

# Pupil premium strategy statement 2022-2023

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	Lowton West Primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2025/2026
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	J. Westhead
Pupil premium lead	N. Gould
Governor / Trustee lead	S. Black

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,615.00
Recovery premium funding allocation this academic year	£12,180.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£139,795.00

# Part A: Pupil premium strategy plan

## Statement of intent

It is our intention that all pupils, irrespective of their social or economic background or challenges they may face, make good progress from their starting points and achieve high attainment across all aspects of the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including the progress of SEND pupils and those who are already high attainers.

The focus of the pupil premium grant is to:

- Support the identification of the barriers to learning that pupils are experiencing
- Identify learning priorities for pupils through consultation with teachers and leaders
- Support all children's mental health and wellbeing, developing resilience and independence
- Ensure attendance continues to be prioritised for pupil premium children.

Our inclusive curriculum aims to develop all of our pupils through our school values: Respect, Resilience, Kindness and Confidence

Our school vision is to inspire, achieve and succeed, we will aim high and build dreams and futures together. At the centre of our provision is high-quality teaching, as we believe this has the greatest impact on closing the disadvantaged attainment gap, whilst benefitting all our pupils, including non-disadvantaged pupils in our school. This approach is also evident in our school's planned provision, including targeted intervention and support from highly skilled teachers for identified pupils. Professional development of all our staff is a whole school priority ensuring quality first teaching for all. Professional development is informed and built upon the most impactful and relevant pedagogical research from recognised authorities and organisations.

### **Our ultimate objectives are:**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To deliver an ambitious and high quality curriculum, designed to maximise potential and provide opportunities for all pupils, particularly disadvantaged pupils, to build their cultural capital, giving all pupils access to a wide and rich set of memorable learning experiences.
- To maximise learning through providing high-quality teaching, using teaching approaches to ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies.
- To develop every child's speech and language acquisition to ensure all our pupils can articulate and express their own thoughts and opinions by the time they leave our school.
- To ensure every child is a fluent reader with a well-developed vocabulary and good understanding, which they can in turn apply in their writing and enable them to access the breadth of the curriculum.
- To develop every child's knowledge of GPS and develop the application of GPS skills in pupils' independent writing.
- To enable pupils to look after their social and emotional wellbeing and to develop resilience and independence through consistently promoting and supporting the emotional well-being and personal development of disadvantaged pupils and those pupils identified by the school as vulnerable pupils.
- To promote excellent attendance and punctuality and reduce the percentage of persistent absenteeism.

### **We aim to do this through:**

- Understanding the context of our families and the school community and focus on pupil needs, socially and emotionally and academically, through an individualised approach.
- Developing strong relationships with families, working with external agencies and the school's Senior Leadership team, Attendance and Welfare Officer, school's Mental Health and Well-Being Practitioner and Pastoral Manager to encourage excellent attendance and provide effective pastoral support.
- Targeting funding to ensure that all pupils have access to trips, extra-curricular opportunities, residential and first-hand learning experiences.
- Prioritising the mental health and well-being of pupils through the training of all staff in attachment and early-life trauma, sensory processing, nurture and inclusion practices and key staff in mental first aid, in conjunction with the provision of high quality PSHE lessons.
- Using robust, diagnostic assessments, focused on pupil need, to provide a clear sequence of learning and tightly focused improvement priorities to adjust teaching responsively so that all children can build on their prior knowledge and skills, address gaps in learning and make accelerated progress in knowing more and remembering more.
- Providing targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Improving the quality of teaching and learning, through evidence based high quality, whole school CPD, to ensure that pupils access effective quality first teaching.
- Promoting high quality reading experiences for all. Accurately assessing children's attainment to identify next steps and increasing opportunities for reading and pupil discussion to develop fluency, vocabulary and the acquisition of speech and language. School will provide a high quality systematic synthetic phonics approach, using the Read Write Inc. programme and promote reading for pleasure across all year groups.

In making our decisions about the use of Pupil Premium funding, we have considered the context of our school community and the challenges faced and reflected on historical challenges and successes, using research conducted by EEF to support the decisions around the usefulness different strategies and their value for money. We also recognise that the challenges facing our disadvantaged children are not generic, with some children having multiple vulnerabilities, therefore strategies must meet the needs of the individual children at our school.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Poor language and communication skills on entry to school. Oral language assessments and observations indicate limited communication skills and vocabulary gaps across school, which are more prevalent among disadvantaged pupils than their peers.
2	Limited opportunities and life experiences. Pupils or families with limited cultural capital. Our assessments, observations and discussions with pupils and families indicate that many of our disadvantaged pupils have limited experiences outside of their immediate home environment. The school closures and lockdown periods since March 2020, due to Covid-19, have also caused a lack of enrichment opportunities for many families during this time.

