x/wk Small group tuition targeted at specific needs and gaps. Support those at risk of falling behind. Small group tuition has an average impact of 4 months' additional progress over the year. Small group tuition EEF toolkit.	1, 2, 4 £22,113

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

Budgeted cost: £20,658

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed good practice Appointment of an attendance officer/Early Help lead. Training to support the role. ½ termly liaison with Early Help locality manage and link worker.	The DfE guidance has been informed by schools that have significantly reduced levels of absence and persistent absence. School attendance: guidance for schools - GOV.UK (www.gov.uk)	3 £15659
Life skills and enrichment After school clubs School visits.	By 'Character', we mean a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. EEF – toolkit strand – life skills and enrichment.	3 £4,999
Contingency funds	Set a small amount of funding aside to t quickly respond to needs that have not yet been identified.	All £?

Total budgeted cost: £99,99

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.

Review of PP Funding 2021-2022	
Quality of teaching for all	
Intended Outcome	Evaluation
Every child a reader. Improved reading attainment for disadvantaged pupils.	2022 Outcomes for Disadvantaged Pupils: By the end of EYFS disadvantaged pupils achieved higher than national in both word reading (75% sch/60%nat) and comprehension (80.0%sch/68.9% nat). The comparison between all school pupils and school's disadvantaged pupils shows that disadvantaged outcomes in comprehension were 0.7% above all pupils (79.31%all/80.0%dis) and 1.8 below all pupils in word reading (76.8%aa/75%dis). Out of 19 disadvantaged pupils in Y1, 47% of pupils (8 pupils) passed the phonics screen, which was below national at 62.5%. Out of the 11 that did not pass 9 were SEN. Of the 6 disadvantaged pupils that took the phonics retake in Y2, all were SEN. 33.3% (2 pupils) passed. This was 6.1% lower than the national pass rate for disadvantaged pupils. Out of the 21 disadvantaged pupils in Y2, 52.4% achieved at or above expected in reading. 4.8% achieved GDS. School achieved 1.2% higher than national for disadvantaged pupils achieving expected in reading but was 3.5% lower when comparing GDS to national. <i>Reading for our disadvantaged pupils remains an area for further development. Specific focus needs to be applied to their development of systematic and synthetic phonics. This year the school made the decision to take on the Read Write Inc. validated scheme to address this. This a priority in the Developing Excellence Plan for 2022-2023.</i> Steps towards improving outcomes in reading: School has now subscribed to the Read Write Inc. programme for phonics, reading & writing. In the summer term 2022 all staff were trained in the speed sound section of the programme and are delivering this with consistency and fidelity. Summer term baseline assessments have been completed and speed sound groups have been developed ready to begin the programme efficiently in the Autumn Term. Whole school INSET in the Autumn Term 2022 will enable staff to be trained in the reading & writing section of the programme.

To achieve and sustain a curriculum that is relevant	The school has a detailed and carefully designed curriculum which is in line with the national curriculum. A two yearly cycle of planning is in place for both EYFS & KS1. Subject Overview documents of each subject area have been developed by the subject coordinator. These documents ensure that all members of staff delivering the subject are clear about the disciplinary knowledge, the substantive knowledge, the components and the composites expected. Clear assessment points are identified throughout the sequences of learning to ensure that teachers identify cumulative dysfluency and plan for further opportunities to address this. Lessons are planned to ensure that previous learning is revisited and that new content is taught sequentially; allowing children to build connections to their existing knowledge. Feedback is given in line with the school's assessment policy and moves learning on. Staff have developed their understanding that "schemas" are built from memories and experiences and are unique to each individual. Any potential gaps in a child's cultural capital are pre-empted before teaching; ensuring that all children can hook new learning to previous experiences regardless of their starting point. Experiential 'hooks' in to learning are planned for our pupils to allow such memories and experiences to be in place. Enabling pupils to experience the world around them is of key importance. Our school strives to provide opportunities and experiences that some of our parents may not be able to pass on to their children. Key visits are planned as non-negotiables throughout a pupil's time in our school. These visits ensure that all our pupils have experienced a visit to the theatre, the seaside & pupils have had the opportunity to experience and appreciate nature. Additional experiences both in and out of school build on our pupils' cultural capital. Our Curriculum embraces the different cultures within school and in the surrounding community. This is taught through the curriculum, assemblies and through drawing upon first hand experiences of pupils within the school.
Targeted Academic Support	
<i>Intended Outcome</i>	<i>Evaluation</i>
Improved oral skills and vocabulary among disadvantaged pupils.	2022 Outcomes for Disadvantaged Pupils: By the end of EYFS disadvantaged pupils achieved 85% at expected in communication. This was 16.2% higher than national. School group comparisons show that our non-disadvantaged pupils outperformed our school's disadvantaged pupils by 0.5%. The disadvantaged gap in school is less than national at 12.7%. Data analysis of the two areas within communication in EYFS show that both listening, attention & understanding & speaking were equal (both at 85%) for our disadvantaged pupils. Non disadvantaged pupils were higher in achieving the expected standard for listening, attention & understanding 87.1% but lower in their speaking outcomes 85.5%.

