

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

Pupil Premium Statement 2023-2024

Ratified by Governors

Chair of Governors:

Mrs K Bush

Headteacher:

Dr L Lawson

Pupil premium strategy statement – *Dr Walker’s Church of England Primary School*

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	59
Proportion (%) of pupil premium eligible pupils	11 (18.64%) as on 11.12.23
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	May 2024
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	£33465
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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.</i>	Pupil Premium: £9651
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>	£43116

Part A: Pupil premium strategy plan

Statement of intent

At Dr Walker's C of E Primary School we recognise through internal monitoring of attendance and punctuality, that those in receipt of pupil premium funding, have achieved lower achieved lower attendance than those nationally in the last twelve months. It is our intention that all pupils, irrespective of their background and the challenges that they face, make good progress in line with their peers. As such, persistent and regular absences is a challenge that we strive to address in order 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 by trained teachers with thoughtful pedagogy based on Rosenshine's principles. 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.

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 pupils 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 pupils in receipt of Pupil Premium, with the main aim being that these pupils do as well as their peers or even better with similar starting points, who are not eligible for the Pupil Premium.

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

- To reduce the number of persistent absences, low attendance and punctuality.
- To provide cultural capital and enrichment opportunities for our pupils, 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	Persistent absence and late arrival to school is a concern. <ul style="list-style-type: none">• The percentage of attendance is at least in line with those nationally.
2	Ensure Quality Teaching <ul style="list-style-type: none">• Access to regular CPD.• Targets for whole school incentives to drive quality first teaching forward.• Improving staff knowledge and skills.
3	PP Pupils Achieve ARE or Beyond in Reading, Writing and Maths <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.

	<ul style="list-style-type: none"> 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	Low attainment on entry to the Early Years Foundation Stage in speech, language and communication
5	Support for pupil well-being <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	Improve PP Pupil's Cultural Capital and/or access to a range of enrichment activities <ul style="list-style-type: none"> For our pupil premium pupils to take part in a number of experiences to develop their cultural capital and further their knowledge and understanding of the world through hands-on experiences and visits. Our pupil premium pupils 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
Target and Improve persistent absences and attendance and for percentage to be at least in line with those nationally.	<p><u>Calculate attendance weekly</u></p> <ul style="list-style-type: none"> Identify which year groups have the lowest attendance Which day of the week is attendance the lowest How does the attendance of PP pupils compare with their peers How does attendance for different prior attainment groups compare What is the attendance for key marginal pupils <p><u>Focus on attendance of individual pupils – persistent absences can only be determined if we have accurate tracking for individual pupils.</u></p> <ul style="list-style-type: none"> Which pupils have had days off in a row Which pupils are averaging one day off a week Which pupils are off on a Monday Which pupils are slipping into persistent absence <p><u>Target persistent absences</u></p> <ul style="list-style-type: none"> Look for patterns – consider pastoral support if there is one (e.g. certain lessons etc) Look at pupils percentage between 80%-90% - calculate how many days of continuous attendance is required to move them out of persistently absent Recognise attendance and reward with praise Move onto the next group EWO works regularly with the school in regards to attendance
Quality of Teaching and Learning	<ul style="list-style-type: none"> Ensure enough time is given to allow for staff professional development Quality First Teaching – aim to provide consistently high standards Performance management Pupil Progress Timetable needs and CPD Invest development in all staff – National College Team teaching Interschool moderations Inclusive environments Increase participation in enrichment activities Designated governors monitor and support

	<ul style="list-style-type: none"> • Staff deliver small interventions • Identification of groups / space for learning • Engaging with parents to attend workshops and know the opportunities available to them • English Hub support • Jonathan Bond CPD • Staff CPD for teach, assess, review phonic sessions
PP achieve ARE or beyond in Reading, Writing and Maths	<p>Reading</p> <ul style="list-style-type: none"> • High quality teaching by trained staff to deliver daily early phonics / reading • Daily whole class guided reading sessions • Effective deployment of HLTA for targeted support • SSP Phonics scheme is embedded • Phonics lead to conduct all assessments for consistency • Staff CPD for teach, assess, review phonic sessions • Good quantity of books to support LW phonics (Rec / Year 1) • Rapid catch-up LW books to support KS2 • Fluency LW books to extend KS2 • English Hub Support <p>Writing</p> <ul style="list-style-type: none"> • High quality teaching by trained staff to deliver daily English writing lessons • Progressive Writing scheme implemented and embedded across the school • Effective deployment of HLTA for targeted support • Jonathan Bond CPD • KS2 moderation of writing was in agreement of teacher judgements <p>Maths</p> <ul style="list-style-type: none"> • High quality teaching by trained staff to deliver daily maths lessons • Effective deployment of HLTA for targeted support • Daily Times tables embedded from Year 3 – 6 • Number bonds in Year 1 and 2 • All pupils have access to concrete resources
EYFS	<ul style="list-style-type: none"> • Overhaul of EYFS area – inside and out • New outside equipment • New inside resources and furnishings
EYFS – communication and language	<ul style="list-style-type: none"> • Our environment will be language-rich • Pupils who are EYPP eligible will attain in line with their peers • Pupils will make accelerated progress from baseline starting point, supported by termly data • Pupils will confidently use new vocabulary in familiar contexts • Pupils who have been identified have been referred to SALT to be assessed
Support for Wellbeing	<ul style="list-style-type: none"> • Pastoral support for pupils identified • Growth mindset promoted • Recognition of achievements • Leuven scales of wellbeing • Positive child / teacher / parent relationships • Lavender staffroom overhaul – calming environment • Positive notes of recognition • Staff wellbeing & relaxation therapy session
Pupil’s cultural capital and enrichment opportunities	<ul style="list-style-type: none"> • Opportunities for visitors to share their professions during assembly times • Timetabled termly visits / enrichment opportunities for the academic year • A broad and balanced curriculum • Workshops – music, dance, drama

