

## Pupil premium strategy statement

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

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

### School overview

Detail	Data
School name	Shirley Junior School
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020/21 to 2022/23
Date this statement was published	06/12/22
Date on which it will be reviewed	10/10/23
Statement authorised by	A Hixon, Headteacher
Pupil premium lead	J Tearle, Deputy Headteacher
Governor / Trustee lead	Victoria Chapman.

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (7/12 of 22/23 financial year plus 5/12 of 23/24 financial year)	£91,960
Recovery premium funding allocation this academic year	£9,860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£101,820</b>

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Our philosophy**

We have high ambitions for our disadvantaged pupils and believe that their experiences prior to starting school should not impact on the progress they are able to make while they are with us. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our approach begins with a focus on attendance: we cannot help children make progress when they are not in school regularly and consistently. Having improved their attendance, we next need to equip children with the tools they need to manage their emotions and their mental health so that they are calm and able to learn. From here, high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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

We will not make assumptions; instead our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point when need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker and those who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are officially categorised as disadvantaged or not.

Overcoming barriers to learning is at the heart of our use of the pupil premium grant (PPG). We understand that needs and costs will differ depending on the barriers to learning being addressed. We want our disadvantaged pupils to develop self belief and high aspirations, therefore providing them with a good cultural capital in terms of knowledge and experiences is a priority for us.

We have chosen to maximise the use of the PPG by utilising a 3-year long-term strategy. This enables us to think strategically, implementing a blend of short, medium and long-term interventions that will have sustained long-term impact, and to align pupil premium use with wider school improvements and with improving readiness to learn.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

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

	Detail of challenge
1	<p>Observations of pupils have shown that disadvantaged pupils have significantly more difficulty than their peers in <b>identifying their feelings, communicating them and self-regulating</b>. This means that they tend to avoid learning due to anxiety or lack of self-belief, and they get into behavioural conflicts more often. These two combined mean that they spend a disproportionate amount of time heightened and unable to engage with learning in the classroom.</p> <p>Discussions with these pupils, as well as research into behavioural psychology, have shown that the way the adults in the school approach these situations and try to resolve them has a big impact on how liked and accepted these pupils feel in the classroom and how ready they are to learn as a result.</p>
2	<p>Assessments and observations indicate underdeveloped <b>reading fluency and comprehension</b> among many disadvantaged pupils.</p> <p>For the last 3 cohorts, between 9 - 41% of our disadvantaged pupils arrive in Y3 below age-related expectations in reading compared to 10 - 23% of other pupils. While we consistently close this gap by the end of Y6 for non-disadvantaged pupils, the picture is not so clear-cut for our disadvantaged pupils, for whom the gap decreased for the cohort 3 years ago, remained consistent for the next cohort, then increased for last year's cohort.</p> <p>For the last 3 cohorts, between 1 and 58% of our disadvantaged pupils arrive in Y3 having not passed the Phonics check compared to 4-23% of other pupils. This data is improving year on year and this year a smaller percentage of disadvantaged pupils failed the test than non-disadvantaged pupils</p> <p><b>In 2022, 56% of disadvantaged pupils arrived in Y3 below age-related expectations in reading compared to 33% of all pupils nationally, meaning that this gap is wider than it has been over the previous three years. 44% of disadvantaged pupils arrived in Y3 having not passed the Phonics check compared to 25% of pupils nationally, meaning this gap has also widened significantly.</b></p> <p>This data has been further affected by the fact that our disadvantaged pupils have been impacted by partial school closures to a greater extent than other pupils. These findings are supported by national studies.</p>
3	<p>Internal and external (where available) assessments indicate that <b>maths attainment</b> among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>For the last 3 cohorts, between 18 - 30% of our disadvantaged pupils arrive below age-related expectations compared to 6 - 16% of other pupils. At the moment, this gap slightly increases by 2-4 children in both groups by the end of Y6, however calculated as a percentage this results in an average increase of 5% for the non-disadvantaged pupils in each cohort but an average increase of 17% for the disadvantaged pupils.</p> <p><b>In 2022, 69% of disadvantaged pupils arrived in Y3 below age-related expectations in maths compared to 32% of pupils nationally, meaning that this gap has risen significantly compared to the previous three years.</b></p> <p>Discussion and observations of pupils have shown that girls and disadvantaged pupils in particular struggle to visualize and sequence their way through maths problems</p>

