

East Hunsbury Primary School's 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 | East Hunsbury Primary School |
| Number of pupils in school | 417 |
| Proportion (%) of pupil premium eligible pupils | 12% including specialist unit 4% = SU 8% = Mainstream |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 2022/2023 2023/2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Kathryn Pennington |
| Pupil premium lead | Lindsey York |
| Governor / Trustee lead | Louise Whaites |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £73652 |
| Recovery premium funding allocation this academic year | £19811 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £93,463 |

Part A: Pupil premium strategy plan

Statement of intent

One of our East Hunsbury guiding principles is our commitment to inclusive practice, social mobility and developing the whole child. As such, our intention is that every student has access to high-quality provision, achieving highly both academically and nonacademically, regardless of prior attainment, need or background. We ensure that disadvantaged students increase their cultural capital through enrichment and extracurricular activities.

Our strategy is to implement a pupil premium plan so that common challenges and individual needs will be addressed. We recognise that Pupil Premium is a poor proxy for disadvantage, so our approach will continue to focus on whole school activities for the benefit of all, whilst encompassing very tailored individually targeted interventions alongside increasing cultural capital and the strength of all these working together.

Our approach has always been and will continue to be multifaceted to address very complex needs. We will continue to target everything from social to academic. We acknowledge that supporting a disadvantaged student involves everyone from teachers, teaching assistants, parents, the wellbeing team, SENCO & outside agencies.

Through the focus of our intention, non-disadvantaged students will also benefit from our strong curriculum design and high-quality teaching. There is no alteration of curriculum provision for disadvantaged students as we believe strongly that an ambitious curriculum is the entitlement of all. We ensure that each member of staff is clear about the collective responsibility toward all disadvantaged students and that there is a shared understanding that the best strategy for reducing the gap is quality first teaching through direct instruction.

Through high expectations, appropriate support, a strong well-being team & our dedicated team around the child meetings we aim to break down individual barriers so that students from disadvantaged background achieve and succeed in all areas whilst in our care.

We intend for our strategy to be responsive and evolve over the 3 years in light of the children's needs and any challenges that may arise. Again, diagnostic assessments and evaluation will be central in decision making and we will not act on assumptions about the impact of disadvantage.

Research from the EEF in relation to the catch-up fund 2020-2021 has been sought to support decisions around how to spend the pupil premium funding this academic year 2021-2022. The EEF advised that funding should be divided through a tiered approach. It is recommended that 50% of funding is spent on tier one; teaching, 25% of funding on tier two; targeted academic support and the last 25% of funding is spent on tier three; wider strategies.

Many of the decisions around this strategy and funding are based on the research by Marc Rowland 'Addressing Educational Disadvantage,' the Education Endowment Toolkit and case studies from successful support and interventions at East Hunsbury implemented through the Catch Up Funding during the academic year 2020-2021.

As a school, we will always put the child at the centre of what we do and the focus of our Pupil Premium strategy will be on the following:

