



Pupil Premium Strategy Statement

including Review 2021-22 & 2022-23

Introduction

At Bridgewater Primary School, all members of staff and governors accept responsibility for all pupils, recognising that there are pupils within the school, both those in receipt of pupil premium funding and those not currently eligible, who may at some point require additional support and intervention. We are committed to meeting their academic, pastoral, social and emotional needs in a nurturing environment.

Background

Pupil Premium is additional funding given to improve education outcomes for disadvantaged pupils in schools in England. The DfE state that, 'evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.'

The Pupil Premium is allocated to children who eligible for free school meals and to children who have been looked after continuously for more than six months. It is also used for pupils who have been on the free school meals register, but no longer qualify. Schools are free to decide how to allocate this funding to support the attainment for the most vulnerable pupils. If a child is eligible, the school will receive the necessary amount of funding for each child per school year. Please use the following link to check for eligibility:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/Pages/pupil-premium.aspx#:~:text=The%20funding%20is%20provided%20by,receive%20the%20pupil%20premium%20plus>

In making provision for pupils, we recognise that not all pupils who are in receipt of the Pupil Premium will be disadvantaged. We also recognise that not all pupils who are disadvantaged qualify for Pupil Premium. Therefore, we allocate the Pupil Premium funding more widely to support those pupils who may benefit from it or who may require additional support.

In order to use the funding effectively to do this, the Governing Body and staff of Bridgewater Primary will use approaches which develop teaching and learning to meet the needs of all pupils.

Identification, implementation and development of provision

Academic support in addition to social, emotional and behavioural support are implemented and then reviewed through the Research Teams, in Year Group meetings, Phase meetings and termly

Data Meetings, which look in detail at pupil progress. Analysis of tracking and progress on our data system is used to identify new or ongoing concerns and used to measure outcomes and impact during the review process.

In addition, the school regularly reviews current provision available in school and seeks to expand the range of support on offer, either through internal training or externally, by accessing professional support or expertise.

We believe that using the funding to support professional development in specific areas of expertise, will be helpful as not only does it provide support for the pupils who will benefit from it at that time, but ensures the longevity of pupil premium funded provision for future groups of pupils in school. An example of this is the training of teachers in the phonics system, 'Sounds Write.'

A summary of the main barriers:

- Communication and language needs for children on entry to EYFS.
- Personal, social, emotional and developmental needs, particularly for children on entry to EYFS and those affected by adverse childhood experiences (ACEs).
- Attendance at a lower rate than peers in school
- Reading and writing fluency and stamina
- Physical development affecting mark making in EYFS and then handwriting in later year groups
- Engagement with families for additional support at home
- Pupils in receipt of pupil premium, including those who are adopted from care (AFC), who enter school with lower starting points, and other pupils who are in receipt of PPG and additionally have SEND or have EAL (or both) and require individualised provision

Our strategy to remove these barriers are outlined in detail within the plan below and includes key provision for:

- High quality teaching consistently and 'positive discrimination' within lessons, so teachers and support staff can provide support needed immediately during the lesson.
- 'Keep Up, not catch up' – after lesson support when children have not made expected progress or had misconceptions. For example, using assessment such as entry and exit cards to identify where short, focused follow-ups are required and live marking in lessons to provide immediate feedback.
- Targeted interventions that meet the pupils' individual needs, when longer focused support is needed
- Regular retrieval practice so that learning is retained through the development of linked knowledge
- Learning Outside the Classroom (LOTG) including Forest Schools Provision in all year groups to support resilience, risk-taking, social and emotional well-being.
- Full Time Learning Mentor and PLW also supporting attendance and SEMH needs.

Catch Up Funding (reported separately): Increased teacher hours and teaching assistant hours for one to one and small group teaching including the use of the School Led Tutoring Grant.

The outcomes for PP will be reviewed termly and the impact monitored through the Governing Body meetings, linked governor for Pupil Premium and data meetings.

The following strategy outlines how we use the funding to support our learners.

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Bridgewater Primary School
Number of pupils in school	655
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date of annual review	November 2023
Statement authorised by	Alison Harvey, Headteacher
Pupil premium leads	Frances Troop (DHT) Nicola Redden (SENDCo) Sophie McNair (AHT)
Governor	Joe Lavelle
Funding overview 2023-24	
	Amount
Pupil premium funding allocation this academic year	£78,795
Recovery premium funding allocation this academic year	£7,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£86,045

Part A: Pupil premium strategy plan

Statement of intent

Bridgewater Primary School is committed to providing the best possible education for every individual pupil. All members of staff and the governing body are dedicated to meeting the children's pastoral, social and academic needs within an inclusive, caring and nurturing environment. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged.

