

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Meadowhead Community Junior School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2024
Statement authorised by	Allison Chadwick (Substantive Head) and Rachel Blackledge (Acting Head)
Pupil premium lead	Helen Lawton
Governor / Trustee lead	Natalie Young

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,295
Recovery premium funding allocation this academic year	£ 10,440
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	£217,735

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our pupils are not educationally disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs. Our ultimate objectives are to:

- Remove barriers to learning created by financial deprivation, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world to enable the pupils to have aspiration for their future.
- Accelerate progress from lower-than-average starting points.

Our Context:

Our school is situated in one of the most deprived boroughs in England, we serve one of the most deprived towns nationally. The Income of Deprivation Affecting Children Index (IDACI) and the January 2021 census shows that 42% of our pupils live in the bottom 5% of deprivation only 5% live in the top half for affluence. 95% of our pupils live the bottom half for deprivation and 0% of children live in the top quarter for affluence.

Achieving our objectives:

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

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.

- Provide appropriate nurture support to support pupils in their emotional and social development.

The above strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Senior leaders and class teachers will identify, through Pupil Progress meetings, specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to KS2 in all areas.
2	Weak reading skills.
3	Pupil's attendance and punctuality is poor.
4	24.4% of the Pupil Premium children are on the SEND register with a range of needs, especially emotional difficulties with low self-esteem and confidence and emotionally-based school avoidance.
5	Lack of parental support and poor home environments.
6	Pupils have limited vocabulary due to lack of exposure to the wider world linked to limited real-life experiences and resulting from the pandemic.

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
To accelerate progress of Pupil Premium children in all core curriculum areas so that it is at least in-line with Non-Pupil Premium children.	End of KS2 data shows at least good progress for the end of KS1 data in all core curriculum areas leading to an upward trend and improved attainment data.
To improve the progress and attainment of more able Pupil Premium children.	Attainment and progress gap between Pupil Premium and Non-Pupil Premium pupils to narrow at Greater Depth. Pupil data from the end of KS2 shows an upward trend of Pupil Premium pupils achieving a Greater Depth standard.

All pupils to leave school as competent and confident readers.	All children are able access the wider curriculum effectively through reading. Children are making at least good progress from starting points shown in end of KS1 data. The bottom 20% of readers make accelerated progress.
Improved attendance data including a decrease in percentage of persistent absences.	Attendance data will be at least in-line with the national average data.
The mental health, wellbeing and the resilience of all pupils will be improved.	Children will have access to a range of appropriate resources to support their particular needs including both internal and external professionals.
Improved parental engagement and support.	Good uptake parental workshops and Parents' Evening. Increase in children's home reading leading to an improved number of quizzes completed successfully through Accelerated Reader.
Children's vocabulary range will be developed through speaking and listening, reading and writing.	Children will display competent speaking and listening skills; children will be able to effectively access the wider curriculum; children's reading comprehension and stamina will be improved and writing will show a wider range of interesting effective vocabulary.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £103,598

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>HLTA PPA cover</i>	<p>EEF Guide to the Pupil Premium states that “Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving, is the key ingredient of a successful school”.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>We employ two higher level teaching assistants to ensure quality first teaching during PPA cover. Both HLTA’s take part in whole staff and targeted CPD and as such ensure continuity and consistency of teaching approach for our pupils.</p>	1, 2, 6
<i>New PIVATS programme (inc. CPD)</i>	<p>The new Year 3 intake has many children currently working at a level much lower than their chronological age, including below KS1 standard. PIVATS allow schools to track smaller steps of progress and can be used to assess speaking and listening skills, as well as reading, writing and maths. Given the aftermath of the pandemic and associated lockdowns, PIVATS is also a valuable tool for children further up the school who are working at a much lower level than their chronological age.</p>	1, 2
<i>To introduce the Little Wandle phonics scheme and ensure all staff are trained in teaching it and school has the necessary accompanying resources.</i>	<p>The EEF document, ‘Improving Literacy in KS2’ states, “Most children learn how to decode words in Reception and Key Stage 1. However, pupils are likely to continue to benefit from some phonics work in Key Stage 2 to consolidate their understanding of grapheme-phoneme correspondence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2, 6
<i>All teaching staff to receive specialist whole school CPD, mentoring and coaching from the deputy who</i>	<p>The EEF’s Guide to The Pupil Premium states that every teacher being supported to keep improving is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1, 2, 6