	<p>In the same way as the previous challenge, this has been further affected by the fact that our disadvantaged pupils have been impacted by partial school closures to a greater extent than other pupils. These findings are supported by national studies.</p>
4	<p>Observations and discussions with pupils and families have shown that some disadvantaged children do not engage in as many <b>enriching cultural experiences</b> as their peers in the time before joining us in Year 3.</p> <p>This means that they might not have the same base of cultural knowledge and experience to draw upon and develop when approaching our project learning, which is particularly evident in <b>writing</b> outcomes. It can also mean they have a lower stimulus for learning, which can impair their ability to make links in learning.</p>
5	<p>Observations and parents evening attendance data over the years have shown us that the families of disadvantaged children face more barriers to <b>engaging with school</b> than the families of their peers.</p> <p>Discussions with parents of disadvantaged children have shown that these parents often had a negative experience of school themselves and can find it intimidating to come into school. Since parents evenings have become virtual, disadvantaged families may face additional barriers to attending these, such as a less settled home life (not conducive to an online meeting) and lack of technology.</p> <p>This means that there can be less importance given to learning and less support at home for home learning and these things can affect the child's motivation and aspirations</p>
6	<p>Our attendance data over the last 3 years indicates that <b>attendance</b> among disadvantaged pupils has been between 1.5 – 2.5% lower than for non-disadvantaged pupils.</p> <p>14-15% of disadvantaged pupils have been 'persistently absent' compared to 4-8% of their peers during that period. Our assessments and observations (as well as general common sense) indicate that absenteeism is negatively impacting disadvantaged pupils' progress. It has a negative impact on their social and emotional development which also affects their emotional wellbeing.</p>

## 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
1. Develop children's ability to identify their feelings and self-regulate.	<ul style="list-style-type: none"> <li>All children are able to engage with learning because challenging feelings are identified and regulated using Zones of Regulation</li> <li>Adults respond to unhelpful behaviour in a way that builds attachment so children feel accepted and remain able to focus</li> <li>Children are empowered to take account of others and proactively solve problems through collaborative conversations, where they contribute to finding a solution, so that conflicts and off-task behaviours reduce</li> <li>Qualitative data and parent voice show the new behaviour policy supports children's wellbeing and readiness to learn and increases motivation</li> </ul>
2. Improve & sustain the reading fluency, comprehension and enjoyment of disadvantaged children	KS2 reading outcomes in 2022/23 show that more than 72% of disadvantaged pupils met the expected standard (increased from 44% at KS1)
3. Improve maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2022/23 show that more than 78% of disadvantaged pupils met the expected standard (increased from 56% at KS1)
4. Improve children's cultural capital so that they are able to draw on their knowledge and skills in their writing.	<p>KS2 writing outcomes in 2022/23 show more than 56%% of disadvantaged pupils met the expected standard (increased from 33% at KS1).</p> <p>Records show at least 80% of disadvantaged children attend at least one residential week; pupil conferencing afterwards shows positive impact of the experience on their self-esteem and curricular knowledge (where applicable)</p> <p>KS2 data shows that the percentage of disadvantaged pupils achieving age-related expectations reading, writing and maths combined is no more than 12% lower than the combined percentage for all pupils nationally. (In 2021/22 it was 24% and in 2018/18 it was 15%)</p>
5. Improve the engagement of disadvantaged families with school	<p>Sustained high levels of engagement from disadvantaged families in 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>Qualitative data from student voice, student and parent surveys and teacher observations showing an increase in the engagement of disadvantaged families</li> <li>Significantly improved attendance at parent evenings</li> <li>Qualitative data from teacher and parents about the impact of Round Table Conversations, triangulated with other sources of evidence including engagement in lessons, book scrutinies and learning walks</li> </ul>
6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 1.3%.</li> <li>the percentage of disadvantaged pupils who are persistently absent (PA) being no more than 5% lower than the national PA figure for all pupils</li> <li>Overall attendance for disadvantaged pupils to be above national attendance for all pupils</li> </ul>