- High quality teaching & curriculum high quality to impact all students.
- Termly team around the child meetings, providing individual targeted academic & non academic support and targets.
- A high focus on oracy and developing this through the school.
- Focus on the whole child, widen cultural capital & raise aspirations by funding trips and experiences through the '60 things to do before leaving East Hunsbury'.
- Strengthen wider support provision for our most vulnerable students and families including those who may be disadvantaged but not receiving the Pupil Premium.
- Use diagnostic assessments effectively to enable us to act early and identify need, root-causes and next steps to move learning forwards.
- Put the child at the heart of our decision-making process.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1* | Disadvantage is far more than pupil premium and these students are not a homogeneous group. Students face a multitude of complex needs: SEMH, mobility, socio-economic disadvantage, low-levels of parental support and a lack of social activities. As well as a lack of exposure and access to technology, experiences, cultural capital, high aspirations. The school closures continue to have a disproportionate impact on our most disadvantaged pupils and we need to be adaptable to respond to new needs as they arise. |
| 2 | <p>Assessment, observations and discussions with pupils indicate an underdevelopment in language and comprehension skills amongst many disadvantaged pupils across the school. This is including: oral language skills, a vocabulary deficit and the ability to comprehend what they read/hear. This is true in our SU and mainstream.</p> <p>This is negatively impacting on their development as readers and writers as internal Autumn 2022 data suggests that disadvantaged pupils perform lower than their peers within these subjects.</p> |
| 3 | Assessment, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulty with phonics their peers. This negatively impacts on their development as readers and their encoding as writers. |
| 3 | Assessment, observations and discussions (including pupil surveys) indicates that Reading for Pleasure, in school and at home, is not prevalent in disadvantaged pupils and they do not have a positive self-perception of themselves as a reader. This then affects their vocabulary acquisition and reading outcomes. |
| 4 | <p>Internal Autumn data implies that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils across the school.</p> <p>Our assessments and observations also suggest that the partial school closures due to the pandemic have impacted significantly on disadvantaged writers, particularly with regards to their stamina, spelling and grammatical accuracy. These findings are echoed in national studies.</p> |
| 5 | Internal data implies that maths attainment among disadvantaged pupils is generally below that of non-disadvantaged pupils across the school. |
| 6 | <p>Our assessments and observations indicate that children, particularly those who are deemed disadvantaged, do not always understand themselves as a learner and have poor self-regulation and metacognition skills. Pupils are not always clear on the learning focus and their role within the learning process.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> |
| 7* | Our surveys, observations, discussions with students & Designated Safeguarding Lead and Deputy Designated Safeguarding Lead show that there is a larger number of students who are struggling with attendance, behaviour and who need social and emotional support. The number of students now having sessions with a member of the school well-being team due to anxiety and low self-esteem has doubled from pre to post pandemic. |

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| 8* | <p>Our assessments, including information provided by the well-being survey and ongoing work with pupils and their families, have identified Social, Emotional and Mental Health (SEMH) issues for many pupils and, in some cases, their families.</p> <p>We have concluded that this is due to a range of multifaceted reasons but one significant cause is lack of enrichment opportunities generally provided by families outside of school-life. As a consequence, this impacts on pupil's background knowledge acquisition and exposure to wider-life experiences/opportunities. This issue is particularly prevalent and affects our disadvantaged pupils, including their attainment and the issue has been compounded by school closures.</p> <p>Currently 34 pupils receive regular support for SEMH, 8 of which are in receipt of Pupil Premium.</p> |
| 9* | <p>Our mainstream attendance data over the last 2 years indicates that attendance between disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Our evaluations and assessments suggest that persistent absenteeism is negatively affecting disadvantaged pupil's progress.</p> <p>Absenteeism is also an issue within our Specialist Provision but this can be compounded by the need to be absent due to complex needs.</p> |
| 10 | <p>Within our Specialist Unit, our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.</p> |

*applies to both the mainstream and Specialist Unit provision

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 |
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| <p>Improved:</p> <ul style="list-style-type: none"> oral language skills, comprehension and vocabulary <p>among disadvantaged pupils</p> | <p>Assessments, observations and evaluations demonstrate significantly improved oral language among disadvantaged pupils. This will be evident through cross referencing with other sources such as:</p> <ul style="list-style-type: none"> participation in lessons, book scrutinises, formative assessments, ability to express themselves in a variety of contexts and for a range of purposes and curriculum outcomes. |
| <p>Improved:</p> <ul style="list-style-type: none"> reading, maths and writing | <p>KS2 outcomes in 2024/2025 show that more than 80% of disadvantaged pupils met the expected standard in reading, maths and writing.</p> |

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| attainment among disadvantaged pupils by the end of KS2 | In 2024/2025 the combined attainment of disadvantaged pupils reaching the expected standard in reading, writing and maths will be <i>at least</i> 70%. |
| <p>That there is a strong reading for pleasure culture embedded across the school.</p> <p>Children enjoy learning to read, reading to learn and have positive perceptions of themselves as readers.</p> | <p>Through surveys and observations, it is evident that more children choose to read and see themselves as readers.</p> <p>Children will have access to high-quality, relevant literature which represents their community and their lives.</p> <p>There is a strong, vibrant reading culture at school which is driven by teachers as readers.</p> <p>There is a well-stocked library with a range of books that encourage reading for pleasure in a range of genres to enable all learners to find texts that interest and motivate them to read.</p> |
| To achieve and sustain improved wellbeing, including a sense of belonging for all our pupils in our school particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing from 2024/2025 will be demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student pupil voice, community champions, teacher observations and parent and pupil surveys. • An increase in enrichment opportunities that the school provides and a good uptake in these opportunities, especially among disadvantaged pupils. • An increase in parent and community events and their participation within them, particularly for our disadvantaged families. |
| To achieve and sustain improved attendance for all pupils in the mainstream, particularly our disadvantaged pupils | <p>Sustained high attendance from 2024/2025 as demonstrated by:</p> <ul style="list-style-type: none"> • Significant reduction in persistent absenteeism so that it falls below 10% for all groups of children, including disadvantaged. • The overall attendance rate for all pupils, including disadvantaged, never falls below 97%. |
| <p>To further embed our SU drivers into our curriculum and day to day provision; these are the things we want for all pupils within the SU, particularly our disadvantaged pupils:</p> <p>Communication: <i>To be confident communicators in their own form of communication</i></p> | <p>Pupil voice surveys and class observations will show increased communication, independence, inclusion and success for pupils.</p> <p>Pupil voice surveys and class observations will happen at various points in the year to enable us to look at progress. As part of pupil progress discussions, there will be a</p> |