<p><i>has recently completed Leverage Leadership training. This will ensure all teaching is at least good with the majority being outstanding, ensuring excellent quality first teaching.</i></p>		
<p><i>Specialist teacher to deliver outdoor learning sessions linked to wider curriculum objectives.</i></p>	<p>The EEF Outdoor Adventure Learning Toolkit states that whilst the evidence base for outdoor learning is weak due to a relatively low amount of studies, those which have been conducted show positive impacts of outdoor learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>The National Literacy Trust states that “Research from T. Gill showed that outdoor learning boosts confidence, social skills, communication, motivation, physical skills, knowledge and understanding, while research from O’ Brian and Murray found an increase in children’s self-esteem, self-confidence, ability to work cooperatively and positive attitude to learning.”</p> <p>https://literacytrust.org.uk/blog/the-benefits-of-outdoor-learning-in-the-early-years/</p> <p>Children at Meadowhead Juniors have very limited life experiences. The progressive outdoor learning programme is designed to develop social skills, vocabulary, understanding of their environment and the natural world whilst linking learning to curricular objectives.</p>	<p>1, 2, 4, 5, 6</p>
<p><i>To re-establish links with our local maths hub to develop a mastery approach to maths teaching and learning. Whole school to receive training in this approach.</i></p>	<p>Evidence from the EEF suggests that a mastery approach to learning has an impact of +5 months across the academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>We began a whole-school journey to develop a mastery approach to maths just prior to the pandemic. After a recent change in maths lead, we will now work on establishing further links with the maths hub and further implementing and embedding a mastery approach over the course of the next three years.</p>	<p>1, 4</p>
<p><i>Accelerated Reader to be used as a whole school</i></p>	<p>Extensive research on the impact of Accelerated Reader was carried out by school prior to deciding to adopt the scheme. Senior leaders visited other schools where Accelerated Reader was being used successfully with</p>	<p>1, 2, 4, 5, 6</p>

<p><i>approach to improving standards in reading both at home and at school.</i></p>	<p>good impact; these were schools with a similar catchment and demographic to Meadowhead Juniors.</p>	
<p><i>To ensure guided reading is fully resourced with books which support the wider curriculum.</i></p>	<p>Evidence from the EEF suggests that the implementation of reading comprehension strategies has an impact of +6 months across the academic year.</p> <p>At Meadowhead Junior School, we use a targeted approach to guided reading, which ensures children are accessing challenging texts at their level and linked to the wider curriculum.</p> <p>Research from the EEF supports this approach; their teaching and learning toolkit states, '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>In order to develop this approach further, it is essential that children have access to high-quality, engaging and inclusive texts.</p>	<p>1, 2, 4, 5, 6</p>
<p><i>To ensure all children have the opportunity to learn a musical instrument as part of the music curriculum</i></p>	<p>Evidence from the EEF suggests that participation in the arts (including music) has an impact of +3 months across the academic year.</p> <p>Due to the levels of deprivation in the area surrounding Meadowhead Junior School, our children are unlikely to receive music tuition outside of school. All of our year 4 children receive musical tuition (ukulele) as part of their music curriculum.</p>	<p>1, 4, 5, 6</p>
<p><i>To purchase, implement and embed the use of Clicker</i></p>	<p>Evidence from the EEF suggests that the use of digital technology during lessons has an impact of +4 months across the academic year; this approach is most effective when technology is used to supplement, rather than replace, other teaching activities or interactions.</p> <p>At Meadowhead Junior school, due to a variety of factors, many of our children struggle to record work in writing. In order to supplement their written work and develop the skill of recording writing, school has purchased Clicker 8. All staff will receive training in its use.</p>	
<p><i>All teaching staff to access and apply CPD, mentoring and coaching to ensure consistently high quality</i></p>	<p>The EEF states in its updated Pupil Premium guidance that, "<i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</i>"</p>	