## 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: £50,910

Activity	Evidence that supports this approach
Additional teacher in Y6	<p>The EEF shows smaller class sizes has a small impact on children's progress. This cohort have higher emotional needs compared to other cohorts and smaller class sizes allow for extra focus from adults, and more space from their peers to avoid situations that they find emotionally triggering</p> <p><i>Addresses challenge: 1,2,3,4</i></p>
Train teachers in the importance of AFL so that they know when to move children on, and feedback so that children are supported and challenged at the right level. Monitor through learning walks to ensure that the practice begins to embed	<p>Research from the EEF along with books published by Dylan William and others have highlighted the importance of timely, effective AFL and feedback.</p> <p><a href="#">EEF evidence</a> on feedback demonstrates this has significant benefits for pupils, particularly disadvantaged pupils</p> <p><i>Addresses challenge: 3</i></p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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).</p>	<p>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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>Use of a concrete-pictorial-abstract approach has been found to aid the embedding of maths strategies into long-term memory, and reduce cognitive load</p> <p><i>Addresses challenge: 3</i></p>
Embed TA understanding of scaffolding in order to build children's independence, and to maximise the impact of their time in the classroom	<p>Used properly, TAs can have a positive impact – we will follow the EEF guidance around best use of TAs</p> <p><i>Addresses challenge: 3</i></p>
Train teachers and TAs in the use of metacognitive strategies to help children to be aware of and monitor their thoughts and actions when learning	<p>Metacognition is ranked consistently high impact/low cost in the EEF Teacher Toolkit</p> <p><i>Addresses challenge: 1,3</i></p>
Provide a class set of Chromebooks	<p>The permit children to access interventions such as TT Rockstars and Reading Plus in the classroom in cases where they do not keep up with these at home.</p> <p><i>Addresses challenge: 2,3</i></p>

## Targeted academic support (e.g. tutoring, 1:1 support, structured interventions)

Budgeted cost: £25,455

Activity	Evidence that supports this approach
<p>Engaging with the National Tutoring Programme to provide maths tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><i>Addresses challenge: 3</i></p>
<p>Purchase interventions and train TAs to deliver:</p> <ul style="list-style-type: none"> <li>- First Class at Number (for children working 2 yrs behind ARE)</li> <li>- Success@Arithmetic: Numbersense in years 5/6 for off-track children</li> </ul>	<p>First class at number is a 'light touch' mathematics intervention, which was created by Edge Hill University. It is recommended by CUREE. Success@Arithmetic is a calculation-based intervention from the same creators which has been shown to help children make 3 x expected progress and boost confidence.</p> <p><i>Addresses challenge: 3</i></p>
<p>Purchase physical Reading Planet books so all children can take levelled reading books home</p> <p>Purchase Reading Plus to boost children's reading speed and comprehension</p>	<p>Reading Planet was created at Coventry University using the latest evidence-based research to embed new techniques and pedagogies in the books and teaching materials.  <a href="https://www.risingstars-uk.com/subjects/reading-and-ebooks/rising-stars-reading-planet/about-reading-planet/coventry-university">https://www.risingstars-uk.com/subjects/reading-and-ebooks/rising-stars-reading-planet/about-reading-planet/coventry-university</a></p> <p>Reading Plus is proven to improve learning outcomes based on years of research studies. Reading Plus meets the levels of evidence needed under ESSA.  <a href="https://www.readingplus.com/efficacies/">https://www.readingplus.com/efficacies/</a></p> <p><i>Addresses challenge: 2</i></p>
<p>Run Little Wandle Letters and Sounds Rapid Catch-up intervention in order to catch up the children who began Year 3 having not passed their Phonics test</p>	<p>Little Wandle Letters and Sounds Revised is an SSP programme validated by the Department for Education.</p> <p><i>Addresses challenge: 2</i></p>
<p>Ensure all disadvantaged children have their places on the Y5 Science-linked residential trip funded, and are motivated to attend the trip.</p> <p>Seek out enrichment opportunities for disadvantaged children that link to the projects they are learning, in order to boost their project-specific knowledge</p>	<p>Anecdotal evidence shows us that attending residential experiences with their peers has a huge impact on EPP pupils in terms of their self confidence and engagement with their peers.</p> <p>Our internal monitoring and data shows us that EPP pupils who have been given enriching topic-related pre-learning opportunities have higher-quality written outcomes and retain the information better.</p> <p><i>Addresses challenge: 4,5</i></p>

