

Dr Walker's C of E Primary School



An Exceptional Place to Flourish

Though your beginning was small,
your future will flourish indeed.
Job 8:7

STATUTORY DOCUMENT

Pupil Premium Statement Strategy 2022-2023

Published

December 2022

Chair of Governors:

Mrs K Bush

Headteacher:

Dr L Lawson

Contents

Pre-ambule: School Vision, Ethos and Values	3
Purpose	3
Pupil eligibility and funding rates 2022 to 2023	3
Pupil eligibility and funding rates 2023 to 2024	4
Pupil premium strategy statement – Dr Walker’s C of E Primary School	5
School overview.....	5
Funding overview.....	5
Part A: Pupil premium strategy plan	6
Statement of intent.....	6
Challenges.....	7
Intended outcomes	8
Activity in this academic year	11
Teaching (for example, CPD, recruitment and retention)	11
Targeted academic support (for example, tutoring, one-to-one support, structured interventions)	14
Wider strategies (for example, related to attendance, behaviour, wellbeing).....	16
Part B: Review of the previous academic year	19
Outcomes for disadvantaged pupils.....	19
Externally provided programmes	22
Service pupil premium funding (optional).....	22
Further information (optional)	22

Pre-amble: School Vision, Ethos and Values

Dr Walker's is a mixed Church of England Voluntary Controlled Primary School in Fyfield, Ongar, Essex.

We support all pupils to succeed in reaching their God given potential at Dr Walker's – 'An Exceptional Place to Flourish', by developing

- **Belief** in self and the development of confidence, respect and trust for others and an appreciation of spirituality and an understanding of faith in God;
- **Engagement** in a love for learning by nurturing curiosity and independence; and
- **Excellence** in reaching personal goals by demonstrating resilience and positive behaviour.

Our **CHRISTIAN VALUES** are reflected in:

- Standing with **COURAGE** for what is right.
- Using **CREATIVITY** in problem solving and making life beautiful.
- Treating every person and everything with **RESPECT**.
- Having **COMPASSION** for others.
- Completing every task with **PERSEVERANCE**.
- Taking **RESPONSIBILITY** for ourselves.
- Living with **HOPE** for a better future.

At Dr Walker's we provide every pupil with the care and support they need to develop as individuals and become educated and successful British Citizens who understand the importance of the following British values:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect and**
- **Tolerance of those with different faiths and beliefs.**

Purpose

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. 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.

Pupil eligibility and funding rates 2022 to 2023

This table shows how pupil premium funding is allocated to schools and local authorities. Allocations are provided on a financial year basis, based on pupil eligibility rates.

Pupil eligibility criteria	Amount of funding for each primary-aged pupil per year	Amount of funding for each secondary-aged pupil per year	Funding is paid to
Pupils who are eligible for free school meals, or have been eligible in the past 6 years (including eligible children of families with no recourse to public funds)	£1,385	£985	School
Pupils who have been adopted from care or have left care	£2,410	£2,410	School
Children who are looked after by the local authority	£2,410	£2,410	Local authority

Pupil eligibility and funding rates 2023 to 2024

The pupil premium rates will be for the 2023 to 2024 financial year, starting on 1 April 2023 are given in the table.

Pupil eligibility criteria	Amount of funding for each primary-aged pupil per year	Amount of funding for each secondary-aged pupil per year	Funding is paid to
Pupils who are eligible for free school meals, or have been eligible in the past 6 years (including eligible children of families with no recourse to public funds)	£1,455	£1,035	School
Pupils who have been adopted from care or have left care	£2,530	£2,530	School
Children who are looked after by the local authority	£2,530	£2,530	Local authority

From 1 April 2023, pupil premium eligibility for pupils who have been adopted from care or have left care will include children adopted from outside of England and Wales.