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.

• <i>CPD National College (One Platform Subscription)</i>	1240
Budgeted cost:	1240

Teaching (for example, CPD, recruitment and retention)

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, 2, 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</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</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 have purchased resources and will 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> <ul style="list-style-type: none"> Assessment is robust and often, allowing for rapid progress and early identification of gaps to plug 	<p>2 3 4</p>
<ul style="list-style-type: none"> Enhancement of our WRITING teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time as part of CPD to complete INSET 	<ul style="list-style-type: none"> The DfE non-statutory guidance has been produced in conjunction, drawing on evidence-based approaches. 	<p>2 3</p>

<p>training delivered by Jonathan Bond Ltd.</p> <ul style="list-style-type: none"> • Further insets delivered by Jonathan Bond will funded for Rosenshine principles to underpin teaching and learning 		
<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). 	<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 • 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 pupils. • 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 • Quality interactions EYFS • Behaviour and Well-being 	<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 groups or individuals has a higher impact. 	<p>2</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 	2 3 4
<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) 	2 3

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

<ul style="list-style-type: none"> <i>Support Staff allocation and deployment</i> 	23,000.00
<ul style="list-style-type: none"> <i>Additional staffing EHCP</i> 	12,000.00
<ul style="list-style-type: none"> <i>EYFS learning environment</i> 	4,182.36
<ul style="list-style-type: none"> <i>Reading Progression scheme resources</i> 	9.28
<ul style="list-style-type: none"> <i>Classroom Resources</i> 	485.81
<ul style="list-style-type: none"> <i>White Rose Maths</i> 	183.33
<ul style="list-style-type: none"> <i>SPAG resources</i> 	110.00
<ul style="list-style-type: none"> <i>Maths resources</i> 	123.00
<ul style="list-style-type: none"> <i>Kapow</i> 	769.60
<ul style="list-style-type: none"> <i>Resources</i> 	66.54
Budgeted cost:	40,929.92

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 pupils 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 	<ul style="list-style-type: none"> Little Wandle Phonics Intervention ‘Keep up’ and “Catch 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 	2 3 4

<ul style="list-style-type: none"> pupil gaps through EYFS-KS1 on a daily basis. Parents will be involved, training and supported. 	<ul style="list-style-type: none"> 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 pupils from disadvantaged backgrounds. If an older reader is struggling with decoding, phonics approaches will still be appropriate. (EEF Teaching and Learning Toolkit – Phonics) 	
<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 Lowest 20% monitored 4-weekly. EEF report on ‘Improving Literacy in KS2’: <ul style="list-style-type: none"> Use high quality structured interventions to help pupils who are struggling with their literacy Teach reading comprehension strategies through modelling and supported practice 	3
<ul style="list-style-type: none"> LSAs/HLTA 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) 	2
<ul style="list-style-type: none"> High quality English & Maths based interventions being led by LSAs/HLTA 	<ul style="list-style-type: none"> Short sessions and/or precision teaching, several times a week are most effective (EEF). 2Research 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) 	2 3

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

<ul style="list-style-type: none"> <i>Support with attendance – EWO</i> 	1,650.00
<ul style="list-style-type: none"> <i>IB – Juniper Clerking</i> 	1,078.50
<ul style="list-style-type: none"> <i>SATs breakfast</i> 	45.56
<ul style="list-style-type: none"> <i>Cultural capital and enrichment opportunities</i> 	300.00
<ul style="list-style-type: none"> <i>Year 6 leavers</i> 	113.61
Budgeted cost:	3,187.67