High-quality teaching, using precise and timely assessment is at the heart of our approach. 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. We are determined to ensure that all of our pupils develop a love of learning and are given every opportunity to realise their potential.

Our objectives are:

- to narrow the attainment gap between disadvantaged and non-disadvantaged pupils;
- for disadvantaged pupils in school to make at least expected progress;
- to support our children's health and wellbeing to enable them to access learning at an appropriate level;
- to support pupils to achieve attendance of at least 96% or above and arrive on time
- to support pupils to be able to read and write fluently with good understanding, to enable them to access the breadth of the curriculum;
- to develop the children's confidence in their ability to communicate effectively in a wide range of contexts;
- to provide opportunities for the access to a wide range of opportunities to develop knowledge and understanding of the world;

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- ensure that teaching, learning and assessment meets the needs of all pupils through formative assessment, effective scaffolding and analysis of data. Class teachers will identify specific intervention and support for individual pupils, which will be reviewed regularly.
- ensure that appropriate provision is made for pupils who belong to vulnerable groups with their learning and wellbeing needs;
- ensure that learning is planned precisely and scaffolded to meet the needs of the pupils receiving PP;
- provide all staff with effective training and professional development that impacts on the learners;
- provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.
- support children who receive the PPG and also have SEND, EAL or other further needs, which require additional support;
- support children coming into our EYFS to be 'school ready' and provide additional support with any barriers to learning, such as speech and language communication, social communication, vocabulary and oracy and physical development
- develop the outdoor learning environment to ensure that all children have access to high quality learning outside to build resilience, co-operation, turn-taking, problem-solving risk-taking, confidence and self-esteem.
- target funding to ensure that all pupils have access to trips, residential, first hand learning experiences and other opportunities;
- address mental health needs. Following 'lockdown' we have seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs having a dedicated learning mentor is helping to support this.

- provide opportunities for eligible pupils to be able to access enrichment activities including sport and music;

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in reading, writing and maths for PP learners compared to non-PP learners
2	Attendance, parental support and engagement
3	Development of speech and language, vocabulary and oracy.
4	Well-being and social, emotional and mental health needs
5	Access to online learning opportunities

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
Increase progress and attainment in reading, writing and maths compared to non-PP children	Children to achieve the expected or above rate of progress at the end of each academic year. Children who receive PPG to continue to make marginal gains year on year.
Improve and support parental engagement where attendance is below 96%	Attendance of disadvantaged pupils to be above 96% unless there are exceptional circumstances Support individual families to remove barriers to attendance
To support children identified as having speech, language and communication needs.	Disadvantaged children to achieve the expected rate of progress in spoken language, speech development and oracy.
Support well-being and social, emotional and mental health needs	Children to access learning more effectively by having well-being, social emotional and mental health needs supported.
Access to online learning opportunities, including support with devices, in line with peers	Increased use of online learning tools both at home and school, including Seesaw, our online learning platform.

Activity in this academic year 2023-24

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: £3208.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children to have reading and spelling supported through access to an approved DfE validated Systematic Synthetic Phonics programme: <i>Increase effective teaching by training HLTAs in the 'Sounds Write' phonics programme at the relevant time.</i></p>	<p>As stated by the EEF 'Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</p> <p>The Sounds Write meets the DfE criteria and is a highly structured, multi-sensory, incremental and code-oriented, instructional approach to teaching children to read and spell.</p>	<p>1</p>
<p>Children to have reading and spelling supported through access to an approved DfE validated Systematic Synthetic Phonics programme and Spelling Shed.</p> <p>Consistent and effective application of spelling strategies in writing: <i>Introduce consistent use of Spelling Shed to identify and practice spelling patterns and rules.</i></p> <p><i>English Research Team – spelling, retrieval practice and monitoring</i></p>	<p>EEF: Improving Literacy in KS2 Recommendation 5: 'Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.'</p>	<p>1</p>
<p>Develop Reading Comprehension alongside fluency to build a community of confident readers and writers with oracy at the core. <i>Reading CPD through dedicated training sessions and through the</i></p>	<p>EEF states: Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p>	<p>1</p>