	Families struggling financially and personally as a result of changes in employment have impacted negatively on family circumstances. This can therefore be a limiting factor in their understanding of texts, vocabulary, writing and their ability to make cross-curricular connections.
3	<p>Family engagement and emotional well-being.</p> <p>Personal and Social Development:</p> <ul style="list-style-type: none"> <li>• personal friendships and anxiety, including separation anxiety, transition to new classes</li> <li>• children whose family have suffered bereavement</li> <li>• attachment issues following changes in family / home environment or extended periods of absence from school</li> </ul> <p>A significant number of disadvantaged pupils have experienced disrupted home backgrounds, challenging home circumstances, emotional loss or trauma in their life.</p> <p>Currently, 12% of our Pupil Premium cohort were previously looked-after pupils (PLAC).</p> <p>Increasing numbers of Pupil Premium eligible pupils are presenting with SEMH difficulties, lacking coping strategies when faced with challenges.</p> <p>A number of families have also historically been supported by social care, Start Well services or through an Early Help Plan.</p>
4	<p>Poor attendance and punctuality.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. School wish to continue to further improve the attendance and punctuality of disadvantaged pupils and improve links between school and parents through Early Help and support.</p>
5	<p>Parental engagement in home reading routines and supporting homework activities is often limited or sporadic for disadvantaged pupils.</p> <p>This leads to:</p> <ul style="list-style-type: none"> <li>• Limited language development, with lower baseline assessments and starting points.</li> <li>• Limited understanding of vocabulary in different contexts.</li> </ul>
6	SEND: high proportion of disadvantaged pupils (34%) also have SEND and are on the school's SEND register.
7	<ul style="list-style-type: none"> <li>• The acquisition of curriculum knowledge and metacognition.</li> <li>• Limited GPS knowledge and the application of GPS skills evident in pupils' independent writing.</li> </ul>

## 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><b>Desired Outcome:</b> To improve attendance and punctuality of targeted pupils.</p> <p><b>Measured through:</b> Rigorous tracking of attendance data.</p>	<p>Reduce the percentage of absent PP pupils so that attendance and punctuality of disadvantaged pupils is in line with national data.</p> <p>Attendance figures remain above national (school target is 96%; National 95.8% - 2019).</p>

<p>Effective implementation of Attendance monitoring and Early Help meetings, to improve attendance and reduce persistent absence figures. (Attendance and Welfare Manager)</p>	
<p><b>Desired Outcome:</b> To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged. To support identified pupils in developing emotional self-regulation and independence.</p> <p><b>Measured through:</b> Rigorous tracking of pupil and parent questionnaires, Skills for Learning and SDQ checklists, Boxall Profiles and Learner Profiles/ IBPs. Early Help Assessment and Review documentation.</p>	<p>Children identify and use the Zones of regulation, to self-regulate with growing independence. Sustained high levels of well-being demonstrated through qualitative data from pupil voice, pupil and parent questionnaires and teacher observations.</p> <p>Learners' attitudes towards their education is positive (90% positive responses on pupil questionnaires). Improved scores in Early Help Assessment and Review documentation.</p>
<p><b>Desired Outcome:</b> The school curriculum offer will be ambitious for all pupils and foster aspiration amongst our pupils to become educated citizens. Disadvantaged pupils will acquire a secure cultural capital through experience and opportunity, in line with their non-PP peers.</p> <p><b>Measured through:</b> Monitoring of extra-curricular activities, ensuring high uptake for PP pupils. Regular monitoring of curriculum for PP and other pupils by Senior Leaders and Curriculum Leaders. Implementation of pupil voice by curriculum leaders.</p>	<p>Through pupil voice, disadvantaged pupils can articulate aspirations for the future and know how their learning will support this. There will be a high uptake of clubs and extra-curricular activities, in line with peers.</p>
<p><b>Desired Outcome:</b> Improve attainment in line with national benchmarks by continuing to secure quality first teaching across the school. Maintain and improve attainment, with a high number of PP pupils achieving the Expected Standard or better in all subjects, particularly writing and GPS at the end of Key Stage 1 and 2.</p> <p><b>Measured through:</b> Rigorous tracking of progress and attainment data towards expected standard in reading, writing, maths and GPS.</p> <p>Increased attainment in writing and GPS among disadvantaged pupils at KS2.</p>	<p>Disadvantaged pupils attain in line with or above national progress measures.</p>
<p><b>Desired Outcome:</b> To improve language acquisition for all pupils.</p> <p><b>Measured through:</b> Improved Renfrew Picture Analysis scores for all PP pupils accessing the Time to Talk, Talking Partners and Speech and Language interventions delivered across school.</p>	<p>Assessments and observations indicate significantly improved oral language among all pupils, particularly among disadvantaged pupils.</p> <p>Language exposition is embedded through quality first teaching, in order for pupils to</p>