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"> • Pupils 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-pupils-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. 	1
<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. 	5
<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 pupils 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 to attend would impact on a pupil's outcome in that subject area. • Our PP pupils attend school trips (including residentials) and after school clubs. • Our PP pupils to have all the 	6

	<p>equipment and clothing to be fully equipped for attending school.</p> <ul style="list-style-type: none"> 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. 	All

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

1) Teaching (for example, CPD, recruitment and retention)	1,240.000
2) Targeted academic support (for example, tutoring, one-to-one support structured interventions)	40,929.92
3) Wider strategies (for example, related to attendance, behaviour, wellbeing)	3,187.67
Budgeted cost: £	£45,357.59

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

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
<p>High quality Teaching: Pupils to show accelerated progress to close the attainment gap.</p>	<ul style="list-style-type: none"> • The LA has provided additional support through an Improvement Board since January 2023. • There is evidence of the attainment gap closing with groups of pupils. Progress across the school has been good. • SPAG needs additional work as it impacts on writing outcomes. • The KS2 Reading tests shows an area of need to be addressed. • Book scrutiny and monitoring show ongoing assessment. • 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. • 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. • The KS2 SATs data was above national average for Writing, SPAG and Science, but below for Reading. Maths was in line with National ARE. • CGP books were purchased to support KS1 and KS2 SATs preparation. • Additional Booster sessions were delivered in preparation of SATs. • GLD were above national outcomes. • In KS1 SATs pupils achieved higher than national in Reading, Maths and SPAG. Writing is an area identified to further develop as it was below national ARE.
<p>Targeted academic support: For pupils who are working below ARE in Reading, Writing or Maths to make accelerated progress.</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. • We are supported by the English Hub and met their endo of year phonics target of 76% - and improvement of the previous year's results. • Little Wandle Letters and Sounds is now embedded.

<p>Wider strategies: <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.
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A) Teaching (for example, CPD, recruitment and retention)

Activity	Review of Impact
<p>STAFFING: Additional Support staff to support pupils.</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. Agency staff bought-in to support high Needs SEND (EHCP) pupils not covered by the High Needs top-up funds. Learning support staff appointed to support the delivery of interventions.
<p>STAFF CPD:</p> <ul style="list-style-type: none"> INSET National College 	<ul style="list-style-type: none"> Weekly inset training provides staff with CPD, this is led by all members of staff / Subject leads so that experience can be shared. National College online learning platform was successfully used by all staff for accredited online CPD to further develop their skills.
<p>GOVERNORS CPD:</p> <ul style="list-style-type: none"> National College 	<ul style="list-style-type: none"> Governors have been supportive and have undertaken training through National College.
<p>IMPROVEMENT BOARD:</p> <ul style="list-style-type: none"> Juniper Clerking 	<ul style="list-style-type: none"> Clerking Services provided by Juniper for additional meetings.

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

Activity	Review of Impact
<p>SUBSCRIPTION: White Rose Maths</p>	<ul style="list-style-type: none"> Whole school consistency and progression, which caters for mixed aged year groups.
<p>SUBSCRIPTION: Atom</p>	<ul style="list-style-type: none"> KS2 online homework platform which supports and consolidates learning. This is a free resource.
<p>SUBSCRIPTION: SPAG.com</p>	<ul style="list-style-type: none"> Online platform which supports and consolidates learning. This was an area of weakness but has raised the standard in upper KS2.
<p>SUBSCRIPTION: Maths.co.uk</p>	<ul style="list-style-type: none"> Online platform which supports and consolidates learning.
<p>EXTRA READING BOOKS (LITTLE WANDLE)</p>	<ul style="list-style-type: none"> Little Wandle has raised the reading outcomes for Reception and KS1.
<p>CGP workbooks</p>	<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.

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

Activity	Review of Impact
<p>ATTENDANCE: To buy into additional EWO support to monitor attendance and support school to improve attendance figures</p>	<ul style="list-style-type: none"> A focus on improving attendance for the most disadvantaged pupils. This is having some impact although there needs to be continued focus on it due to the impact of the pandemic. We engage with parents to support and encourage their pupils 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. Attendance badges bought for 95-100% termly attendance.

SCHOOL IMPROVEMENT: Juniper Clerking	<ul style="list-style-type: none"> Additional Juniper Clerking sessions brought in to support the school due to the involvement of the LA's Improvement Board (IB).
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 governor. Pupils were able to develop self-control, confidence, social skills, motivation, and resilience through a range of extreme activities. 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. Parent survey shared regarding school ties.

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)

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**

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

- The school has been supported by the LA's Improvement Board to improve on pupil outcomes since January 2023.
- 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.