Pupil premium strategy statement – Dr Walker’s C of E Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Name of School	Dr Walker’s C of E Primary School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	19 (21.59%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Dr L Lawson
Pupil premium lead	Mrs J Dean
Governor / Trustee lead	Mrs J Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36453
Recovery premium funding allocation this academic year	£2176
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	Pupil Premium: £5029.00 Recovery Premium: £1088.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£44746.00

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

At Dr Walker's C of E Primary School we are committed to our school values ensuring that every child, irrespective of their background or the challenges they face, will be well supported in an environment underpinned by Christian values, where they feel safe and secure, able to take risks and make mistakes, showing respect for one another and valuing difference. Every child's unique qualities will be appreciated and nourished so that their potential is fully realised in a supportive Christian environment.

We work closely with the Local Authority, School Effectiveness Partner (SEP) and Church of England Adviser to ensure that teaching and learning opportunities meet the needs of all our pupils in order for them to make at least good progress to achieve good attainment across all subject areas.

We therefore strive to remove the barriers to learning created by poverty, family circumstance and background. The focus of our pupil premium strategy and the activities we have outlined in this statement is intended to support all pupils' needs, regardless of whether they are disadvantaged or not, to achieve that goal.

We recognise that the most important factor affecting each pupil's success is the quality of teaching and learning and therefore have highlighted the need of all pupils to receive high-quality learning experiences which are carefully planned, sequenced and delivered with thoughtful pedagogy based on how children effectively learn.

This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our two-year rolling curriculum is designed to inspire enthusiasm for learning, ensure high achievement for all and support pupil well-being and development. We aim to provide a curriculum and education that develops children intellectually, socially and morally in order to succeed in life. We aim to narrow the attainment gap between disadvantaged pupils and their non-disadvantaged, counterparts as well as developing each pupils confidence in their own ability, developing resilience in order that they can look after their social and emotional well-being.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Intervention programmes are offered to reinforce learning and to address specific identified areas, to ensure that our pupils make progress in all areas of the curriculum. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium.

Our strategies target the individual needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers or even better with similar starting points, who are not eligible for the Pupil Premium.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, for pupils whose education has been worst affected, including non-disadvantaged pupils.

The ultimate objectives for our pupils who are in receipt of people premium:

- To use targeted interventions effectively to ensure that we are closing the gaps of PP pupils in terms of the progress they make in school and ensuring that each makes

significant progress.

- To provide opportunities for our pupils to have enrichment experiences which they may not experience otherwise, due to financial pressure at home. By providing these experiences to our PP pupils they are exposed to this additional knowledge and understanding of the wider world.
- To support families and pupils who presents poor attendance and/or punctuality, as missed time in school is perceived as missed opportunities to learn.