**Wider strategies (e.g. related to attendance, behaviour, wellbeing)** Budgeted cost: £25,455

Activity	Evidence that supports this approach
Embed the use of Collaborative Problem Solving to respond to conflicts and issues	<p>There is extensive evidence associating 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 behavioural interventions and universal approaches can have positive overall effects:  <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p> <p><i>Addresses challenge: 1,5</i></p>
Continue to embed the use of Zones of Regulation in all classes	
Embed a relational, attachment-friendly approach in classrooms so that there is a positive classroom ethos and children feel a sense of belonging	
Provide workshops for parents on Zones of Regulation and Collaborative Problem Solving so they can support us and use these strategies at home	
Introduce 'Round Table Conversations' in year 3 to replace parents evening for targeted disadvantaged families, and train teachers in how to carry these out	<p>There is lots of research correlating better parental engagement with better progress and attainment, e.g. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>
Family Support Worker continue to work with disadvantaged and vulnerable families in order to offer pastoral support	<p>Although Structured Conversations did not have the impact the EEF initially expected, evidence shows seeking parents' views make a difference – <a href="https://journals.sagepub.com/doi/abs/10.3102/0013189x033004003">https://journals.sagepub.com/doi/abs/10.3102/0013189x033004003</a></p> <p><i>Addresses challenge: 3</i></p>
Attendance Officer to monitor attendance, and hold meetings with families of children whose attendance falls below 90%. Attendance Officer to trial Graduated Response for Attendance	<p>The DfE guidance (<a href="#">Improving School Attendance</a>) has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><i>Addresses challenge: 6</i></p>
Ensure teachers know their role in improving attendance, particularly for pupils at risk of PA (93% and below)	
Healthy and Safe intervention from PP Champion to ensure identified PP pupils can demonstrate a secure knowledge of how they keep safe in relationships and online	<p>Pupil conferencing/ monitoring shows that some disadvantaged pupils have not internalised learning from ICT and PSHE, so a lack of understanding how to keep safe means that they do not make sensible decisions.</p> <p><i>Addresses challenge: 1</i></p>
Hamish & Milo ELSA intervention	<p>Hamish &amp; Milo are working with the University of Bath on a research study to quantify the impact of this intervention. Several case studies show that this bespoke intervention benefits children's emotional wellbeing.</p> <p><i>Addresses challenge: 1</i></p>
Ensure all disadvantaged children are offered school uniform, music lessons and an after-school club	<p>Participation in extra-curricular music lessons and clubs has been shown to raise curriculum attainment</p> <p><i>Addresses challenge: 4,5</i></p>
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools, 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> <p><i>Addresses challenge: all</i></p>