<p><i>teaching and learning is taking place and that teachers are fully trained in supporting children with additional behavioural and learning needs in class.</i></p>	<p>Due to Meadowhead Junior School's catchment area, we have many children with additional behavioural and educational needs. It is therefore of paramount importance that all teachers receive regular CPD to ensure they meet the needs of all children effectively.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 32,576

Activity	Evidence that supports this approach	
<p><i>New HLTA to be trained in teaching phonics and reading interventions.</i></p>	<p>The EEF states that phonics teaching has an impact of +5 months across the academic year. With older children, there are fewer studies available; those that do exist however show a positive impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Many of our year 3 and 4 children have come to us with significant gaps in their phonic knowledge and skills owing to the large periods of time spent in remote learning; this is particularly the case for our disadvantaged pupils. As a school, we are teaching phonics to the whole of year 3 to ensure all gaps are plugged and running phonics interventions in year 4 and throughout years 5 and 6 where necessary. One of our HLTAs will therefore take part in CPD to develop her expertise in this area and will be responsible for overseeing phonics interventions.</p>	
<p><i>Keep Up Not Catch Up</i></p>	<p>Evidence from the EEF suggests that 1:1 tuition has an impact of +5 months across the academic year, particularly when the tuition is linked to lesson objectives currently being worked on in class.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Children who have not fully understood a learning objective within a lesson are given short, targeted interventions in the afternoon to ensure that any gaps which appeared within the morning lesson are quickly identified and closed before the next lesson. Interventions are typically 5-10 minutes long which ensures children are not taken out of wider curriculum activities for too long.</p>	

<p><i>SHINE Interventions</i></p>	<p>Evidence from the EEF suggests that individualised instruction (which the SHINE programme encompasses) has an impact of +4 months across the academic year, particularly where technology is used alongside small group tuition.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Children are assessed in reading, writing and grammar using PIRA, PUMA and GAPS. The results are then fed into a digital system which identifies where children's gaps in knowledge and understanding are; a tailored intervention is then produced to ensure the identified gaps are plugged.</p>	
<p><i>FBA Book Awards</i></p>	<p>Evidence from the EEF suggests that small group tuition has an impact of +4 months across the academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>The FBA book awards are aimed at developing the reading fluency, comprehension and Tier 2 – 3 vocabulary of the more able readers in years 5 and 6. The awards comprise a series of book clubs – run by the deputy, who is also an English SLE - meeting weekly to read, digest and discuss recent quality titles in children's literature which have been nominated for awards locally. After having read all of the books, the children vote on which is their favourite and this is fed into a local voting system which then produces the winning title.</p>	
<p><i>1:1 Reading and comprehension work</i></p>	<p>Evidence from the EEF suggests that 1:1 tuition (including reading) has an impact of +5 months in primary schools across the academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>At Meadowhead Junior School, we are aware that many of our children – particularly our disadvantaged children – do not read regularly at home and generally do not have access to books outside of school.</p>	
<p><i>Reading Partners Intervention</i></p>	<p>Evidence from the EEF suggests that 1:1 tuition has an impact of +5 months in primary schools across the academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Lancashire Reading Partners is a one-to-one reading intervention approach which can be used to support progress in reading. It is particularly useful for children who are reading within the lowest 20% of a cohort in KS1 or KS2 and need specific support.</p>	
<p><i>Targeted assessment to identify gaps in knowledge and understanding, enabling teachers to adjust their whole</i></p>	<p>Evidence from the EEF suggests that individualised instruction has an impact of +4 months in primary schools across the academic year. This figure increases to +6 months when feedback from digital technology is incorporated into developing individualised instruction. In school, we use PIRA, PUMA and GAPS assessments to</p>	