Challenges

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

Challenge number	Detail of challenge
1	<p>Persistent absence and late arrival to school is a concern.</p> <ul style="list-style-type: none"> • Our attendance records show that there is current and historic poor attendance for some of our disadvantaged families (the legacy of covid has further impacted on this) impacting negatively on attainment and progress. • Put a series of measures in place to ensure that our PP pupils attend school regularly to ensure that they are given the best opportunity to achieve
2	<p>Ensure Quality Teaching</p> <ul style="list-style-type: none"> • To ensure that our staff are all demonstrating a level of teaching standard that is good or above. • Regular CPD offered to staff and monitored.
3	<p>PP Pupils Achieve ARE or Beyond in Reading, Writing and Maths</p> <ul style="list-style-type: none"> • Internal assessments indicate that the attainment in READING, WRITING and MATHS among disadvantaged pupils are not in line with national age expected levels. • We want to ensure that all our PP pupils achieve at least age-related expectations and there are no gaps between their progress and the progress of other pupils.
4	<p>Low attainment on entry to the Early Years Foundation Stage in speech, language and communication</p>
5	<p>Support for pupil well-being</p> <ul style="list-style-type: none"> • High expectation for well-being, keeping the school's Christian vision and values at the heart of all that we do; celebrating achievement at every opportunity. • Record keeping, learning observations and dialogue with pupils' evidence that the social, emotional well-being of disadvantaged pupils is significantly lower than that of non-disadvantaged pupils and acts as a barrier to learning.
6	<p>Impact of school closure on pupil attainment due to Covid-19</p> <ul style="list-style-type: none"> • Covid has further impacted on the opportunities and activities of our disadvantaged pupils.
7	<p>Improve PP Pupil's Cultural Capital and/or access to a range of enrichment activities</p> <ul style="list-style-type: none"> • For our pupil premium children to take part in a number of trips to develop their cultural capital and further their knowledge and understanding of the world through hands-on experiences and visits. • Our pupil premium children must have access to planned enrichment activities which will expose them to sports and events that they would not otherwise experience.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To ensure that the high quality of teaching at Dr Walker's. Quality First Teaching input applied across the curriculum.</p> <p>This is achieved through the series of measures that are in place:</p> <ul style="list-style-type: none"> • Support from the Local Authority through a School Improvement Board • Support from the School Effectiveness Partner (SEP) • Support from the Church of England Advisor • Support from the English Hub in implementing and delivering an effective Phonics scheme. • Regular CPD meetings to deepen understanding of pedagogy within the classroom environment. • Professional development and CPD opportunities for every member of staff. • The embedding of regular support, modelling and monitoring of all staff members 	<ul style="list-style-type: none"> • Good to outstanding teaching is the greatest lever schools have to improve outcomes for disadvantaged pupils. • Quality First Teaching has been proven to be the most effective method of improving attainment. (EEF). • Developing a consistent pedagogical approach to all areas of the curriculum is evidenced as being important when improving attainment. • All monitoring from internal and external audits outlines quality first teaching at all times in all classrooms and groups across the school. • Assessment data, pupils work, formal and informal monitoring provides further evidence that all teaching is at least good across the school. • All staff have access to bespoke targeted training, professional development and CPD. • All staff on Upper Pay Scale and/or subject or area leads to develop leadership capacity. • The effective implementation and delivery of the Little Wandle Phonics scheme.
<p>EYFS pupils to achieve national expectations in progress and attainment</p>	<ul style="list-style-type: none"> • Children will achieve national average progress scores in KS1 Reading, Writing and Maths • Children will attain in line with non-disadvantaged pupils/national averages RWM % (EXS/GDS) • Children will achieve national average GLD % • Children will achieve national average phonics % • Children will have accessed small group in class support
<p>To provide a number of strategies and interventions to enable all PP pupils to achieve an attainment level and sustained progress in line with other pupils at Dr Walker's C of E Primary School.</p>	<ul style="list-style-type: none"> • A clear system of interventions and support packages are in place across the school to ensure that the needs of all pupils are being met. • This is constantly under review to highlight any tailored learning which does not address gaps and facilitate rapid progress. • SENCO to oversee the effectiveness of the Provision Map.
<p>Improved READING attainment and progress for PP pupils.</p>	<ul style="list-style-type: none"> • Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils (EEF). This is achieved through effective deployment of TAs and through targeted academic support (EEF). • Diminish the gap within school and national averages in READING. • KS2 READING outcomes in 2024/25 show that the majority of disadvantaged pupils met the expected standard.
<p>Improved WRITING attainment and progress for PP pupils.</p>	<ul style="list-style-type: none"> • Evidence indicates that high quality teaching is the most important lever schools have to improve pupil