<p><i>English Research Team to develop skills in teaching comprehension for both teaching and non-teaching staff, including the appropriate challenge and scaffolding to develop these skills.</i></p>	<p>EEF: Reading comprehension strategies are high impact on average +6 months. Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>“Reading broadens our understanding of the world through being able to read about different ideas, ways of life and beliefs. It has the extraordinary power to transport the reader to other parts of the world and into the shoes of other people’s experience.” Corbett, P (2022) Talk for Reading. Holmfirth. (p.5)</p>	
<p>Develop spoken language and spoken and written vocabulary.</p> <p><i>EYFS pupils with less developed language skills identified and supported through the Nuffield Early Language Intervention (NELI to raise attainment in speech and language skills.</i></p> <p><i>Training for all staff on developing vocabulary. Embed the recently revised school reading spine that includes different types of text as well as developing a vocabulary rich curriculum.</i></p>	<p>The Oxford Language (2018) report ‘<i>Why Closing the Word Gap Matters</i>’ found that the word gap significantly impacts achievement.</p> <p>EEF: ‘Improving Literacy’: ‘Develop pupils’ speaking and listening skills and wider understanding of language. Language provides the foundation of thinking and learning and should be prioritised.</p> <p>High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children’s language and thinking during interactions and activities such as shared reading.</p>	<p>1,3</p>
<p>Children will have access to an environment of rich vocabulary and gaps between use and understanding of these will be diminished.</p> <p><i>Staff CPD will be provided by the lead and developed across the whole school via staff meetings and the English Research Team. Voice 21 has been introduced and is being used through the school to develop aspects of oracy.</i></p>	<p>EEF: ‘Improving Literacy in KS2’ Recommendation 1: ‘Purposeful speaking and listening activities support the development of pupils’ language capability and provides a foundation for thinking and communication.’</p> <p>EEF: The Voice 21 Oracy Improvement Programme supports schools to develop pupils’ use of speech to express their thoughts and communicate effectively.</p> <p>Teachers reported that pupils’ oracy skills improved as a result of the pilot; assessment results also showed that pupils’ oracy skills improved. Further research with a control group to be undertaken.</p>	<p>3</p>

<p>To develop fluency and composition in writing <i>Teaching through Text approach, including updated plans, resources and monitoring.</i></p>	<p>EEF 'Improving Literacy': Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event.</p>	<p>1</p>
<p>To develop mathematical understanding through the use of mastery & CPA. <i>Mathematics Research Team to monitor and develop approaches in Maths, with a focus on mastery, CPA and Number Fluency.</i></p>	<p>EEF states 'Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.' CPA was first proposed by Jerome Bruner in 1966 as a means of scaffolding learning. The psychologist believes that when pupils used the CPA approach, they were able to build on each stage towards a fuller understanding of the concepts being learnt and, as such, the information and knowledge were internalised to a greater degree. This allowed the teacher to build upon this secure learning. White Rose Maths and Numicon resources support PP</p>	<p>1</p>
<p>To support high quality teaching. <i>Ongoing training for teachers on delivering high quality teaching and scaffolding to ensure that all can learn across all subject areas</i></p>	<p>'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is important to provide support for staff so that they can take ownership of the approaches and implement and deliver them successfully.' (EFF, 2021)</p>	<p>1</p>

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

Budgeted cost: £41518.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Full Time HLTA support for each year group in order to provide additional support with pre and over-learning, live marking and feedback, as well as targeted interventions. A proportion of this is funded via PPG. They are also used to release teachers so that they</i></p>	<p>The EEF States: 'one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.' It also states that, 'Small group learning might be another promising approach to meeting differing learner needs without reducing the total amount of teaching time that pupils receive.'</p>	<p>1,3, 4</p>