<p><i>class teaching/interventions to meet the individual needs of each child</i></p>	<p>identify gaps in children’s knowledge and understanding. The assessments include immediate digital feedback which directs teachers towards where children’s gaps are and provide guidance on how to plug them.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
<p><i>Specialist teaching provision for those children who, due to severe additional needs, require the input of a specialist school to support them in accessing a mainstream curriculum</i></p>	<p>At Meadowhead Junior School, we have excellent links with our local pupil referral units. Children with severe behavioural challenges have attended the units for a set amount of time, during which, they work on strategies to support their engagement with the curriculum and their peers. As a school, we are highly-involved in this process and, once the child has returned to school, implement the guidance and strategies provided by the PRU to ensure children are able to access the curriculum in our mainstream setting.</p> <p>This approach has produced overwhelmingly positive results with the vast majority of children who have attended these settings now able to access the curriculum within a mainstream setting.</p>	<p>1, 3, 4, 5</p>

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

Budgeted cost: £71,121

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>HLTA Nurture Group</i></p>	<p>A nurture group for targeted disadvantaged children. EEF evidence suggest that nurture groups can produce larger improvements in academic performance along with a decrease in problematic behaviours.</p> <p>https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p> <p>Metacognition training EEF research shows that developing and training pupils with metacognition strategies especially those that are disadvantaged has a positive impact on learning across the curriculum. The EEF research states that metacognition and self-regulation has very impact for very low cost this from extensive evidence.</p>	<p>4,5,6</p>
<p><i>Forest School</i></p>	<p>Our children lack many of the fundamental life skills and experiences required due to limited cultural capital. Through developing school grounds, training support staff and a teacher to become the forest</p>	<p>1,4,5,6</p>

	<p>school lead, children experience the great outdoors on their doorstep.</p> <p>Research suggests that outdoor learning may have positive impacts on outcomes such as self-efficacy, motivation and teamwork all of these are areas that our disadvantage pupils need support in.</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	
<p><i>School Trips – cost of transport to and from venues to be covered by pupil premium funding.</i></p> <p><i>Specialist teacher to develop and organise a programme of residential visits for each year group in school. The specialist teacher will also support other staff members in identifying and organising school visits.</i></p>	<p>To ensure all learners can access rich and diverse experiences away from the classroom. This is particularly important for our children as their lack of wider experiences limits their understanding of the world and the curriculum and also impedes their vocabulary development.</p> <p>The HSE states that learning outside the classroom brings the curriculum to life, it provides a deeper subject learning and increase self-confidence. All of which benefits all pupils at Meadowhead Junior School especially our disadvantage pupils.</p> <p>https://www.hse.gov.uk/services/education/school-trips.pdf</p>	1,4,5,6
<p><i>Employment of a Pupil Wellbeing Co-ordinator</i></p>	<p>Development of excellent working relationships between school and disadvantaged families. A significant proportion of our children and families value the support of our Wellbeing Co-ordinator, this have a positive impact upon attendance, behaviour and academic outcomes.</p>	1,2,3,4,5,6
<p><i>Employment of an Attendance Officer</i></p>	<p>Improved attendance of disadvantaged and vulnerable pupils.</p> <p>Evidence over recent years suggests attendance improves when an attendance officer is on site working with families.</p>	1,2,3,5,6
<p><i>Parental Engagement via parental workshops and events in school. PWCo, Headteacher and Teach First accredited teacher to lead workshops and events to encourage and support parents.</i></p>	<p>EEF research suggests that increased parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>The EEF suggests that engagement could take the form in improving parents' own skills, general approaches which encourage parents to support their children with their learning, the involvement of parents in children's learning activities or more intensive programmes for families in crisis.</p>	1, 2, 3, 4, 5

<p><i>Implementation of a Walking Bus, targeting families where pupils have consistently poor attendance/persistent absenteeism.</i></p>	<p>Research from schools with a similar catchment and with similar attendance challenges that use a Walking Bus model showed a significantly positive impact on the attendance of Pupil Premium children when targeted at this group.</p> <p>The same research showed a positive impact on children's mental health and wellbeing following use of the Walking Bus and improved attendance at school; this evidence was, however, anecdotal.</p>	<p>2, 3, 4, 5</p>
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Total budgeted cost: £ 207,295

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.

The following outlines the areas which we feel have had a major impact on the outcomes – both pastoral and academic – of our disadvantaged students. As a school with 68% of our pupil categorised as disadvantaged, many of these approach will have a whole-school focus.