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| <p>Independence: <i>To be as independent as possible and develop self-help skills for learning and life.</i></p> <p>Inclusion: <i>To experience opportunities that develop a strong sense of belonging whilst embracing diversity and individuality.</i></p> <p>Success: <i>To be happy and confident individuals who access and learn from an enriched curriculum that meets their needs.</i></p> | <p>focus on Communication, Independence, Inclusion and Success.</p> |
| <p>For all children in the SU to be making good progress against their EHCP outcomes.</p> | <p>EHCP short steps are reviewed in December, March and June and data is gathered.</p> <p>This data is discussed in our pupil progress meetings and systems of support are agreed to ensure pupils can make more/better progress.</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: £45,250

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Training and external support with diagnostic assessment and planning for our writing implementation strategy in order to effectively diagnose and teach the identified needs of our pupils.</p> <p>Purchasing of writing assessment materials that will support diagnostic assessment and moderation.</p> <p>Early Years NELI intervention</p> | <p><u>EEF: Oral Language Interventions (+6 months)</u></p> <p>Diagnostic assessment makes teaching more efficient and effective by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. As Ausubel (1963) states it is: "the most important single factor influencing learning ..."</p> <p>It can also provide information on individual, group and class strengths and weaknesses which can be addressed through targeted interventions or teacher instruction.</p> <p>Use high-quality information about pupils' current capabilities to select the best next steps for teaching: https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p> <p>Recommendation 7 from the EEF Literacy KS1 report and recommendation 6 EEF Literacy KS2 report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Recommendation 6 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>We have also explored the characteristics of effective Professional development to ensure the training and support is effective and purposeful: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</p> | 1, 4 |
| Implement and resource a progressive, challenging and aspirational reading and writing curriculum which embeds: | 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 impact, especially on reading. | 1, 3, 4 |

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| <ul style="list-style-type: none"> • dialogic activities • comprehension strategies • cognitive science <i>enabling children to know more and remember more.</i> <p>The curriculums will meet the needs of our school community and be a mirror of their lives and a window into others; thus, providing both cultural capital and social justice for all our pupils.</p> <p>Aspects of the reading and writing curriculum will also be used within the Specialist Unit for inclusion and community connection.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>There is also evidence of very high impact for very low cost based on extensive evidence regarding reading comprehension strategies which focus on the learner's understanding of a written text.</p> <p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Recommendation 1 and 4 - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Recommendation 1, 3 (reading) 4 and 5 (writing) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>We have also considered carefully to guidance reflected in: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p> <p>Evidence also suggests that an effective curriculum will be based on cognitive science which helps children know more and learn more.</p> <ul style="list-style-type: none"> • Clark, Kirschner and Sweller, 2012 • Willingham, 2009 – Why don't students like school? • https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom • Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college) | |
| <p>Implement a whole school spelling programme that:</p> <ol style="list-style-type: none"> 1. marries the phonics implementation programme taught in KS1 to ensure learning is cumulative and progressive | <p>The EEF guidance is based on a range of the best available evidence:</p> <p>KS1 Recommendation 6 & KS2 recommendation 5: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> | <p>1, 4</p> |