**Total budgeted cost: £101,820**

## 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.

Intended outcome	Activities
<b>1. Develop children’s ability to identify their feelings and self-regulate.</b>	<ul style="list-style-type: none"> <li>• Further train teachers in the use of Collaborative Problem Solving to approach issues</li> <li>• Embed the use of Zones of Regulation in all classes</li> <li>• Hold half termly Book Club style staff meetings based on ‘When the Adults Change, Everything Changes’ by Paul Dix</li> </ul>
<b>Success criteria</b>	
<ul style="list-style-type: none"> <li>• All children are able to engage with learning because challenging feelings are identified and regulated using Zones of Regulation</li> <li>• Adults respond to unhelpful behaviour in a way that builds attachment so children feel accepted and remain able to focus</li> <li>• Children are empowered to take account of others and proactively solve problems through collaborative conversations, where they contribute to finding a solution.</li> </ul>	
<b>Review</b>	
<p><u>Zones of Regulation for identifying feelings</u>            Learning walks show that adults and children talk to each other about the zone they are in. Children in all year groups have been observed using their zones of regulation toolkits to select strategies to help them regulate.</p> <p><u>Adult response to behaviour</u>            Observations show that adults respond to challenging behaviour using the agreed strategies and as a result of this, children are able to quickly de-escalate and return to their learning. Adults’ conversations with children are constructive and supportive rather than punitive.</p> <p>A survey following training in ‘Repair and Rebuild’ for lunchtime TAs at the start of the year showed that they all felt that the training increased their confidence to use this strategy to help children resolve conflicts on the playground, and this in turn meant that fewer unresolved issues were brought back into classrooms after the lunch break</p> <p><u>Collaborative conversations</u>            Observations of collaborative conversations show that children are having opportunities to take part in solving problems. Discussions with teachers show that teachers are seeing the impact of this</p> <p>Positive Classroom charters were drawn up by all classes, and each class identified the barriers to this in their particular class and how to overcome these. In key year groups, these were discussed daily and children set themselves a daily target to help them contribute to the positive classroom. This developed a sense of belonging and a feeling that everybody could make a difference.</p>	

Intended outcome	Activities
<b>2. Improve and sustain the reading fluency, comprehension and enjoyment of disadvantaged children</b>	<ul style="list-style-type: none"> <li>• Train teachers in the importance of vocabulary</li> <li>• Purchase Reading Planet for all children to have a levelled reading book</li> <li>• Purchase Reading Plus to boost children's reading speed and comprehension</li> </ul>
<b>Success criteria</b>	
KS2 reading outcomes in 2022/23 show that more than 72% of disadvantaged pupils met the expected standard (increased from 44% at KS1)	
<b>Review</b>	
<p>In 2022, 65% of disadvantaged pupils (11 out of 17) met the expected standard at KS2 for reading (compared to 97% of their peers). Four of these made accelerated progress. Had one more child met the expected standard, we would have achieved this success criteria. Of the six pupils who did not meet the expected standard, three had SEND with ACEs (and two of these made more than expected progress), and two were extremely close to achieving the expected standard, with scaled scores of 98 or 99.</p> <p>In years 3-5, 53% of disadvantaged pupils met the expected standard and 69% pupils made expected progress in reading (compared to 81% of their peers meeting the expected standard and 79% making expected progress).</p>	