Review of Expenditure 2022-2023			
Desired outcome	Chosen action/approach	Estimated impact: Did we meet the success criteria? Include impact on pupils not eligible for PP if appropriate	Lessons learned including whether we will continue with this approach
Quality, consistent teaching to take place when teachers have their PPA time. Behaviour will improve with a consistent person teaching during PPA time each week and more progress will be made in foundation subjects.	Deployment of two HLTA's (both qualified teachers) to cover PPA time.	Incidents of poor behaviour have significantly reduced during PPA time; through monitoring, both teachers have shown to be delivering quality lessons in foundation subjects.	Results suggest the use of HLTA's in this way has improved behaviour and led to improved outcomes for children. Continue? Yes In the next academic year we will be funding one HLTA and one part time fully-qualified teacher to cover PPA.
Progress of all children to be accurately tracked – including those working at a level far below their chronological age or below KS1.	Introduce PIVATS to assess those working significantly below their chronological age level.	The use of PIVATS has allowed teachers to track the progress of those pupils who are significantly behind (more than two years). This has enabled teachers to teach more accurately due to having reliable starting points for the children.	PIVATS has been successful in tracking academic progress. Continue? Yes PIVATS has not been as successful as we would like in tracking the progress of

			<p>children with SEMH or SEBD.</p> <p>Continue? No</p> <p>We will change to using Boxhall assessments instead.</p>
<p>All teachers to receive ongoing CPD in the form of coaching to ensure teaching is the highest quality it can be in school.</p>	<p>Deputy Head Teacher to give targeted individual support to identified teachers, as well as support to teachers as a whole school via CPD.</p>	<p>Recent monitoring has shown the majority of teachers to be delivering the curriculum to at least a good standard; those who need additional support will be given tailored coaching sessions from the Deputy Head Teacher who is an SLE and lead moderator for the local authority.</p>	<p>Continue? Yes</p> <p>The substantive deputy head teacher currently the Acting Head Teacher; the current associate Deputy Head Teacher will take over this approach for 2023-24 academic year.</p>
<p>Ensure all children have a secure foundation for reading through phonics.</p>	<p>Introduce Little Wandle for those children who come up from the infants still needing to secure their phonic knowledge and understanding. This is in line with current practice at the infant school.</p>	<p>Little Wandle has been very successful for those children working at a phonic level, particularly given the fact that the scheme incorporates reading.</p>	<p>Children are able to work through the scheme from their own starting points and move rapidly onto the reading progression we use in school.</p> <p>Continue? Yes</p>
<p>To develop and implement a mastery curriculum for maths.</p>	<p>Establishing links with our local maths hub.</p>	<p>The hub has delivered 1:1 CPD sessions with our maths lead and has been instrumental in supporting us in our journey towards embedding a mastery for maths curriculum.</p>	<p>Whilst we will continue to work with the hub, we will also be implementing Red Rose Maths to further embed our mastery approach across school.</p> <p>Continue? Yes</p>
<p>To improve the quality and frequency</p>	<p>Continuing to use Accelerated</p>	<p>Via the use of Accelerated Reader, the percentage of</p>	<p>Owing to the competitive nature of</p>