<p>Improved language acquisition is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment.</p>	<p>build a rich repertoire of language and sentence constructions.</p>
<p><b>Desired Outcome:</b> To increase the attainment, of those eligible for PP, in passing the Phonics Screening Check. Continue to maintain the Y2 re-sit attainment data, keeping it well above national data.</p> <p><b>Measured through:</b> Rigorous tracking of progress and attainment data towards expected standard, including regular RWI phonics assessment and fluid groupings for phonics to escalate progress.</p>	<p>The gap between pupil attainment for eligible pupils and their peers is reduced rapidly so that figures are at least in line with national.</p>

## 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: £3180.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional training for KS2 and new staff to ensure high quality teaching and learning in phonics (Read Write Inc) and reading across KS1 and KS2.</p> <p>Consistent high quality delivery of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>The delivery of the SSP programme must teach a reversible code – segmenting (decoding) for reading and blending (encoding) for spelling/ writing, with opportunities for phonics teaching and practice embedded across the curriculum.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and spelling.</p> <p>References: (DfE: The Reading Framework July 2021)</p> <p><b>EEF Toolkit links:</b> (Phonics / toolkit Strand / EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	<p>1, 5, 6, 7</p>
<p>Increased opportunities for communication and language across the curriculum to develop a language rich environment.</p> <p>Speech and Language interventions delivered by teachers and trained teaching assistants,</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialog activities including high-quality group and whole-class discussions have high impacts on reading and writing.</p> <p><b>EEF Toolkit links:</b> (Oral language interventions/ Toolkit Strand EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 2, 5, 6</p>

<p>following speech and language programmes.</p> <p>Strong links, training/ guidance and communication with Speech and Language Therapists.</p> <p>Increased speech and language intervention programmes led by experienced staff across KS1 and KS2.</p> <p>Dialogic activities embedded across the school curriculum to support pupils in articulating their ideas, consolidating understanding and extending vocabulary.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	
<p>Deliver a broad and engaging curriculum that focuses on vocabulary and builds pupils' life experiences and cultural capital.</p> <p>Subject leaders to receive training, long-term and medium term plans reviewed – emphasis on subject specific language development, acquisition of knowledge and metacognition.</p> <p>A wider range of experiences on offer, both in the curriculum and through extra-curricular opportunities.</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>There is a strong evidence base that suggests that personal experiences and hands on learning develop knowledge further, building stronger links across the curriculum.</p> <p><b>EEF Toolkit links:</b>  EEF – Aspiration Interventions  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>  EEF – Metacognition and self-regulation  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1, 2, 3, 6, 7</p>



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

Budgeted cost: £74,769.00 + £12,180.00 = £86,949.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily focused phonics interventions which are delivered by class teachers.</p> <p>Additional phonics sessions targeted at KS2 disadvantaged pupils who require further phonics support.</p>	<p>Targeted phonics interventions have been shown to be more effective when delivered consistently over a period up to 12 weeks.</p> <p>Targeted phonics interventions using the RWI programme have seen a dramatic positive impact on results and on children's attitudes.</p> <p>School has utilised the EEF reports on how Teaching Assistants can be effectively used to support progress through supporting high quality teaching and learning.</p> <p><b>EEF Toolkit links:</b> (Phonics / Toolkit Strand EEF) +5 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 5, 6
<p>Individual consultations and referrals completed to Speech and Language Team.</p> <p>Daily targeted speech and language groups or 1:1 focused and teaching interventions delivered by teachers and teaching assistants.</p> <p>Time to Talk and Talking Partners interventions delivered by trained staff.</p>	<p>Communication and oral language interventions can have a positive impact on pupils' language skills.</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p><b>EEF Toolkit links:</b> (Oral language interventions/ Toolkit Strand EEF) +6 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Delivering highly structured interventions; short sessions delivered over a finite period, and link learning to classroom teaching.</p> <p>Teaching Assistant Interventions: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1, 5, 6
<p>Increased regular opportunities to read to an adult throughout the week.</p>	<p>Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional</p>	1, 3, 5, 6