<i>can take the targeted interventions.</i>		
Interventions to narrow gaps: <i>Regular, targeted interventions by Teaching Assistants across the school.</i>	The EEF States: 'Teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.'	1,3, 4
Ensure interventions are tailored to the needs of the children, including those with SEND and EAL: <i>CPD for teachers, HLTAs and teaching assistants.</i>	EEF: Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes	1,3
Access to online learning for all pupils: <i>Chrome books purchased for each Year group with Y6 having a Chromebook each as well as all PP children offered a Chromebook to have at home. Ongoing investment.</i>	EEF: 'Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.' 'Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.' 'Feedback via technology is likely to be most beneficial if it is provided in addition to, rather than instead of, other forms of feedback.'	5
Access to online learning for all pupils: <i>Seesaw (online learning platform) Purchased for 3 years in order to support remote learning, record certain evidence as well as parental involvement/interaction.</i> <i>Additional online support through learning APPs (Spelling Shed – link to Ofsted target and TT Rock Stars)</i>	EEF (2020) Remote Learning, Rapid Evidence Assessment, London: Education Endowment Foundation (pg 23). 'Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology. In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.	2, 5

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

Budgeted cost: £40486.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing, resilience, social and emotional mental health:</p> <p><i>Outdoor learning opportunities by Forest School trained practitioners.</i></p>	<p>The Council for Learning Outside the Classroom: There is an abundance of research that suggests good quality learning outside the classroom adds significant value to young people's learning. It provides a context for accumulating integrated and subject based knowledge and for developing key skills. Effective learning outside the classroom relies on problem-solving skills, cooperation and interpersonal communication: all essential skills for today's young people.</p> <p>'Research has shown that children can benefit in a multitude of ways ranging from confidence to social, emotional, intellectual, physical and language development. (Murray & O'Brien, 2005).</p>	<p>4</p>
<p>Attendance and Punctuality to increase:</p> <p>An Attendance Team will focus upon the improvement of the attendance % of PP children, including the disadvantage caused to any child by persistent absence.</p> <p>Nurture Breakfast club In place to support identified children with attendance and punctuality (15 pupils in attendance, high proportion are PPG.)</p>	<p>A child ending the year at 90% attendance means that the child misses on average:</p> <ul style="list-style-type: none"> • One half day every week • Nearly four weeks every school year • Over one school year in a school career <p>Below 90% is classed as 'persistent' absence.</p> <p>The EEF has tested a number of interventions designed to improve pupils' out-comes by engaging parents in different types of skills development, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</p> <p>School sends text messages on the first day of absence consistently as a first step approach for all and then further follow-up occurs afterwards.</p>	<p>2</p>
<p>Parental Support: <i>Parent Link worker and Learning Mentor to support parents with</i></p>	<p>The EEF States: 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p>	<p>2, 4</p>

<p><i>early help and support with wider issues such as behaviour.</i></p>	<p>Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year'.</p>	
<p>Access to enrichment and extra-curricular activities: <i>Funding available to support children with access to the same opportunities as their peers, such as sports, music and residential trips, as well as purchases such as school uniform.</i></p>	<p>EEF states that providing extended time in school has an impact of +3 months Additional opportunities to engage in the same extra-curricular activities as peers enables all children access to enrichment activities. This fits in with our school ethos on inclusion and for children not to be disadvantaged by socio-economic circumstances.</p>	<p>4</p>

Total budgeted cost: £85214.16

(£830.84 in reserve for unforeseen expenditure)

Part B: Review of outcomes in the previous academic years

The impact that our pupil premium activity had on pupils: 2022 to 2023

Challenge Number	Detail of Challenge	Review Year 2 (July 2023)
1	Gaps in attainment in reading, writing and maths compared to non-PP children – table below.	<p>This continues to be a priority for us going forward. See progress tables below.</p> <p>Within KS2 there is a higher percentage of children with SEND and EAL; their needs are additionally being targeted through highly specific Additional Support Plans (ASPs) and personalised provision.</p> <p>Reading is an ongoing focus with staff training on fluency and comprehension linked to the updated Reading Framework DFE document in July 2023. Book talk lessons are now focused on our Bridgewater reading strategies that include a wide range of comprehension skills. A Reciprocal Reading intervention group is also being implemented in UKS2 to support pupils with their comprehension of a text. A closer link between high quality texts and writing is also supporting developments within reading. Boom Reader is continuing to be used to encourage greater reading participation and analysis. (Also challenge number 2). FFT Reading Assessment programme is being introduced to help provide a wider assessment of reading to include decoding, fluency and comprehension alongside phonic knowledge.</p> <p>Maths continues to be supported by a Mastery approach, where scaffolding and CPA are used consistently. The Maths Research Team is used to lead developments across the school. A focus on fluency and number skills is a focus across the school with retrieval a key priority.</p> <p>Writing long term plans have been reviewed with a focus on the National Curriculum progression. High quality texts are being used across the school for writing opportunities and there are stronger links between reading and writing. Short-burst writes are continuing to be used in order to develop greater writing stamina. Within Early Years, Drawing Club has positively impacted on writing progress in Reception and this is being used for transition into Year 1. Nursery staff have also attended the Scribble Club training to begin implementing with children over the coming year.</p> <p>PHONICS: Impact of 'Sounds Write' training over the year: Y1 PP pupils (3/7 children) 48% passed the screening compared to 67% PP pupils nationally. 81% (83 pupils) non-PP pupils passed the screening compared to 83% nationally. Phonics continues to be a focus with the use of the FFT Reading Assessment Programme being introduced</p>