<p>of home reading as well as communication with parents regarding reading.</p>	<p>Reader with a relaunch for our new pupils.</p>	<p>children accessing home reading can be accurately tracked, as well as how well they are understanding the texts through the use of tests after each book. AR also provides a chronological reading age, a standardised reading age and a ZPD, all of which supports assessment in reading and ensures children are reading at the correct level for their ability at home.</p>	<p>AR and the highly focused approach it provides, it is currently having a positive impact on reading in school.</p> <p>Our 2022-2023, KS2 reading data was broadly in line with national data for both the expected standard and higher standard.</p> <p>Continue? Yes</p>
<p>Children who have fine motor difficulties, or difficulties recording in writing for any other reason, to be able to record their work using a different method to ensure they are still able to make progress and achieve across all subject areas.</p>	<p>Purchase Clicker 8 and provide training for all teaching and support staff to ensure it is used efficiently and effectively in school.</p>	<p>Children who had previously been unable to access the curriculum effectively, due to difficulties recording their work, can now be supported effectively to do so. Clicker is also being used to adjust tasks to ensure all children can access the learning objective for the lesson. This supports our mastery approach to learning across school.</p>	<p>The introduction of Clicker 8 has had an excellent impact on learning across all subjects. Behaviour (particularly PP boys) has improved in lessons and children are more engaged once the barrier of physical writing is removed.</p> <p>Continue? Yes</p> <p>Site licence to be purchased, yearly.</p>
<p>Children who have gaps in their phonic knowledge and understanding will be supported to plug those gaps, leading to accelerated progress and greater fluency in reading.</p>	<p>New HLTA to be trained in phonics and lead reading interventions.</p>	<p>Whilst the HLTA has had a good impact in some areas of the school, in others (Year 3) it has proven to be more beneficial to stream the few children still working at a phonics level, according to the phase they are working on and have the teachers and SSA's who work in those classes deliver the phonics work.</p>	<p>Continue? Yes but with changes to provision for phonics in Year 3</p>

<p>Teachers to have an accurate understanding of the gaps in children's knowledge, particularly given the historic interruptions to learning.</p>	<p>Use PIRA, PUMA and GAPS which give information on which strands of each subject children are underperforming in. This information exists for each child, each class, each year group and the whole school.</p>	<p>Through the use of PIRA, PUMA and GAPS assessments, teachers are able to pinpoint where the gaps in children's knowledge are and plan their lessons accordingly, ensuring gaps are plugged swiftly via KUNCU or adjusting whole-class learning. Teachers are also able to use the data from assessments to inform intervention group planning. The assessments are also very useful for subject leads to ensure their support is being given in the correct areas and that any training is pinpointed to what the children and teachers need.</p>	<p>Continue? Yes</p>
<p>For children who, due to SEMH, are unable to access a mainstream curriculum to have provision which equips them with the skills necessary to reintegrate into a mainstream classroom.</p>	<p>Use of St Thomas and The Heights specialist provision for a limited time to work on strategies which support their engagement with the curriculum and their peers.</p>	<p>This approach has produced overwhelmingly positive results with the vast majority of children who have attended these settings now able to access the curriculum within a mainstream setting.</p> <p>Members of staff from the PRUs also engage with staff and pupils upon their return to the mainstream setting to ensure transition is carried out according to each child's needs.</p>	<p>Continue? Yes</p>
<p>To support children – particularly disadvantaged children – in managing their feelings and</p>	<p>Employment of a nurture lead to run a nurture programme in school for a set amount of time.</p>	<p>The nurture group was very successful and was oversubscribed such was the need in school. Children were given PIVATS assessments to track progress in</p>	<p>Nurture provision as a group will start again in September '23 with a new lead in position.</p>

accessing mainstream learning.		behaviour and managing feelings to ensure progress was measurable. Most children made significant progress through the nurture lead. Our nurture lead left in September and we have been unable to replace her. We are currently training another member of staff to take on the role of nurture lead in September 2023.	Boxall assessments will now be used for entry and exit data to evaluate the impact of the programme.
Support children in developing life and social skills through research-based outdoor learning.	Employ a forest school teacher to deliver forest school once a week.	Forest school has been very successful in supporting children with developing life and social skills. Our forest school teacher has had to go back into the classroom full time, however, our outdoor learning lead is due to qualify as a forest school teacher and will be taking over the provision in the near future.	Forest school will continue once the outdoor learning lead has secured his qualification.
All children, regardless of their economic background, to have access to rich and varied learning experiences and experience of the wider world.	Fund the cost of all transport to and from venues for school visits.	Funding the cost of transport for school visits has made them much more accessible for our children. This approach has enabled our teachers to plan exciting trips linked to the curriculum and which will engage children in their learning, without making the trips unaffordable for parents.	Continue? Yes
All families to have a point of contact in school who will support with the involvement of external agencies,	Employ a Pupil Wellbeing Coordinator.	Our Pupil Wellbeing Coordinator works incredibly hard, liaising with external agencies, leading CAFs, supporting families and dealing with	Safeguarding and wellbeing for the most vulnerable pupils have always been a priority for us, however, particularly