	<p>attainment, including for disadvantaged pupils (EEF). This is achieved through effective deployment of TAs and through targeted academic support (EEF).</p> <ul style="list-style-type: none"> • Diminish the gap within school and national averages in WRITING • KS2 WRITING outcomes in 2024/25 show that the majority of disadvantaged pupils met the expected standard.
Improved MATHS attainment and progress for PP pupils.	<ul style="list-style-type: none"> • Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils (EEF). This is achieved through effective deployment of TAs and through targeted academic support (EEF). • Diminish the gap within school and national averages in MATHS. • KS2 MATHS outcomes in 2024/25 show that the majority of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our PP pupils, by providing a series of support measures and monitoring data we achieve an attendance target set at 96%+ for our PP pupils.	<ul style="list-style-type: none"> • Attendance aim – in line with national average • The Headteacher and Office administrator working closely with the LA Attendance Officers and also the independent Attendance Officer to monitor attendance and lateness, working with families who need support with regards to both issues. • Classes and individuals are rewarded for good attendance and time keeping, promoting and highlighting the figures. • Attendance figures improve and this is reflected in academic achievement. • Sustained high attendance by 2024/25 demonstrated by Persistently Absence % and unauthorised absence rate to reduce significantly and in line with national %. • Recognising an increase in attendance has been made, by: <ul style="list-style-type: none"> • an increased number of pupils receiving a mention in the weekly newsletter for 100 % • an increased number of pupils receiving a 100% attendance badge termly and at the end of the academic year.
Children to have access to wider opportunities	<ul style="list-style-type: none"> • Children will take part in enrichment experiences, including trust events • Children will have music lessons • Children will experience school trips/residential experiences • Children will have accessed extracurricular activities
To create opportunities for the delivery of activities and expertise by external providers, which provide aspirational experiences for our PP pupils in terms of influencing their future success and career motivations	<ul style="list-style-type: none"> • Targeted support and encouragement for PP pupils to engage in activities and projects to highlight opportunities for careers in this field in later life. The interest provides a springboard on which they can be influenced regarding subject options further on in their school career, which will form the foundation for a career in these areas.
o promote outstanding Behaviour for Learning attitudes in order to raise wellbeing and attainment	<ul style="list-style-type: none"> • To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils
To improve the social, emotional well-	<ul style="list-style-type: none"> • A curriculum that is designed to provide positive

<p>being of PP pupils to become less of a barrier to their learning and to equip them with the critical skills they will need to succeed socially and academically, including improved self-esteem and resilience.</p>	<p>images of self with resilience and motivation, creating a culture in which every pupil sees themselves as an achiever who is capable of success in whichever field they seek to enter.</p> <ul style="list-style-type: none"> • Big Question assemblies • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils, • Half-termly Leuven scales of well-being monitoring. • Pupil outcomes will improve and the reading, writing and maths attainment and progress gaps will close. • The level of emotional well-being support required will have reduced. • Positive Behaviour for Learning brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The positive approach to behaviour assists schools to improve social, emotional, behavioural and academic outcomes for children. When behaviour for learning is excellent, teachers and students have more time to focus on relationships, classroom instruction, teaching and learning. <p>https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/positive-behaviour-for-learning/what-is-positive-behaviour-for-learning-pbl</p>
<p>An HLTA appointed to support interventions.</p> <p>Ongoing recruitment for an additional HLTA and permanent LSA to deliver interventions</p>	<ul style="list-style-type: none"> • Smaller group support impacts positively as higher quality interactions with pupils are able to happen. International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations (EEF).

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: £

£3495.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Purchase of standardised diagnostic assessments. 	<ul style="list-style-type: none"> NFER tests purchased for years 1, 3, 4, and 5. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF 	<p>2 3 6</p>
<ul style="list-style-type: none"> Bespoke tailored intervention programs designed to accelerate progress and ensure that all pupil premium pupils achieve at ARE or above – diminishing the difference in attainment and progress between PP and non-PP pupils 	<ul style="list-style-type: none"> Using a structured intervention, staff can swiftly close progress or attainment gaps in a key area. Through our close data tracking we can monitor the impact of our support. In order to plan effective and impactful interventions we focus first on the desired outcome and design a measurable bespoke programme of support, which allows us to assess the impact of the programme. We prioritise interventions within the teaching and learning policy, then they're more likely to have a sustainable impact. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>2 4 5</p>
<ul style="list-style-type: none"> Enhancement of our PHONICS/READING teaching and curriculum planning in line with DfE and EEF guidance. Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD. 	<ul style="list-style-type: none"> Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 3 4</p>
<ul style="list-style-type: none"> Enhancement of our WRITING teaching and curriculum planning in 	<ul style="list-style-type: none"> The DfE non-statutory guidance has been produced in conjunction, 	<p>2</p>