		<p>to identify gaps in phonic knowledge at an earlier stage so keep up and catch up strategies can be more focused.</p> <p>In the last year, the impact of the use of Catch Up Premium, School Led Tutoring and the robust support from the year group teams has supported similar progress, sometimes higher progress, between children receiving PPG and non-PP.</p> <p>Progress Tables - where 0 is considered expected progress across Reading, Writing and Maths Progress from Year 2 (2018-19) to Year 6 (2022-23): Combined boys and girls 2022-23</p> <table border="1" data-bbox="628 607 1423 853"> <thead> <tr> <th>Progress 2022-23</th> <th>PP</th> <th>Not PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-0.6</td> <td>0.0</td> </tr> <tr> <td>Writing</td> <td>-0.6</td> <td>0.0</td> </tr> <tr> <td>Maths</td> <td>-0.6</td> <td>-0.3</td> </tr> </tbody> </table> <p>By Gender 2022-23</p> <table border="1" data-bbox="628 943 1423 1189"> <thead> <tr> <th>Progress 2022-23</th> <th>PP Boys</th> <th>Not PP Boys</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-0.8</td> <td>0.0</td> </tr> <tr> <td>Writing</td> <td>-1</td> <td>-0.1</td> </tr> <tr> <td>Maths</td> <td>-0.3</td> <td>-0.4</td> </tr> </tbody> </table> <table border="1" data-bbox="628 1240 1423 1487"> <thead> <tr> <th>Progress 2022-23</th> <th>PP Girls</th> <th>Not PP Girls</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-0.5</td> <td>0</td> </tr> <tr> <td>Writing</td> <td>-0.4</td> <td>0</td> </tr> <tr> <td>Maths</td> <td>-0.7</td> <td>-0.1</td> </tr> </tbody> </table> <p>PP progress is below non-PP progress and we are addressing this with a focus on the school transformation plan: PP progress to be in line with cohort and narrowing against national (Gov.uk National Statistics). This is also detailed within subject action plans.</p>	Progress 2022-23	PP	Not PP	Reading	-0.6	0.0	Writing	-0.6	0.0	Maths	-0.6	-0.3	Progress 2022-23	PP Boys	Not PP Boys	Reading	-0.8	0.0	Writing	-1	-0.1	Maths	-0.3	-0.4	Progress 2022-23	PP Girls	Not PP Girls	Reading	-0.5	0	Writing	-0.4	0	Maths	-0.7	-0.1
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Maths	-0.6	-0.3																																				
Progress 2022-23	PP Boys	Not PP Boys																																				
Reading	-0.8	0.0																																				
Writing	-1	-0.1																																				
Maths	-0.3	-0.4																																				
Progress 2022-23	PP Girls	Not PP Girls																																				
Reading	-0.5	0																																				
Writing	-0.4	0																																				
Maths	-0.7	-0.1																																				
2	Lower levels of parental engagement and attendance	<p>Seesaw continues to be used across the school to engage parents with learning.</p> <p>Pupil Premium attendance is closely tracked against the attendance of other pupils and cross-referenced with the FFT Aspire attendance figures. Regular attendance meetings are scheduled, where 'focus families' are identified and parents are engaged regarding low attendance to address barriers.</p> <p>Breakfast club is continuing to support identified children to encourage their attendance and punctuality into school.</p>																																				