parenting skills, attendance and behaviour amongst other things.		safeguarding incidents. Our families have excellent relationships with her and value her support.	after Covid, there has been a rise in need for this role due to increased safeguarding incidents now taking place outside of school. Continue? Yes
Improve attendance of children, particularly those from disadvantaged backgrounds.	Employment of a part-time attendance officer (member of staff also acts as part-time Assistant Finance Officer).	Our attendance officer attends weekly meetings with the Head Teacher and Pupil Wellbeing Coordinator to go through attendance and discuss strategies for those with poor attendance as well as persistent absentees. Parents of those children are invited to meetings with the Head Teacher to discuss ways in which children's attendance can be improved. This role has been particularly significant in the wake of Covid, where we are seeing increased levels of emotionally-based school avoidance from children, as well as those who do not wish to leave their parents at home as parents may have severe mental health issues themselves and children are worried about their welfare whilst at school.	Attendance is a large area of focus for our school which will require the same – if not greater – level of input over the coming years. Continue? Yes

Attainment (including reading)

As a school, we have worked extremely hard to improve outcomes in reading for our pupils. Our 2023 external KS2 data shows that the interventions and initiatives we have put in

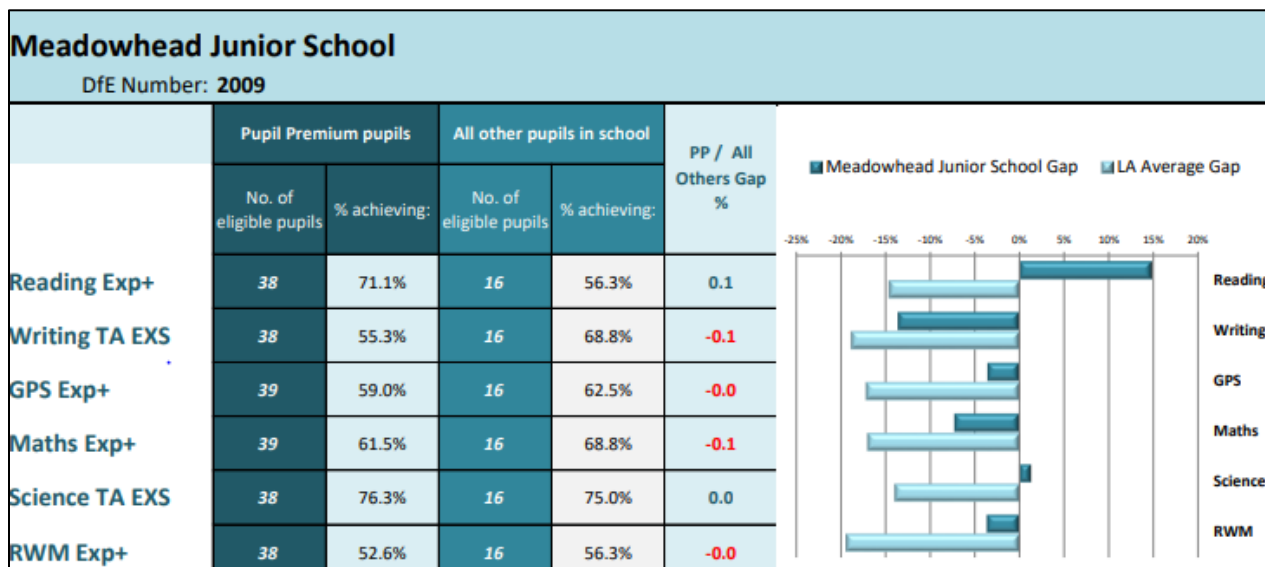
place for our pupil premium children to support them with reading have been extremely successful, with **71.1% of pupil premium children achieving at least the expected standard**.

Alignment data for 2023 shows that **52.6% of Pupil Premium pupils achieved at least the expected standard in reading, writing and maths** as opposed to **45.9% of Pupil Premium pupils in the Local authority** and **44.0% of Pupil Premium pupils nationally**.