<p>line with DfE and EEF guidance.</p> <ul style="list-style-type: none"> We will fund teacher release time as part of CPD to complete INSET training delivered by Jonathan Bond Ltd. 	<p>drawing on evidence-based approaches.</p>	<p>3</p>
<ul style="list-style-type: none"> Enhancement of our MATHS teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). We will fund teacher release time as part of CPD to complete Little Wandle training to deliver Phonics effectively 	<ul style="list-style-type: none"> The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>2 3</p>
<ul style="list-style-type: none"> CPD for teachers planned and delivered regularly through the year: <ul style="list-style-type: none"> Safeguarding English: Phonics, Reading and Writing Mathematics Science EYFS – language and learning PSHE RE Subject leadership SEND Metacognition Questioning / higher Order Thinking A quality program of ambitious CPD rooted in classroom practice to develop the quality of teaching through bespoke targeted training aimed at teachers at all stages of their teaching careers CPD meetings at will involve quality pedagogical discussions about learning. Senior leaders design the schedule and plan delivery. Subject and Area Leads at all levels contribute to these sessions with additional INSET days involving experts from other schools and subject specialists. Developing the team’s subject knowledge supports recruitment and retention of quality staff. 	<ul style="list-style-type: none"> Good to outstanding teaching is the greatest lever schools have to improve outcomes for disadvantaged children. High-quality CPD for teachers has a significant effect on pupils’ learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. (Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students) 	<p>2</p>
<ul style="list-style-type: none"> CPD for support staff All support staff will benefit from a regular schedule of training sessions designed to meet support staff specific needs to support learning and ensure a consistent approach in teaching learning, including: <ul style="list-style-type: none"> Live marking Feedback Little Wandle Phonics 	<ul style="list-style-type: none"> Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. (+4 months) Targeted deployment, where teaching assistants are trained to deliver an intervention to small 	<p>2</p>

<ul style="list-style-type: none"> • Quality interactions EYFS • Behaviour and Well-being 	<p>groups or individuals has a higher impact.</p> <ul style="list-style-type: none"> • (EEF –Teaching and Learning Toolkit – Teaching Assistant Interventions 	
<ul style="list-style-type: none"> • We will purchase resources and fund ongoing teacher training and release time. 	<ul style="list-style-type: none"> • There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF 	<p>2 3 4</p>
<ul style="list-style-type: none"> • Feedback to pupils • Teachers and support staff will spend lessons prioritising feedback to pupils through live marking to celebrate success and to respond to misconceptions. 	<ul style="list-style-type: none"> • Providing feedback is well-evidenced and has high impact on learning outcomes. It tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. • Impacts are highest when feedback is delivered by teachers. Studies of verbal feedback show slightly higher impacts overall (+7 months). • (EEF –Teaching and Learning Toolkit - Feedback) 	<p>2 3</p>