<p>Increased opportunities to explore language within texts and develop knowledge and understanding of newly acquired vocabulary.</p>	<p>support—in the form of high-quality, structured, targeted interventions—to make progress.</p> <p><b>EEF Toolkit links:</b> (Reading Comprehension / EEF) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>(Improving Literacy in KS2 / EEF Guidance report) <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	
<p>Use of standardised diagnostic assessments. Effective formative assessment (NfER) as a central point of T&amp;L. Analysis for gaps based on previous terms test data.</p>	<p>Standardised tests can provide reliable insights into specific strengths and weaknesses of each pupil to help them ensure they receive the correct additional support through interventions or teacher instruction.</p> <p><b>EEF Toolkit links:</b> (Standardised tests/ Assessing and Monitoring Pupil Progress/ EEF) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	1, 5, 6
<p>A blended approach of high-quality tuition and planned intervention, including the use of Recovery Premium Funding and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of pupils who will receive the tutoring will be disadvantaged, including those who are high-attainers.</p> <p>Qualified teachers to support with small-group tuition in literacy and maths; teaching RWI phonics to a small group in EYFS; leading Maths Recovery Intervention groups across KS1 and KS2; providing 1:1 or small group support for the lowest 20% of readers across EYFS, KS1 and</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support lower attaining pupils or those falling behind, both 1:1 and in small groups.</p> <p><b>EEF Toolkit links:</b> (One to one tuition / EEF) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>(Small group tuition / toolkit strand/ EEF) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 3, 4, 5, 6, 7

KS2; supporting pupils with SEND (SEMH needs)		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £47,866.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for all staff in attachment and early-life trauma, sensory processing, nurture, Team Teach, Emotion Coaching and inclusion practices and key staff in mental first aid.</p> <p>Improve the quality of social and emotional learning.</p> <p>Emotional well-being will be embedded into routine education practices.</p>	<p>There is extensive evidence linking childhood social and emotional skills with improved outcomes at school and in later life. (e.g. improved academic performance, attitudes, behaviour and relationships with peers.)</p> <p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p><b>EEF Toolkit links:</b> (EEF Social and Emotional Learning) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>(Behaviour interventions /EEF) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	2, 3, 4, 6
<p>Targeted 1:1 and small group support for identified pupils exploring resilience, self-esteem, self-regulation strategies through the school mental health and well-being practitioner and Pastoral Manager.</p> <p>1:1 counselling support via school funded Wigan Family Welfare Counsellor.</p> <p>Parental support and Early Help support for parents through the school mental health</p>	<p>School data, Early Help reviews, pupil and parent questionnaires and Strengths, Difficulties Questionnaires (SDQs) indicate the positive impact of the support provided by the school's Mental Health and Well-Being Practitioner and Pastoral Manager.</p> <p><b>EEF Toolkit links:</b> (Self-regulation /EEF) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</a></p>	2, 3, 4, 6

and well-being practitioner and Pastoral Manager.		
<p>Welfare and Attendance Officer to monitor and act on PP absence and punctuality to reduce absenteeism for the disadvantaged cohort.</p> <p>Offer parental support and Early Help support for parents and pupils and work with Senior Leaders and class teachers to support individual pupils to achieve attendance targets set.</p>	<p>School data (attendance data and Early Help reviews) indicates the positive impact of the support provided by the school's Welfare and Attendance Officer.</p> <p>DfE 'Improving School Attendance' advice has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3, 4, 6
<p>Continuing to build the range of decodable books for KS2 pupils, to further enhance the KS2 reading scheme.</p>	<p>School views reading as central to pupils' learning and development is of the highest-quality.</p> <p>Many disadvantaged pupils do not read regularly at home to practise and apply reading skills and develop their understanding, therefore it is vital that class teachers can provide high quality resources to allow pupils to practise and apply the sounds they have learnt in school.</p>	1, 5, 6
<p>Funding for disadvantaged pupils to access extra-curricular opportunities and enrichment activities, building pupils' life experiences and cultural capital.</p> <p>Funding for the Y6 Residential Trip for all Y6 pupils accessing Free School Meals.</p>	<p>There is a strong evidence base that suggests that personal experiences and hands on learning develop knowledge further, building stronger links across the curriculum.</p> <p><b>EEF Toolkit links:</b>  EEF – Aspiration Interventions  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p> <p>EEF – Outdoor Adventure learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	1, 2, 5, 6