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| 2. maps and teaches Tier 2 vocabulary in and across the wider curriculum to explicitly extend and enrich pupils' vocabulary. | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Further evidence regarding the importance of spelling and who to teach it can be found here: https://link.springer.com/article/10.1007/s10648-021-09611-y#Sec14 | |
| Teacher Professional Development on Coaching and in-school /class follow up support post training through: <ul style="list-style-type: none"> Two members of the SLT being trained on NPQLTD Whole school training on instructional coaching using the Rosenshein Principles and the Walk Thrus package Introduction of Attainment & Progress Teams which will meet every 4-6 weeks with a regular focus on the disadvantaged. | Recommendations b, d and e from EEF's professional development in <i>Putting Evidence to Work: A School's Guide to Implementation</i> , are directly related to coaching and in-school follow up support to make the implementation of any professional development effective. As we will be focussing a lot on professional development, to ensure high quality teaching, we will be utilising the recommendations in this report to ensure that they are successful and impactful. https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf Furthermore, recommendation <i>h: Ensure a tight focus on pupil outcomes by supporting staff to apply general pedagogy to specific subject domain</i> will be particularly achieved through the introduction of Attainment and Progress Teams. | All |
| Continuing to embed a DfE validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils. Through: <ul style="list-style-type: none"> External expert training for teachers External expert training on phonics leadership Observations of best practice in the teaching of phonics | 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: Phonics Toolkit Strand Education Endowment Foundation EEF | 2 |
| 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). | 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: 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 | 5 |

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| <p>Training for teachers and Teaching assistant on Metacognition, self-regulated learning and feedback</p> | <p><u>EEF: Metacognition and Self-Regulation (+7 months)</u></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>Metacognition is the process of learning to learn.</p> <p>There is strong evidence that metacognition, self-regulated learning and feedback are inexpensive to implement but have high impact on learning outcomes, especially for disadvantaged learners.</p> <p><u>EEF metacognition and self-regulated learning</u> https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</p> <p><u>EEF Feedback</u> https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/feedback-approaches</p> <p>As part of our Professional Development for feedback we will also be drawing on the EEF's recommendations which are based upon the best available research: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>Recommendation 4 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Making the best use of teaching assistants: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> | 6 |
| <p>Improve the quality of Social, Emotional and Mental Health learning by embedding our PSHCE curriculums:</p> <p>Jigsaw, SMILE.</p> <p>This will also run across and into our SU.</p> | <p>There is strong evidence related to childhood social and emotional skills with improved outcomes in later life e.g. improved academic performance, attitudes, behaviour and relationships).</p> <p><u>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</u></p> | 7, 8, 9 |
| <p>Raise the profile of reading for pleasure through:</p> <ul style="list-style-type: none"> The development of teachers as readers | <p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). Evidence suggests that there is a positive relationship between</p> | 1, 3, 7, 8 |

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| <ul style="list-style-type: none"> • Replenishment of the library • Reading events e.g. RED October • Visits from authors • Establishing reading ambassadors • More opportunities to read in the timetable and at recreational times. | <p>reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Evidence suggests that pupils who are highly engaged in a wide range of reading activities are more likely than other students to be effective learners and to perform well at school. Research also documents a strong link between reading practices, motivation and proficiency among adults. Proficiency in reading is crucial for individuals to make sense of the world they live in and to continue learning throughout their lives.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>https://www.oecd.org/pisa/pisaproducts/pisainfocus/48624701.pdf</p> <p>https://www.routledge.com/Building-Communities-of-Engaged-Readers-Reading-for-pleasure/Cremin-Mottram-Collins-Powell-Safford/p/book/9781138777484</p> | |
| <p>Implement and resource a progressive, inclusive and aspirational curriculum which is tailored to the diverse and complex needs of the Specialist Unit.</p> <p>To develop a coherent and informative assessment system which can be used to diagnose need, assess progress and evaluate learning of our children in the Specialist Unit (AFA).</p> <p>Exploration of the Engagement Profile as an assessment tool.</p> | <p>We have noticed from our observations that our children require very personalised learning and teaching due to their complex needs and individualised EHCP targets.</p> <p>We will be designing our own curriculum that complements the mainstream one but with our unique key drivers which have been specially selected with consideration of the needs of our children.</p> <p>The assessment framework created will support us in the evaluation of its impact and learning progress.</p> <p>Use high-quality information about pupils' current capabilities to select the best next steps for teaching: https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p> | 1, 10 |

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

Budgeted cost: £9278

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Additional phonics support both in class and delivered through after-school sessions targeted at | <p>EEF: Phonics (+5 months)</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This</p> | 1, 2 |