3	Low level of Speech and language as well as Oracy skills	<p>As part of the Voice 21 Project, Oracy has been a focus with teachers embedding the use of Stem sentences, talk tactics and listening ladders. This is having a positive effect on structuring pupils' talk across the curriculum.</p> <p>Vocabulary is a continued focus with the development of early language development in Early Years through the Drawing Club approach.</p> <p>NELI continues, but the flexible use of the HLTAs across the school enables further support to be put in place, by having follow-up sessions or using the HLTA for cover.</p>
4	Well-being and SEMH	<p>For children who need support during the busy lunchtime, Nurture Lunch is continuing to provide a relaxed environment and have a positive impact on well-being.</p> <p>The Learning Mentor supports children across the school and includes programmes for individual nurture, Drawing and Talking, group support, Bereavement etc. The LM also supports children with social skills and emotional regulation.</p>
5	Access to online learning opportunities	<p>Home Learning takes place on Seesaw weekly and it is also an excellent platform for teachers to upload guidance, tutorials and message families to support with learning.</p> <p>Teachers also model strategies and share them on Seesaw in order to support parents in helping their children.</p> <p>Learning APPs provide the support for learning at home and include Spelling Shed and Times Table Rockstars.</p> <p>Devices have been made available to all those on PPG who require support to access learning at home.</p>

Recovery premium funding allocation this academic year: £7832

Reading remains a priority and TAs are directed in supporting the development of children's reading. Adults regularly read with the PP children with a focus on decoding, fluency and comprehension. This is having a positive impact running alongside our phonics programme 'Sounds Write'. When appropriate, the Reading Fluency table is used to assess the level of children's fluency which then directs the adults to have a deeper understanding of a child's gap.

Using the Recovery Premium to support this has not only helped support with training and resources, but also paid for time for teachers (HLTA cover) to teach small groups and provide individualised tuition to reduce gaps.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Boom Reader	Squirrel Learning Ltd
SeeSaw	Seesaw
Spelling Shed	EdShed
Times Table Rock Stars	Maths Circle Ltd

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service Pupil Premium funding (2) was directed towards support for writing with overlearning in grammar, punctuation & spelling.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils attained the expected year group standard for writing at the end of the year.

Further information (optional)

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

Subject Action Plans have continued to focus on cognitive science and **retrieval practice** across the curriculum, as this pedagogical approach of consciously recalling knowledge helps learners in long term retention of knowledge, as well as helping them to analyse the initial learning. This approach is consistently applied across the school and across subjects and is supporting the links being made in learning over-time. This is linked closely with our curriculum drivers.

Lesson visits were focused on aspects of the SDP, including maths, reading and writing and how children are scaffolded to ensure that the teacher is able to deliver high quality teaching. Scaffolding is a strategy by which teachers provide a specific way of support to the students, as they learn and develop a new skill or concept. **Scaffolding** helps learners to systematically build their knowledge, getting the support they need as they work through the learning. It can be flexible, according to the needs of the learner at that time and supports collaboration and confidence.

We have continued to look at how high quality **CPD/CPL** supports staff development and how this then is used within the classroom to develop high quality teaching. **Subject leaders and Research Teams** develop practice in smaller teams, trialling it and practising. Then it is reviewed, reflected on and the aspects are shared across year groups/Phases.

Small group support was provided via an additional teacher.

Year 6: School Led Tutoring: additional teacher.

Maths to EXS (35 children in 2 groups): 74% achieved EXS (26/35 children)

Maths to GD (17 children in 1 group): 71% achieved GD (12/17 children)

Reading to EXS (25 children in 2 groups) -72% achieved EXS (18/25 children)

Reading to GDS (29 children in 2 groups) 52% achieved GD (15/29 children)

Year 5: School Led Tutoring: additional teacher.

Maths Arithmetic Focus (13 children) 77% achieved EXS (10/16 children)

Maths Working Towards (10 children) 70% achieved EXS (7/10 children)

Writing to EXS (9 children) 100% achieved EXS+ & 22% GD (2/9 children)

Reading Comprehension (17 children in 2 groups) 88% achieved EXS+ (15/17 children) & 18% GD (3/17 children)

Writing to GDS (9 children) 89% achieved GD (8/9 children)

Targeted interventions continue across the school.

Children receiving PPG who require 'devices' had full access to support them to access **online learning**. **Seesaw** has continued to be used and remains an excellent vehicle for teacher

support, live demonstrations, and home learning. We have also increased the range of extracurricular opportunities for children.