Intended outcome	Activities
<b>3. Improve maths attainment for disadvantaged pupils at the end of KS2.</b>	<ul style="list-style-type: none"> <li>• Train teachers in the importance of Assessment for Learning (ongoing, day-to-day assessment during and after lessons) so that they know when to move children on, and the importance of feedback so that children are supported and challenged at the right level. Monitor through learning walks, lesson observations and book looks to ensure that the practice begins to embed</li> </ul>
<b>Success criteria</b>	
KS2 maths outcomes in 2022/23 show that more than 78% of disadvantaged pupils met the expected standard (increased from 56% at KS1)	<ul style="list-style-type: none"> <li>• Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</li> <li>• 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).</li> <li>• Train TAs to understand scaffolding in order to build children's independence, and to maximise the impact of their time in the classroom</li> <li>• Engaging with the National Tutoring Programme to provide maths tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</li> <li>• Purchase interventions and train TAs to deliver:               <ul style="list-style-type: none"> <li>- First Class at Number (for chn working 2 yrs behind ARE)</li> <li>- Shine from Rising Stars (for children with gaps in ARE at their current year group)</li> <li>- Third Space Learning Maths tuition</li> </ul> </li> </ul>
<b>Review</b>	
<p>In 2022, 9 out of 17 disadvantaged pupils met the expected standard at KS2 for maths, which is 53% (compared to 74% of their peers). In years 3 to 5, 48% of the disadvantaged pupils met expected standards and 67% made expected progress (compared to 81% of their peers meeting expected standards and making expected progress).</p> <p>AFL and feedback was not developed but is a focus for the next year.</p> <p>Mastery CPD made a measurable difference in years 3 and 4, where the main focus was: 78% of disadvantaged pupils made expected progress in maths (meeting this target in years 3 and 4) and 60% achieved ARE. The mastery approach will be extended to the upper school next year so that teaching is done in a way that better aids the lower attaining pupils to keep up.</p> <p>Some good progress was made with maths teaching and planning; this has not yet had an impact in upper school. New leadership of maths is in place for the next year and we will no longer be using Third Space Learning tuition because the data did not show it to make a significant difference to children's attainment.</p>	

Intended outcome	Activities
<p><b>4. Improve children’s cultural capital so that they are able to draw on their knowledge and skills in their writing.</b></p>	<ul style="list-style-type: none"> <li>• Train teachers and TAs in the use of metacognitive strategies to help children to be aware of and monitor their thoughts and actions when learning</li> <li>• Ensure all disadvantaged children have their places on residential trips funded, and are motivated to attend the trips.</li> <li>• Ensure all disadvantaged children are offered music lessons and an after-school club</li> <li>• Seek out enrichment opportunities for disadvantaged children that link to the projects they are learning, in order to boost their project-specific knowledge</li> </ul>
<p><b>Success criteria</b></p>	
<p>KS2 writing outcomes in 2022/23 show that more than 56% of disadvantaged pupils met the expected standard (increased from 33% at KS1).</p> <p>Records show that at least 80% of disadvantaged children attend residential experiences</p>	
<p><b>Review</b></p>	
<p><u>Outcomes</u>  In 2022, 47% of disadvantaged pupils (8 out of 17) met the expected standard at KS2 for writing and 9 out of 16 (56%) made expected progress.</p> <p>In years 3-5, 52% of disadvantaged pupils achieved ARE and 72% pupils made expected progress in reading.</p> <p><u>Metacognition</u>  Metacognitive strategies were shared but not yet embedded so this is an ongoing focus. Music lessons and after school clubs were not advertised for all disadvantaged families so this will be a focus going forwards, done by the office. Due to high rates of sickness during 2021/22, providing enrichment opportunities was not always possible.</p> <p><u>Residential experiences</u>  In year 5, 28% of disadvantaged pupils attended the Minstead residential and in Year 6, 65% attended the Little Canada residential.</p> <p>From now on, the office will call disadvantaged families to encourage them to book onto the residentials and to let them know that school will fund one residential in year 5 or 6 for families eligible for free school meals. Children who have attended each residential will create a presentation to be shared with disadvantaged children from the year below with a chance for them to ask questions, in order to develop their excitement and desire to attend.</p>	