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| disadvantaged pupils who require further support. | <p>involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p> | |
| <p>Purchase of reading comprehension programmes to develop specific strategies such as fluency and dialogic discussion. These will be targeted at disadvantaged pupils but also for those that are attaining highly.</p> <ul style="list-style-type: none"> • <i>HfL</i> • <i>Reading Gladiators</i> • <i>Fluency tracker and diagnostic assessments (YARC)</i> | <p><u>EEF: Reading Comprehension Strategies (+6 months)</u></p> <p>'Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text. Shorter interventions of up to 10 weeks tend to be more successful.'</p> <p>Teaching children specific comprehension strategies in response to effective diagnosis of need has a strong evidence base to suggest high impact on outcomes, especially for disadvantaged learners.</p> <p>Evidence suggests that shorter interventions of up to 10 weeks tend to be more successful.</p> | 1, 3 |
| <p>Purchase and training of 2 language programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills:</p> <ul style="list-style-type: none"> • <i>NELI</i> • <i>WellComm</i> | <p><u>EEF: Oral Language Interventions (+6 months)</u></p> <p>'Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged peers in developing early language and speech skills, which may affect their school experience and learning later in their school lives.'</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a</p> | 1 |

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| | <p>combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Recommendation 1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> | |
| Engagement with the National Tutoring Programme with a focus on school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive the tutoring will be disadvantaged. | <p>EEF: Small Group Tuition (+4 months)</p> <p>‘Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind.’</p> <p>One to one and small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or for those whose progress has been hindered.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1, 4, 5 |
| <p>Further training and resourcing of maths interventions in response to summative NTS tests:</p> <ul style="list-style-type: none"> • Shine • RtP | <p>The EEF guidance is based on a range of the best available evidence:</p> <p>The EEF recommendation 5 for EYFS and KS1:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>The EEF recommendation 7 for KS2 and KS3:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | |
| Contingency fund for acute issues including funding trips. | Based on our experience and those of similar schools, we recognise that there is often a need to set aside a small amount of funding to respond to specific needs that arise but have not yet been identified. | All |

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

Budgeted cost: £24155

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Training Forest School Leader and running additional Forest School sessions | <p>There is evidence to suggest that participation in Forest Schools can impact children positively in the following areas:</p> <ul style="list-style-type: none"> • Confidence • Social skills: • Communication: • Motivation: • Physical skills: • Knowledge and understanding of their natural surroundings and respect for the environment <p>As a school, we have also see a positive impact on our children, particularly in the disadvantaged, with regards to their emotional well-being, attendance and background experiences when participating in Forest Schools.</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf</p> | 7, 8, 9 |
| Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. This will include training on the use of the sensory room. | We have observed that sensory equipment and resources such as lights, tubes, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs. | 8, 10 |
| Additional support from our Family Support Worker and Behaviour Support Leader to provide help and guidance for our disadvantaged families and also support for individual children's well-being and SEMH in line with the EEF's recommendations. Consider expanding wellbeing team to have a wider impact and greater capacity across mainstream and SU. | <p>The EEF recommendations, which are based upon available evidence and research regarding Working with Parents to Support Learning:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>We will also draw on the guidance and 6 recommendation outlined in Improving Social and Emotional Learning in Primary Schools:</p> <p>https://educationendowmentfoundation.org.uk/</p> | 7, 8, 9 |

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| | education-evidence/guidance-reports/primary-sel | |
| <p>To continue to implement yoga across the school with a focus on disadvantaged and children who need support with their SEL.</p> | <p>Yoga and mindfulness have been shown to improve both physical and mental health in school-age children (ages 6 to 12). Yoga improves balance, strength, endurance, and aerobic capacity in children. Yoga and mindfulness offer psychological benefits for children as well. A growing body of research has already shown that yoga can improve focus, memory, self-esteem, academic performance, and classroom behaviour and can even reduce anxiety and stress in children.</p> <p>https://www.psychologytoday.com/gb/blog/urban-survival/201505/7-ways-yoga-helps-children-and-teens</p> <p>https://pubmed.ncbi.nlm.nih.gov/32232017/</p> <p>As a school, we have also seen a direct benefit of yoga on our pupils, particularly the disadvantaged. We feel that the positive impact that we have seen of yoga on our pupils gives us evidence to continue implement it.</p> | 7,8,9 |
| <p>To widen our pastoral education support for all parents/carers and children, with a focus on the disadvantaged and hard-to-reach families, by:</p> <ul style="list-style-type: none"> introducing support for families regarding how to help their child(ren) with learning at home. This will be through informal drop-in sessions at school, webinars, social events and information sessions. Providing time and resources in school to support children with learning including homework clubs and library time. | <p>The EEF recommendations, which are based upon available evidence and research regarding Working with Parents to Support Learning:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> | All |
| <p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve:</p> <ul style="list-style-type: none"> continuing with regular attendance meetings | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-</p> | 9 |