Oracy and supporting children's **vocabulary** has been a priority across the school, particularly important has been language development in the early years and KS1. Oracy has been placed within the English team and then rolled out across all other subjects. On entry to school, research indicates that disadvantaged children's spoken language development is significantly lower than their more advantaged peers and these gaps grow throughout school widening to a five years' difference by the age of 14. This is not just a post-Covid issue. Law *et al.* (2014) study of a group of children at the age of 3 years found that those in the poorest 20% of the population were on average 17 months behind in their language development compared to the wealthiest 20% of the population.

Children that engage in high quality spoken interactions and interventions can achieve up to 5 months additional progress and up to 6 months additional progress for those who are disadvantaged. (EEF). Investing in the **Voice 21** project has provided us with additional tools and resources to develop this even further within school and by supporting learner's language development and vocabulary we have seen greater engagement and understanding across the different subjects within school.

To support **SEMH, emotional wellbeing and social skills**, our Learning mentor continues to work across the school. To support attendance, we have re-established **Nurture Breakfast club** from 8am in the morning – this supports children who need additional wellbeing, helps to promote and support **attendance and punctuality** and models peer-to-peer support. There is an average of 20 attending pupils and the majority of these children are receipt of PPG. If further support is needed to improve and support attendance the PLW works alongside the Office manager, the Learning mentor and DHT to analyse data, send letters, make home visits, meet 1:1 where parenting contracts set clear targets and aim to reduce barriers and signpost to external professionals where required.

Families have also been supported by a range of **workshops** run by the PLW in collaboration with other professionals, this has included Family Resilience, Sleep, 1,2,3 Magic etc.

As a school, we have also invested in the **Learning Outside the Classroom (LOtC)/Forest Schools Approach**, through training two new leaders. We have a strong commitment to this, as it supports the personal development and education of our learners pupils and it includes an extended offer across the school of: educational visits in every year group; residential trips in years 4 and 6; welcoming visitors with particular expertise into school; taking meaningful and well-planned learning experiences out of the classroom and around our excellently resourced school site; and Forest School sessions for all children in our Nursery and Reception classes alongside group sessions for selected children throughout the rest of the school. It is our intention that every pupil develops a real passion for the great outdoors and celebrates their local, natural environment. We wish for every child to develop a knowledge and passion for their local habitat and how to look after and nurture it and feel this will be particularly important for wellbeing.

As a comparative figure, PP **attendance** was 94.39% in 2022-2023, compared to non-PP 95.3%; although non-PP are +0.91% above PP pupils, both groups are currently above the national average.

The impact that our pupil premium activity had on pupils: 2021 to 2022

Due to COVID-19, performance measures have not been published publicly for 2021 to 2022.

Challenge Number	Detail of Challenge	Review Year 1 (July 2022)
1	<p>Gaps in attainment in reading, writing and maths compared to non-PP children – table below.</p>	<p>See Table 1 below. This continues to be a priority for us going forward.</p> <p>There is a high percentage of children with SEND and EAL within these groups; their needs are additionally being targeted through highly specific Additional Support Plans (ASPs) and personalised provision.</p> <p>Reading is an ongoing focus with staff training on comprehension, book talk and using VIPERS (vocabulary, inference, prediction, explain, retrieve and summarise/sequence.) We have also introduced Boom Reader to encourage greater reading participation and analysis. (Also challenge number 2)</p> <p>Maths continues to be supported by a Mastery approach, where scaffolding and CPA are used consistently. A learning walk at the start of the year, allowed maths leaders to check consistency in scaffolding and challenge and this is being targeted through the Maths Research Team.</p> <p>Writing – the National Curriculum progression has been revisited to ensure that enough. Talk 4 Writing is woven through the delivery of writing, as appropriate. Boys receiving PPG made slightly less progress (-0.2) compared to non-PP boys (+0.1) but the numbers in the PP group are much smaller, which we are aware of. Short-burst writes are being added in order to develop greater writing stamina – an ongoing consideration following lockdown.</p> <p>PHONICS: Impact of ‘Sounds Write’ training over the year: although the small data set affected the overall % of children achieving Phonics in Y1 (5 children) 60% compared to 71% (83 pupils) non-PP – the average score of PP children was higher at 34 than the non-PP. 40% of chn receiving PP have EAL.</p> <p>In the last year, the impact of the use of Catch Up Premium, School Led Tutoring and the robust support from the year group teams has supported similar progress, sometimes higher progress, between children receiving PPG and non-PP.</p> <p>Progress Tables - where 0 is considered expected progress across Reading, Writing and Maths</p>