## Pupil Premium Grant

**Total budgeted cost:** £127,615.00 + £12,180.00 = £139,795.00

## 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.

#### **IMPACT OF PUPIL PREMIUM SPENDING 2021-2022**

##### **EARLY YEARS FOUNDATION STAGE (9 pupils eligible for PP):**

- In the EYFS (Early Years Foundation Stage), 56% of pupils eligible for PP achieved a GLD (Good Level of Development).

##### **YEAR 1: (13 pupils eligible for PP)**

In the Year 1 Phonics Screening test, 9 out of 11 pupils (82%) of pupils eligible for PP passed the test (78% in 2019; 86% in 2018).

##### **KEY STAGE 1: (15 pupils eligible for PP)**

- 12 out of 15 pupils (80%) achieved the Expected Standard in Reading at KS1 (compared to the national figure for other (non-PP) pupils nationally in 2022: 72%).
- 10 out of 15 pupils (67%) achieved the Expected Standard in Writing at KS1 (compared to the national figure for other (non-PP) pupils nationally in 2022: 63%).
- 11 out of 15 pupils eligible for PP (73%) achieved the Expected Standard in Maths at KS1 (compared to the national figure for other (non-PP) pupils nationally in 2022: 73%).

##### **KEY STAGE 2: (17 pupils eligible for PP)**

- 13 out of 17 pupils eligible for PP (76%) achieved the Expected Standard or above in Reading at KS2 (compared to the national figure for other (non-PP) pupils: 79%).
- 9 out of 17 pupils eligible for PP (53%) achieved the Expected Standard or above in Writing at KS2 (compared to the national figure for other (non-PP) pupils: 75%).
- 11 out of 17 pupils eligible for PP (65%) achieved the Expected Standard or above in Maths at KS2 (compared to the national figure for other (non-PP) pupils: 78%).
- 8 out of 17 pupils eligible for PP (47%) achieved the Expected Standard or above in Grammar, Punctuation and Spelling at KS2 (compared to the national figure for other (non-PP) pupils: 78%).

### **Nurture groups**

A number of our pupil premium children benefited from nurture groups during the school day. This helped with emotional well-being and enabled the children to concentrate more on their class work. Behaviour at lunch times has also improved leading to better learning across the school.

### **Year 6 residential**

We used this money to subsidise the Year 6 residential visit, leading to increased self-esteem, confidence, resilience and strength of character.

### **Counselling**

A number of our pupil premium children benefited from sessions with the counsellor. This helped with emotional well-being and enabled the children to concentrate more on their class work.

### **Attendance**

We use this money to employ an Attendance Officer to monitor the attendance of all pupils, with a focus on the attendance of pupils eligible for PP. In 2021-2022, the attendance of the pupils eligible for PP was 93.1%.

### **Mental Health and Wellbeing Practitioner**

The Mental Health and Well-Being Practitioner supported a significant number of pupil premium children. As a result of this, pupils were well supported with their emotional well-being; pupils were taught to identify and use zones of regulation enabling them to self-regulate with growing independence. Sustained high levels of wellbeing were demonstrated through pupil, staff and parent voice.

Some pupil premium children benefited from nurture groups at lunchtimes which were led by the Mental Health and Well-Being Practitioner. This helped with emotional wellbeing and enabled children to concentrate more on their class work. Behaviour at lunchtime also improved for some identified pupils.

### **Extra-curricular clubs**

Many disadvantaged pupils attended the extra-curricular clubs on offer and this will enable them to acquire a secure cultural capital through experience and opportunity, in line with their non-PP peers.

### **Oral Language**

Assessments and observations indicated improved oral language among all pupils, particularly among disadvantaged pupils.

## **Service pupil premium funding (optional)**

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	Service pupil premium eligible pupils have accessed small group nurture support and

	<p>further targeted support for their emotional well-being.</p> <p>Planned intervention work and ‘drop-in’ sessions delivered to support emotional well-being, self-regulation and resilience support.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Pupils who required support for their emotional well-being were able to access appropriate intervention without delay, within the school setting.</p> <p>Parents and families have been supported through the school’s pastoral team and directed to appropriate multi-agencies within the local authority.</p>