Budgeted cost: £

£30600.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Targeted Phonics Intervention • Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English Hub. • We are developing our reading and phonic strategy to ensure all children can learn to read and read to learn so that no child is left behind. • Using support from an appointed reading lead and through a robust approach to assessing and teaching in organised Little Wandle groups we will raise achievement for all. • LSAs will receive training and coaching to follow a structured programme and precision teach to pupil gaps through EYFS-KS1 on a daily basis. • Parents will be involved, training and supported. 	<ul style="list-style-type: none"> • Little Wandle Phonics Intervention ‘Keep up’ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics EEF report on ‘Improving Literacy in KS1’: • Use high quality structured interventions to help pupils who are struggling with their literacy • Effectively implement a systematic phonics programme • Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. • Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. If an older reader is struggling with decoding, phonics approaches will still be appropriate. • (EEF Teaching and Learning Toolkit – Phonics) 	<p>2 3 4</p>
<ul style="list-style-type: none"> • Continue to narrow reading gap across the school 	<ul style="list-style-type: none"> • Y1 – Y5 targeted pupils to access independent reading and comprehension intervention ‘Better Reader’ and tutoring programme in Y6. EEF report on ‘Improving Literacy in KS2’: • Use high quality structured interventions to help pupils who are struggling with their literacy • Teach reading comprehension strategies through modelling and supported practice 	<p>3</p>
<ul style="list-style-type: none"> • TA’s to provide targeted support in class 	<ul style="list-style-type: none"> • The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. (EEF Teaching and Learning Toolkit – Teaching Assistant Interventions) 	<p>2</p>
<ul style="list-style-type: none"> • High quality English & maths based interventions being led by LSAs 	<ul style="list-style-type: none"> • Short sessions and/or precision teaching, several times a week are most effective (EEF). • On average, one to one tuition is very effective at improving pupil 	<p>2 3</p>

outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.

- Research which focuses on 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.
- In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. (EEF Teaching and Learning Toolkit – Teaching Assistant Interventions)

Budgeted cost: £

£10650.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Support to improve pupils' attendance Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. 	<ul style="list-style-type: none"> Children who have high attendance figures often achieve well academically and emotionally. A missed school day is a lost opportunity for students to learn. When students are not frequently absent, their skills often improve—even among those students who have additional needs. Students who frequently attend school feel more connected to their community and develop strong social skills and friendships, which are also important life skills. <p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p> <ul style="list-style-type: none"> The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF report on parental engagement. 	<p>1</p>
<ul style="list-style-type: none"> Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Behaviour Policy to be reviewed Leuven scales of well-being Staff Welbee survey 	<ul style="list-style-type: none"> Both targeted interventions and universal approaches can have positive overall effects: <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <ul style="list-style-type: none"> Weekly Merit assembly Certificates House Points Staff Welbee survey indicate school performance is at least good or significant better compared nationally to other schools. Governors' written school Well-being Strategy. 	<p>5</p>
<p>Personal development curriculum, which includes enrichment opportunities and a wider range of extra-curricular provision (clubs and trips/residentials).</p> <p>Further promote enrichment opportunities across the curriculum for disadvantaged pupils to ensure they can access cultural opportunities in line with non-disadvantaged pupils and aspirations for possible future careers.</p>	<ul style="list-style-type: none"> There is a range of extracurricular activities timetabled across the year in which our pupil premium children are actively engaged. This provides them with a range of experiences in which they can engage in later life – stimulating interest and discovering unharnessed abilities. Educational visits are linked to learning in the curriculum and failure 	<p>6 7</p>

	<p>to attend would impact on a pupil's outcome in that subject area.</p> <ul style="list-style-type: none"> • Our PP pupils attend school trips (including residential) and after school clubs. • Our PP pupils to have all the equipment and clothing to be fully equipped for attending school. • Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. • (EEF Teaching and Learning Toolkit – physical activity/extending school time) 	
<ul style="list-style-type: none"> • Contingency fund for acute issues. 	<ul style="list-style-type: none"> • Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. 	<p>All</p>

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

1) Teaching (for example, CPD, recruitment and retention)	£3495.50
2) Targeted academic support (for example, tutoring, one-to-one support structured interventions)	£30600.00
3) Wider strategies (for example, related to attendance, behaviour, wellbeing)	£10650.50
Budgeted cost: £	£44746.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Pupil premium strategy outcomes