Every child a reader. Improved reading attainment for disadvantaged pupils.	1 member of staff completed the full training for the Read Write Inc. Fast Track Tutoring. Tutoring took place in the Summer Term focusing on the disadvantaged pupils in Y1 that did not pass the phonics screen in order to close the gap. Baseline assessments compared to exit assessments demonstrated that all the pupils on the tutoring had made progress and the initial gaps in their phoneme/grapheme correspondence had been addressed. The targeted pupils are now prepared to complete the retake in Y2. Training for all TAs will be completed in the Autumn Term 2022 and fast track tutoring will be rolled out to a minimum of the bottom 20% of pupils in each year group.
Wider Strategies	
<i>Intended Outcome</i>	<i>Evaluation</i>
Improved attendance rates for all pupils, particularly our disadvantaged pupils. Reduce the number of persistent absences and those who arrive late.	Whole school attendance for the academic year 2021-2022 was 91.28% with a school persistent absence rate of 33%. School worked collaboratively with parents in order to reduce absence and improve punctuality. Parents were provided with regular attendance updates, both informally and formally and were informed of the impact missed education has on learning. Public health guidance and signposting changed in line with government guidance throughout the year. Transparent processes developed in order to challenge and safeguard at each initial and subsequent absence for pupils. Barriers to attendance and punctuality were identified at an early stage and engagement via Early Help assessments formalised where necessary with targets set and reviewed regularly. Attendance monitored every four weeks in line with Attendance Pathway guidance, with actions agreed and reviewed. Attendance pathway followed for all persistent absence students if sustained improvement was not made or lack of engagement with Early Help offered. FPN's request served on all pupils taking holiday in term time falling below expected attendance levels with the aim of supporting school expectation or regular attendance in term time. Attendance discussed and targets set at IEP and EHCP review meetings. Attendance for our disadvantaged pupils remains an area for further development. This a priority in the Developing Excellence Plan for 2022-2023.
To achieve and sustain access to technology for all, with a focus on disadvantaged pupils. To achieve and sustain parental engagement for all disadvantaged pupils.	Contact was made with parents/carers regarding devices. No additional devices were needed to be distributed as the disadvantaged pupils' needs had already been addressed in the pandemic. 12 laptops with dongles were presented on a permanent basis to parents and 4 iPads were offered on loan from the school.

	TAs we all allocated a laptop to ensure that if further class/school closures; that interventions could still be taught with the identified pupils through remote learning. A further audit with families will go out this new academic year for our EYFS and Y1 families to ensure that they have access to a device. Any families that do not will be offered support.
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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
NELI	Nuffield Foundation

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy also includes activities that are not directly funded.

This will include work with staff on cognition and learning, including metacognition, prior learning etc and teacher feedback to improve pupil learning. EEF evidence, demonstrates the benefits of this.

The school will continue to offer a variety of after school clubs including cooking club, games club, dance and sport. Disadvantaged pupils are prioritised for these popular clubs.

Planning, implementation and evaluation.

The school has evaluated our previous pupil premium strategy, evaluating its effectiveness and reviewing areas which were less successful.

We have evaluated our practice, used data and assessment evidence and contacted schools with successes in actions similar to ours. We have met with other agencies such as Early Help to support us in our revised plans.

We have looked at a number of studies, in particular EEF evidence in particular: Making Best Use of teaching assistants and Putting Evidence to Work.

The initial focus for our three year plan is early reading and attendance. The school will continue to evaluate this strategy and further explore and include our other challenges, adjusting the plan as necessary.