		<p>Combined boys and girls 2021-22</p> <table border="1"> <thead> <tr> <th>Progress 2021-22</th> <th>PP</th> <th>Not PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>+0.4</td> <td>+0.3</td> </tr> <tr> <td>Writing</td> <td>+0.1</td> <td>+0.2</td> </tr> <tr> <td>Maths</td> <td>+0.1</td> <td>+0.1</td> </tr> </tbody> </table> <p>By Gender 2021-22</p> <table border="1"> <thead> <tr> <th>Progress 2021-22</th> <th>PP Boys</th> <th>Not PP Boys</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>+0.2</td> <td>+0.2</td> </tr> <tr> <td>Writing</td> <td>-0.2</td> <td>+0.1</td> </tr> <tr> <td>Maths</td> <td>0.0</td> <td>+0.2</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Progress 2021-22</th> <th>PP Girls</th> <th>Not PP Girls</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>+0.5</td> <td>+0.3</td> </tr> <tr> <td>Writing</td> <td>+0.2</td> <td>+0.3</td> </tr> <tr> <td>Maths</td> <td>+0.2</td> <td>+0.1</td> </tr> </tbody> </table> <p>There is similar progress between genders, although we have identified that PP boys as a whole did not progress as expected in writing and we are addressing this with short burst writes and support to build writing stamina and handwriting support.</p>	Progress 2021-22	PP	Not PP	Reading	+0.4	+0.3	Writing	+0.1	+0.2	Maths	+0.1	+0.1	Progress 2021-22	PP Boys	Not PP Boys	Reading	+0.2	+0.2	Writing	-0.2	+0.1	Maths	0.0	+0.2	Progress 2021-22	PP Girls	Not PP Girls	Reading	+0.5	+0.3	Writing	+0.2	+0.3	Maths	+0.2	+0.1
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2	Lower levels of parental engagement and attendance	<p>We continue to use Seesaw to support with parents' levels of engagement.</p> <p>We have regular attendance meetings, where we have 'focus families' and engage with parents regarding low attendance to address barriers. A breakfast club has been introduced for a group of identified children to encourage their attendance and punctuality into school – of the children invited 15% have attended regularly, which has started to impact positively on attendance.</p> <p>Pupil Premium attendance is closely tracked against the attendance of other pupils and cross-referenced with the FFT Aspire attendance figures.</p>																																				
3	Low level of Speech and language as well as Oracy skills	<p>Oracy has been an emphasis in as part of the English Research Team. All staff are embedding STEM sentences in their classroom practice which is having a positive impact. We have a vocabulary spine; words are chosen each day to discuss and use in lessons.</p> <p>NELI continues, but the flexible use of the HLTAs across the school enables further support to be put in place, by having follow-up sessions or using the HLTA for cover.</p>																																				

4	Well-being and SEMH	<p>Nurture lunch, for those children who need require support during the busy lunchtime, is having a positive impact on children's well-being.</p> <p>The Learning Mentor supports children across the school and includes programmes for individual nurture, Drawing and Talking, group support, Bereavement etc. The LM also supports children with social skills and emotional regulation.</p>
5	Access to online learning opportunities	<p>Children have access to Online learning support via Seesaw, should it become necessary.</p> <p>Home Learning takes place on Seesaw weekly and it is also an excellent platform for teachers to upload guidance, tutorials and message families to support with learning.</p> <p>Teachers also model strategies and share them on Seesaw in order to support parents in helping their children.</p> <p>Learning APPs provide the support for learning at home.</p> <p>Devices have been made available to all those on PPG who require support to access learning at home.</p>

Recovery premium funding allocation this academic year: £5800

TAs are directed in supporting the development of children's reading as a priority. Adults regularly read with the PP children and give them opportunities to answer specific comprehension questions such as those on a 60 second read. This is having a positive impact running alongside the impact of our phonics programme 'Sounds Write'.

When appropriate, the Reading Fluency table is used to assess the level of children's fluency which then directs the adults to have a deeper understanding of a child's gap.

Using the Recovery Premium to support this has not only helped support with training and resources, but also paid for time for teachers (HLTA cover) to teach small groups and provide individualised tuition to reduce gaps.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service Pupil Premium funding (2) was directed towards overlearning of maths concepts to achieve a secure expected.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils attained the expected year group standard for maths at the end of the year.