Intended outcome	Review of Impact
High quality Teaching: <i>Pupils to show accelerated progress to close the attainment gap.</i>	<ul style="list-style-type: none">• The Headteacher has identified through observations, learning walks and book looks that the quality of teaching and learning was not consistently good. This was acknowledged and quality assured by the School Effectiveness Partner and Church of England Advisor (Teaching and Learning Review).• The Headteacher has subsequently requested the LA for additional support and a School Improvement Board is to be in place from January 2023.• There is evidence of the attainment gap closing with groups of children; however, this needs to be at a more accelerated pace for all.• Book scrutiny and monitoring show ongoing assessment.• Experienced staff members supported the trainee teacher on SCITT programme.• Standardised tests (NFER) have provided insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.• All teaching positions have been filled, together with a permanent full-time SENCO Assistant (HLTA) to work alongside the SENCO (who has been recruited to work one day per week). The HLTA post is now vacant after a year and still not filled.• A HLTA was also appointed as Assistant Medical Officer.• Targeted phonics interventions were shown to be more effective when delivered as regular sessions over a period up to 12 weeks. The School now receives additional support from the English Hub.

	<ul style="list-style-type: none"> • The KS2 SATs data was above national average for Writing, Maths and Science, but slightly below for GPS. • The whole school delivered catch-up sessions (using CGP books) after lunch for 30 minutes to support Comprehension, Maths and SPAG. • The Headteacher and KS2 staff also delivered additional Year 6 Booster sessions in preparation of SATs. • The Year 2 teacher also delivered additional Year 2 Booster sessions in preparation of SATs. • Our disadvantaged pupils were supported through lockdown through provision of technology (allowing them to access remote learning), for a number of families engagement was poor. A school placement was offered. Thus there will be a continued focus on closing gaps in Pupil Premium activity in 2022-23.
<p>Targeted academic support:</p> <p><i>For pupils who are working below ARE in Reading, Writing or Maths to make accelerated progress.</i></p>	<ul style="list-style-type: none"> • Interventions has shown to improve on attainment and working towards closing the gap for disadvantaged pupils with reading, phonics, spelling and maths. • A reading audit was completed with the English Hub to seek further advice and direction. • A validated phonics scheme was selected – Little Wandle Letters and Sounds Revised – ahead of September 2022, to allow staff to train in its delivery. • Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils
<p>Wider strategies:</p> <p><i>Pupils do develop stamina and resilience for learning and develop self-confidence.</i></p>	<ul style="list-style-type: none"> • Classrooms endorse a growth mindset environment where pupils are developing self-confidence and promoted self-worth, resilience and stamina.

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

Activity	Review of Impact
<p>STAFFING: Additional Support staff to support pupils' emotional well-being and interventions.</p>	<ul style="list-style-type: none"> • Our school ethos: Believe, Engage and Excel underpins our curriculum and is at the root of supporting the emotional well-being of pupils. • Two members of staff were trained in ELSA to provide further interventions to support the needs of the children.
<p>STAFF CPD:</p> <ul style="list-style-type: none"> • INSET • New skills Academy 	<ul style="list-style-type: none"> • 5 Weekly inset training provides staff with CPD, this is led by all members of staff so that experience can be shared. • New Skills Academy online learning platform was successfully used by all staff for accredited online CPD to further develop their skills.
<p>GOVERNORS CPD: Support from a Lead National Governor</p>	<ul style="list-style-type: none"> • Governors have been supportive and have undertaken training to be well versed in recognising, understanding and challenging the needs of the school.

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

Activity	Review of Impact
<p>SUBSCRIPTION: Fast Phonics</p>	<ul style="list-style-type: none"> • Fast Phonics were trailed by the Reception class and 5 tablets purchased. However, the scheme was not as effective, as we were in the process of changing to the new Little Wandle Phonics scheme.
<p>SUBSCRIPTION: Good Morning Children</p>	<ul style="list-style-type: none"> • Good Morning children was used as part of Class Assembly time, this was seen throughout the school. This gave pupils the opportunity to develop problem-solving skills.
<p>SUBSCRIPTION: Grammarsaurus</p>	<ul style="list-style-type: none"> • Grammarsaurus has a range of adapted / differentiated work for each NC objective, which allows for the needs