Intended outcome	Activities
<b>5. Improve the engagement of disadvantaged families with school</b>	<ul style="list-style-type: none"> <li>• Introduce 'Round Table Conversations' in year 3 to replace parents evening for targeted disadvantaged families, and train teachers in how to carry these out</li> <li>• Seek views about the barriers to their engagement from disadvantaged families, and act on these in order to reduce these barriers</li> </ul>
<b>Success criteria</b>	
<p>Sustained high levels of engagement from disadvantaged families in 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Significantly improved attendance at parent evenings so that 90% of disadvantaged families book and attend appointments.</li> <li>• Qualitative data from teacher and parents about the impact of Round Table Conversations</li> </ul>	
<b>Review</b>	
<p>In 2021/22 this target took a back seat as we focussed on other priorities.</p> <p><u>Parents' evening</u>  In March 2022, teachers called every disadvantaged family who did not attend parents evening, to have a discussion about their child's progress. In November 2022, the office monitored the bookings made for parents evening and called every disadvantaged family who had not yet booked. This resulted in 69 out of 77 (90%) PP children's parents booking parent's evening appointments. 71% of these attended (despite reminder being sent out) and the remainder had appointments rearranged or are being chased up. One family refused appointments for their three children, which disproportionately affects the data.</p> <p><u>Barriers to engagement</u>  We are aware that the website, and the way communication is shared electronically, may cause a barrier for some families, so we introduced the Weekly Communication letter being sent home on paper for disengaged families.</p> <p>We drew up a list of the home languages in each year group and talked to every child on the list to find out how well their parents read and speak English, in order to work out who may need translation. This showed that the vast majority of families read enough English to understand the communication sent out although translation into Polish would help the greatest number of families.</p> <p>In collaboration with the parent forum, we surveyed parents (including a translated survey for Polish parents) about the barriers to their engagement and the results showed that the majority of parents would be happy to engage with school and the main barriers were time, and language barriers. We will continue to offer chances for parents to come into school at different times such as the start and end of the day to see children's learnings, and performances both within and after the school day.</p>	

Intended outcome	Activities
<b>6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</b>	Attendance Officer to monitor attendance, and hold meetings with families of children whose attendance falls below 90%
<b>Success criteria</b>	
Sustained high attendance from 2022/23 demonstrated by:	
<ul style="list-style-type: none"> <li>overall absence rate for all pupils being no more than 3%; attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 1.3%.</li> <li>the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 5% higher than their peers.</li> </ul>	
Review	
<p>In 2021/22 attendance was 95% with 5% absences. Removing Covid data, the whole school attendance was 95.9%</p> <p>For disadvantaged children overall attendance was 92.8%. The attendance gap was 2.2% which has increased from 1.4% the previous year. Removing Covid data, the attendance of disadvantaged children was 93.5%</p> <p>10% of all pupils were persistently absent, and 25% of disadvantaged pupils. Removing the Covid figures gives 4.5% PA and 11.4% disadvantaged PA – a gap of 6.9% which has decreased from 11% last year</p> <p>The Attendance Office continued to hold families to account over low attendance, arranging meetings when needed and unpicking reasons for low attendance so that families understand the importance of their children being in school. The impact of this can be seen from the reduced gap in PA between disadvantaged children and their peers.</p> <p>Attendance remains a strong focus for the coming year, with consistent, predictable actions taken in response to low attendance.</p>	

In general, we continue to witness the significant impact of their disrupted education due to Covid-19 on pupil behaviour, wellbeing and mental health. As a result of this, we believe that our priorities for the coming year remain the same: ensuring children are in school, catching up academic gaps in the core subjects, and helping them to develop the skills of emotional regulation so that they can deal with their emotional barriers to learning and with conflicts with others.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Reading Planet	Rising Stars
Reading Plus	Dreambox Learning
First Class At Number	Edgehill University
Number stacks	Number Stacks
Little Wandle Letters and Sounds	Little Sutton Primary School and Wandle Learning Trust
Hamish & Milo	Hamish & Milo
Success@Arithmetic: Numbersense	Edgehill University

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Focussing across the year on our school Values and Personal Skills, with whole school events and activities linked to these each half term
- Stormbreak movement and wellbeing resource
- A continued focus on relational and attachment-friendly approaches, using Good Morning Miss foster training for selected teaching staff
- Working in partnership with our local Mental Health Support Team who will support children and families we refer to them

### Planning, implementation, and evaluation

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.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also researched schools who had previously received awards for the progress of their disadvantaged children, to find out the strategies they used and see which ones we could adopt.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.