	# eligible pupils	School	LA	Emerging National*	Diff to previous year (Sch)	Diff LA	Diff emerging National
FSM Eligible	32	43.8%	45.4%	43.3%	▲ 31.3%	-1.6%	0.5%
Pupil Premium	38	52.6%	45.9%	44.0%	▲ 36.0%	6.7%	8.6%

Maths and writing are key priorities for us in the upcoming academic year and much work has already been done - and continues to be done - to improve outcomes for pupil premium children in these subject areas and narrow the gap with their non-pupil premium counterparts. The additional work in these subject areas is outlined in our Pupil Premium Strategy.

It is very pleasing to see that, where gaps between pupil premium and non-pupil premium children exist in all subject areas, they are significantly smaller than those on average in other local authority schools. In the case of reading and science, the gap is in favour of pupil premium children.



Attendance

At the end of the 2022-23 academic year, the attendance gap between Pupil Premium and non-Pupil Premium pupils was -1.2%. We acknowledge that there is work to be done to narrow this gap and improve attendance in general. We have responded to this data by introducing a Walking Bus, which targets children with consistently low attendance and persistent absenteeism, funded via the Pupil Premium Grant. Whilst the Walking Bus is still in its infancy, we are already beginning to see a positive impact with an increase of 1.4% in the attendance of Pupil Premium children at the end of the Autumn Term (2023-24) from the end of the previous Summer Term (2022-23). Our Attendance Officer is funded through the Pupil Premium Grant and runs the Walking Bus.

Our Pupil Wellbeing Co-ordinator also supports children and families to improve attendance via a variety of methods, including conducting home visits, promoting good attendance through TAF, CiN and CP meetings as well as supporting children and families to improve their mental and emotional wellbeing. Our PWCo also attends weekly meetings with the Headteacher and Attendance Officer to ensure a comprehensive understanding of attendance in school is achieved and acted upon. Our Pupil Wellbeing Co-ordinator is likewise funded through the Pupil Premium Grant.

Mental and Emotional Health and Wellbeing

The Pupil Premium Grant is used to fund our Pupil Wellbeing Co-ordinator, who provides invaluable support to pupils and their families in a variety of ways (see above).

Our PWCo is also key to supporting pupils and their families with their mental and emotional health and wellbeing, through ensuring referrals are made to relevant support – internal or external – leading on a number of CAFs, liaising with a variety of external agencies and attending CiN and CP meetings. She also runs a daily lunchtime wellbeing club which supports children who get very overwhelmed on the playground for a variety of reasons.

Our Deputy Headteacher and Pupil Wellbeing Co-ordinator are currently training to be Senior Mental Health Leads for school, supported by the Pupil Premium Grant. This will enable both parents and pupils to access immediate support for mental health and wellbeing difficulties, as well as allowing school to be more proactive in supporting the mental and emotional health and wellbeing of pupils and their families.

Our nurture support is now in place with identified pupils accessing support for two afternoons per week; this intervention lasts for a term. Initial findings from the results of Boxhall profiles carried out at the start and end of nurture intervention show very positive impact.

Parental Engagement

We have recently increased the amount of opportunities to engage with parents and carers across the school year and in a variety of ways. Over the 2022-23 academic year, we have introduced 'Stay and Read' sessions which utilise books that have been purchased using the Pupil Premium Grant and encourage parents to read to their children and promote a love of reading. These have been incredibly well-attended and have been accompanied by food linked to the theme of the Say and Read. So far, the themes have been Bedtimes Stories, Summertime and a Stay and Read with Santa. These will continue into the 2023-24 academic year.

In the 2023-24 academic year, we will be introducing Team Teach workshops for parents and carers to support them with de-escalation techniques in the home. Our Pupil Wellbeing Co-ordinator (funded by the Pupil Premium Grant) will also be leading parental workshops to develop parenting skills such as around routines and boundaries.

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
Accelerated Reader	Renaissance
TT Rockstars	Maths Circle
PIRA, PUMA and GAPS assessments	Rising Stars
Testbase	Doublestruck Ltd.

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A