	of each child to be met readily, easily and sufficiently.
SUBSCRIPTION: Teacher's Pet	<ul style="list-style-type: none"> Teacher's Pet was not used to its full potential but provided visual resources that made learning more accessible.
SUBSCRIPTION: MyMaths	<ul style="list-style-type: none"> MyMaths was used well in KS2. The uptake from EYFS/KS1 showed some resistance to an online homework platform.
SUBSCRIPTION: GoRead	<ul style="list-style-type: none"> GoRead was very successful for writing. 4 publications were made for parents to purchase. The reading journaling element was not as effective for logging reading.
CGP workbooks	<ul style="list-style-type: none"> Whole school CGP intervention boosters made a significant impact to COVID's 'lost learning' in reading, maths and GPS across school.
Models for Writing	<ul style="list-style-type: none"> Teachers use model exemplars to demonstrate WAGOL in writing. Evident in books. Scaffold to support those disadvantaged.
Letts Literacy books	<ul style="list-style-type: none"> Teachers use model exemplars to demonstrate WAGOL in writing. Evident in books. Scaffold to support those disadvantaged.

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

Activity	Review of Impact
ATTENDANCE: To buy into additional EWO support to monitor attendance and support school to improve attendance figures	<ul style="list-style-type: none"> In 2021-22 there was a focus on improving attendance for the most disadvantaged pupils. This is having some impact although there needs to be continued focus on it in 2022-23 due to the impact of the pandemic. We engage with parents to support and encourage their children to attend school. We communicate to establish barriers and how to overcome them and to put in supportive planning. A Brief Attendance Leaflet was designed and shared with parents. EWO services bought in additionally to monitor attendance. Penalty Charge notices have been issued. Office Administrator received additional training from EWO.
WELL-BEING: To train two staff members as Emotional Literacy Support Assistants (ELSAs). This will allow for on-site emotional interventions and building capacity in schools to support the social and emotional well-being of children and young people.	<ul style="list-style-type: none"> The wider impact of COVID-19 has impacted on the well-being of pupils and their families and further impacted attendance. These are contributing factors to falling data, hence attendance and SEMH provision as a focus for the current plan. Two members of staff were trained in Emotional Literacy Support (ELSA) through LBWF Educational Psychology Services to provide further interventions to support the needs of the children. However, both these members of staff have now left the school.
WELL-BEING: Exciting Eggs	<ul style="list-style-type: none"> Wider links to science: Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). All pupils engaged well with this initiative. Staff emotional well-being was also boosted by the initiative.
WELL-BEING: Residential / Educational Visits	<ul style="list-style-type: none"> All year 6 pupils had the opportunity to attend the residential, accompanied by the Headteacher and one LSA. Children were able to develop self-control, confidence, social skills, motivation, and resilience through a range of extreme activities.

	<ul style="list-style-type: none"> • They could respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations.
WELL-BEING: School Uniform	<ul style="list-style-type: none"> • The school uniform policy was amended to reflect the change in current circumstances to make it more affordable to all but particularly to those who are disadvantaged.

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
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

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.

- In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.
- The Headteacher has identified through observations, learning walks and book looks that the quality of teaching and learning was not consistently good. This was acknowledged and quality assured by the School Effectiveness Partner and Church of England Advisor (Teaching and Learning Review).
- The Headteacher has subsequently requested the LA for additional support and a School Improvement Board is to be in place from January 2023.
- The school bought in to A National Lead for Governance to support the Governing Body with a special focus on training to be well versed in recognising, understanding and challenging the needs of the school. Training was also provided on the schools 3-year SDP.
- A more rigorous monitoring system has been put in place.
- The school is also engaging with its partnership schools for monitoring and moderating work termly.
- A number of questionnaires and surveys have been completed by stakeholders and have been analysed to inform the SDP.