| | | |
|---|---|------|
| <ul style="list-style-type: none"> • providing training and release time for staff to develop and implement new procedures • develop an arm of the well-being team to address and support issues associated with persistent absenteeism, including those associated with medical issues within the SU. • Work closely with families to support reasons for persistent absence. | authorities?utm_medium=email&utm_source=govdelivery We will also draw on the guidance and 6 recommendation outlined in Improving Social and Emotional Learning in Primary Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-se/ | |
| To introduce a voucher scheme to support families in accessing wider curriculum activities or resources such as music lessons, clubs and uniform. | From our analysis and research into school we found that many families required additional financial support for their children when accessing enrichment activities. Consequently, we have introduced a voucher scheme which will help them contribute to any associated costs. | 7, 8 |

Total budgeted cost: £78, 683

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.

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. To accelerate progress for disadvantaged pupils through intense academic teaching, support and intervention.
- To ensure all disadvantaged pupils make or exceed nationally expected progress rates.
- To enrich all disadvantaged pupil's experiences and opportunities in school.
- To support pupil's mental health and wellbeing to enable them to access learning across the curriculum.
- To raise children's life ambitions and future careers by providing experiences and opportunities for children to succeed.

Our internal assessments during 2021/2022 suggested that the performance of our disadvantaged pupils was lower than non-disadvantaged pupils in key areas of the curriculum in both our mainstream and SU. Although the numbers of pupil premium children across the school are relatively low compared to national, the data suggests that overtime our disadvantage learners underperform academically compared to their non-disadvantaged peers - this has been the trend for at least the last 2 years. Consequently, this has meant that our desired outcomes from our previous 2020/2021 strategy were not fully accomplished; however, we recognise that this is part of a 3 year plan.

We are still seeing some consequences from the pandemic and we feel that we can see the issues arising now on our pupils social and emotional mental health. We are heavily investing in interventions to support the pupil's mental health and wellbeing such as forest schools and yoga. We are also now seeing the cost of living affecting more families and this is one of the reasons we are starting a Food Bank. Our evaluations suggest that the context and reality of our disadvantaged learners are increasing in complexity.

As a school, our absence rates tend to be above National Average some of this is partly due to the medical needs of our Specialist Unit children. However, we have seen, in our mainstream provision over the past 3 years, an average of:

- 10% persistent absenteeism (0-89.9%) for children eligible for pupil premium.
Overall 37.2%
Mainstream 23.5%
SU 13.7%
- 29% of children eligible for pupil premium with an attendance rate of 90-95.9%
Overall 39.2%
Mainstream 29.4%
SU 9.8%

We are aware of the impact that school absence can have on outcomes, particularly for disadvantaged pupils, which is why our strategy is focussing on improving attendance for all pupils with an emphasis on the disadvantaged. Absence management will be a key focus next year with the wellbeing team focussing heavily on this.

Observations, assessments and surveys revealed that children's wellbeing and mental health were considerably impacted last year, largely due to the pandemic and especially for disadvantaged learners. As a school, we worked hard to support our pupils and their families through our wellbeing team and teacher-pastoral support; however, we feel that we are still feeling the effects of the school closures on pupil's SEMH and are strengthening our work in this area with the activities and strategies outlined in this plan.

Commented [KP1]: Do you mean 2021-2022?

Commented [KP2]: Is this the bit that needs changing? [Diane Beasley](#) can you input stats here?

Commented [KP3]: Which surveys? do we need to mention them?

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 |
|--|------------------|
| Supporting Talk for Writing in the Early Years | Talk for writing |
| Soundwrite Phonics Programme | Soundwrite |

Service pupil premium funding (optional)

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

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |