

## 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	Parish C.E. Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 <b>2022-23</b> 2023-24
Date this statement was published	December 2022
Date on which it was reviewed	October 2023
Statement authorised by	Jennifer Young (Headteacher)
Pupil premium lead	Claire Beechey Hannah Moore (Acting)
Governor / Trustee lead	Chris Melling

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,440
Recovery premium funding allocation this academic year	£11,310
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	<b>£121,750</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Parish C.E Primary School it is our intention that our children are successful in life and learning, no matter what their starting points and barriers to learning may be. As a school, our curriculum sets high expectations for each and every child, meaning that we are relentless in our commitment to overcoming barriers faced by our pupils and to developing children who are self-motivated in their pursuit of learning.

Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. This has led to an increase in the attainment gap between disadvantaged pupils and non-disadvantaged pupils (EEF, 2021). Our pupil premium strategy is focused on how we can reduce the gap between disadvantaged pupils and their peers year on year to ensure all pupils are given the chance to achieve their true potential.

Our creatively constructed 'Rainbow Curriculum' provides a bespoke, unique and exciting learning experience which, through the nurturing of curiosity, aims for our pupils to develop into articulate learners with high aspirations. In Genesis, God tell us that the Rainbow signifies his promise to the Earth; following his lead, our Rainbow Curriculum signifies our promise to the education of the pupils that we serve.

Our strategy plan links closely with our school development plan, sports premium and CPD priorities. We adopt a three-tier approach in which we prioritise high quality teaching and learning for all. Within this we invest greatly in high quality CPD for all staff. Targeted interventions are carefully planned for, considering children's needs, including speech & language, reading, writing, maths support. We also pay particular investment into wider strategies to support the development of cultural capital, attendance and the physical and social, emotional and mental wellbeing of our pupils as a direct result of the impact of Lockdown during the pandemic and the socio-economic background of our pupils.

The key principles underpinning our approach are:

- That our pupil premium strategy links to all other aspects of our whole school strategic planning.
- Our actions are evidence-based on National research.
- A relentless focus on high-quality of curriculum and teaching and learning achieved through high quality training and support. Our actions are measurable with clear success criteria.
- That all members of our community are aware of the desired outcomes of our plan, how we achieve them and the roles they play.

- That our plan will be responsive and flexible to meet any changing local and national needs.

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>Reduced language skills have been exacerbated by Lockdown/Partial lockdowns.</u></p> <ul style="list-style-type: none"> <li>- This has been identified through NELI language screening and NFER baseline assessments. Reception baseline assessments showed that 0% of pupil premium children achieved 3-4 year secure within speaking upon entry to Reception.</li> <li>- We are acutely aware of the 30 million word gap by age 3 (Hart and Risley, 2003). As mentioned above, the vast majority of our pupils start school with language skills which are below the expectation for their age. For our pupils who qualify for Pupil Premium funding, this impacts on their literacy and numeracy development, their ability to listen and pay attention, their use of vocabulary and leads to difficulty understanding, organising and using language.</li> <li>- Ongoing formative assessment across the rest of the school (formulated through our partnership with Voice21) show that the PP funded pupils in particular have difficulty in understanding and using the identified attributes of effective talk.</li> </ul>
2	<p><u>There continues to be significant gaps in phonics and reading, (including early reading) which widened due to lockdowns and previously identified language issues</u> (identified and tracked through phonics assessments and NFER data analysis).</p> <ul style="list-style-type: none"> <li>- In 2022, phonics data showed that the % of disadvantaged children passing the Year 1 Phonics Screening Check was below the percentage of non Pupil Premium children. (73% v 83%).</li> <li>- On entry phonics data indicates that the percentage of children, including disadvantaged children, being able to orally blend, recognise and say letter-sound correspondences, is low. (Only 13% of pupils were able to recognise the expected number of Set 1 sounds).</li> </ul>
3	<p><u>The percentage of children achieving ARE in Writing has exacerbated due to Covid 19 partial school closures.</u></p> <ul style="list-style-type: none"> <li>- Writing standards across the school have dipped, identified by teachers and subject leaders through work scrutiny.</li> <li>- KS2 SATs data shows a significant drop in writing attainment compared to previous assessment data pre-Covid - 67% EXP+ (83% in 2019) compared to the national average of 78%.</li> </ul>

4	<p><u>Attendance and readiness to learn upon arrival at school has been impacted by Covid19.</u></p> <ul style="list-style-type: none"> <li>- Attendance data shows that the gap between PP and Non-PP pupils has increased over the last three years despite every effort and bespoke support in place. 2021/22 data PP attendance 92.1% compared to non-PP attendance of 95.6%.</li> <li>- Analysis of attendance data for 2021/22 also shows that 68% of those classed as persistent absentees are disadvantaged.</li> </ul>
5	<p><u>Many of our children have limited access to wider activities, experiences and enrichment which in turn impacts on the development of their cultural capital.</u></p> <ul style="list-style-type: none"> <li>- Due to the socio-economic environment in which the school is situated, it has been the responsibility of the school provided the majority of wider enriching activities experienced by our pupils. This has been identified by conversations with our children and families through our annual programme of surveys. The resumptions of these experiences, including our bespoke Pots of Gold experiences, is key part of our strategic planning.</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
Improved oral and language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• All stakeholders are aware of the school's Oracy strategy (Voice 21).</li> <li>• Early Talk Boost/NELI assessments show significant improved language skills.</li> <li>• Children are using a higher level of vocabulary both in and out of the classroom and class vocabulary boards are actively used across school.</li> <li>• Monitoring evidence including pupil voice, work scrutiny and engagement in lessons indicates improved language skills across all year groups.</li> <li>• Lesson observations, learning walks and conversations with pupils show that the school's oracy strategy has become an integral part of the fabric of the school.</li> </ul>
Improved reading attainment for pupil-premium pupils by the end of each phase.	<ul style="list-style-type: none"> <li>• Increase the % of disadvantaged pupils passing the Y1 phonics check – closing the gap between pupil-premium pupils and non pupil-premium pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>• KS1 reading outcomes for pupil-premium pupils remain at least in line with national by 2024/25.</li> <li>• KS2 reading outcomes improve each year so that by 2024/25 the % of disadvantaged pupils meeting the expected standard is at least in line with national.</li> <li>• High quality phonics teaching remains a focus across early years and key stage 1, and 'off-track' pupils in Key Stage 2 receive swift intervention to close the gap.</li> <li>• NFER assessment evidence shows increased numbers of disadvantaged pupils meeting the expected standard, alongside a year upon year reduction in the gap between all pupils and disadvantaged pupils.</li> </ul>
<p>Improved writing attainment for pupil-premium pupils by the end of KS2.</p>	<ul style="list-style-type: none"> <li>• Writing outcomes improve each year so that by 2024/25 disadvantaged pupils writing attainment at the end of KS2 is in-line with all other children.</li> <li>• Measured by moderated teacher assessments against national expectations.</li> <li>• Trust-wide writing moderation, ratifies teachers' judgements.</li> </ul>
<p>To achieve and sustain improved attendance for our pupil-premium pupils to bring them in line with our non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• To achieve a sustained high attendance rate, and to have narrowed the gap between disadvantaged and non-disadvantaged attendance rates by 2024/25.</li> <li>• Achieve the LDST Attendance Quality Mark by the end of 2023.</li> <li>• Fortnightly attendance team meetings.</li> <li>• Half termly attendance data analysis.</li> <li>• EWS SLA to support and challenge the attendance of pupils, particularly those who are disadvantaged and persistent absentees.</li> <li>• Parents and pupils understand the impact good attendance and punctuality has on pupils reaching their potential.</li> </ul>
<p>Children will have greater access to cultural and sporting experiences beyond the classroom in addition to a range of physical and experiential learning experiences which will be built into our curriculum offer.</p>	<ul style="list-style-type: none"> <li>• All children will have the opportunity to participate in two 'Pots of Gold' experiences each academic year.</li> <li>• The Archbishop of York Young Leaders programme and Parish University raise the aspirations of pupils.</li> <li>• Pupil and parent surveys show positive responses toward cultural experiences.</li> </ul>

	<ul style="list-style-type: none"><li>• Weekly forest school sessions will take place in Nursery, Reception and Nurture Group.</li><li>• Powerful curriculum moments take place to nurture pupils' curiosity.</li></ul>
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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: £55,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To give children and place and reason to talk through further development of Voice21 Oracy skills introduced in school in 2021.</p> <p>To work towards becoming a Voice 21 centre of excellence and to continue to access vital support and CPD opportunities.</p>	<p>Moss and Washbrook (2016) found that pupils receiving FSM are 1.6 times more likely to be below language expectations at age 5 compared to their non-FSM peers/ This gap grows to be twice as likely to be below language expectations by the age of 11.</p> <p>Further research from EEF evidences that oral language interventions have a high impact on average (+6 months for primary age and +7 months during early years)</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.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language approached can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of these approaches may support some disadvantaged pupils to catch up with peers.</p> <p><a href="#">Early Years Communication   EEF Toolkit</a>  <a href="#">Gender Gap Literacy and Language Development   University of Bristol</a></p>	<p>1, 3</p>

<p>Wider curriculum development and training</p> <p>Trial/introduce new English scheme of work with a focus on improved independent writing.</p> <p>Embed QUEST approach to teaching of foundation subjects.</p>	<p>A wealth of research, see examples below, demonstrates the impact on ALL children's attainment and progress of a well-planned and sequenced curriculum, encompassing elements of cognitive science e.g. spaced learning, interleaving, retrieval practice and managing cognitive load.</p> <p>This strategy will include planning development, scrutiny of curricula documentation which supports teachers' delivery of subjects, instructional coaching for teachers and wider CPD for teaching assistants.</p> <p><a href="#">Education Inspection Framework   Ofsted 2021</a>  <a href="#">Cognitive Load Theory   Chartered College 2018</a>  <a href="#">Cognitive Science Approaches in the Classroom   EEF</a></p>	<p>3, 5</p>
<p>Teaching and Learning Toolkit Development</p> <p>Embed instructional coaching as most effective teaching techniques to improve children's ability to know and remember more.</p>	<p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p>Therefore, 10% of a senior leader's time will be dedicated to the development of teaching and learning across the school, through research based approaches as outlined in the EEF toolkit and other key educational documents e.g. Teaching Walkthrus by Tom Sherrington.</p> <p><a href="#">Pupil Premium Guide   EEF 2021</a>  <a href="#">Teaching Walkthrus   Tom Sherrington</a></p>	<p>3, 5</p>
<p>Enhancement of our phonics programme in line with DfE and EEF guidance.</p> <p>RWI training for newly appointed staff members.</p> <p>What comes before phonics</p>	<p>Evidence shows that teaching phonics is the best way to teach children to read. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it. As a school, we have adopted Read Write Inc as our approach to teaching phonics. This programme is well-embedded across school however regular development and training opportunities are essential in the continued success of the scheme. Therefore, investment has been made in phonics training,</p>	<p>2</p>



<p>training for EYFS (nursery) teacher.</p> <p>RWI Set 1 and 2 sound cards for all EYFS &amp; KS1 children.</p> <p>RWI comprehension scheme for children who have completed phonics scheme.</p> <p>Fresh Start intervention programme training for staff and purchase of resources for KS2 children working below ARE in reading (fluency focus).</p>	<p>resources and also staff time to ensure the programme continues to support the teaching and delivery of effective phonics.</p> <p><a href="#">Teaching and Learning Toolkit   Phonics   EEF</a>  <a href="#">KS1 Literacy Report   EEF</a></p>	
<p>CPD for staff to support the discrete teaching of vocabulary across the school.</p> <p>Word Aware training for new members of staff.</p> <p>Talk for writing training for EYFS (nursery) teacher.</p> <p>Voice 21 Oracy Skills combined with Philosophy for Children Sapere Silver Award/ Level 2 teacher training to impact planned talk</p>	<p>The National Curriculum states: 'Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge.' This course guides participants through that systematic approach, in a fun and effective manner.</p> <p>Spoken vocabulary at five impacts on reading comprehension at fifteen years of age. Yet children from the lowest 20% are already a year behind with spoken vocabulary by 5. There are many children in our classrooms who need support, and also so many words to learn. Thus, a year on year approach is called for.</p> <p>'Word Aware' is a structured whole school approach to promote the vocabulary development of all children. Focused on whole class learning, the approach is of particular value for those who start at a disadvantage - including children with Special Educational Needs and those who speak English as an additional language. This approach is full of practical and inspiring ideas that can be easily applied by</p>	<p>1, 3</p>

<p>opportunities across the curriculum.</p>	<p>busy classroom practitioners to develop both spoken and written vocabulary.</p> <p><a href="#">Vocabulary and Oral Language   Teaching and Learning Toolkit   EEF</a></p>	
<p>Early Years Foundation Stage curriculum development and training.</p> <p>Word Aware, Talk for Writing, RWI and Early Talk Boost training for new members of EYFS staff</p> <p>NEI intervention for Reception class children.</p> <p>Talk Boost intervention for Reception class children.</p> <p>Development of P4C in EYFS.</p> <p>Resources to encourage language rich environment.</p>	<p>Children born into different socio-economic backgrounds are likely to have significantly different life chances, and these socio-economic differences take hold early. Educational attainment is a significant factor affecting life chances. Children who are considered ‘disadvantaged,’ start school behind their peers when they begin school, and that attainment gap widens, unless tackled, as children progress through school, particularly during secondary school. In 2016, disadvantaged pupils were on average 19.3 months behind their peers by the time they took their GCSEs. The EPI estimates that “at the current rate of progress, it would take a full 50 years to reach an equitable education system where disadvantaged pupils did not fall behind their peers during formal education to age 16”.</p> <p>The evidence is clear that early years education for children below the age of four has a positive impact on the life chances of disadvantaged children. Disadvantaged children receive particular benefit from attending pre-school, especially when they are learning alongside children from different social backgrounds. The Sutton Trust told us in written evidence that ‘<i>The attainment gap between disadvantaged children and their more advantaged counterparts is already evident when children begin school aged 5, with a gap between them the equivalent of 4.3 months of learning. This gap more than doubles to 9.5 months at the end of primary school, and then more than doubles again to 19.3 months at the end of secondary school.</i>’</p> <p>Therefore, we have prioritised the development of teaching and learning across our Early Years Foundation Stage in terms of staffing, training and resources.</p> <p>% of children achieving ELG in CAL (specifically speaking) to be greater than previous year.</p> <p><a href="#">Development Matters   EYFS Curriculum Guidance Early Childhood Education   Nuffield Foundation</a></p>	<p>1, 2, 5</p>

<p>To improve progress of PPG children with SEND across Y2 to Y6 through quality first teaching.</p> <p>Dyspraxia training for Y2&amp;3 class teachers.</p> <p>Dyslexia training for SENCO and English Lead.</p> <p>Purchase of Dyslexia profile and Visual Stress resources.</p> <p>Beat Dyslexia intervention group.</p> <p>Fresh Start intervention group.</p> <p>Nurture Room</p> <p>Maths groups – Maths No Problem training and resources.</p>	<p><i>“The school’s aim is that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society.”</i> School case study on providing for SEN in EEF Guide to Pupil Premium June 2019.</p> <p>Pupils who have both SEND and are in receipt of Pupil Premium are at risk of falling behind their peers.</p> <p>Often small adaptations to provision, additional resources and training can ensure that pupils are able to ‘keep up.’</p> <p>Therefore, we have prioritised training for staff on quality first teaching and dedicated a proportion of a senior leaders’ timetable to ensuring that appropriate provision is in place to support pupils that are SEND and PP.</p> <p><a href="#">SEND Links to Poverty   Joseph Rowntree Foundation</a></p>	<p>1, 2, 3</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £33,750.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted for PP pupils who require further phonics support.</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</p>	<p>2</p>

<p>Y2 extracurricular intervention taught by L2 TAr (AO'D) x2 weekly</p> <p>1:1 Fast Track Tutoring x3 weekly YR-Y3</p> <p>Y4 RWI comprehension intervention delivered by L2 TA (BM)</p> <p>Fresh Start UKS2 reading/phonics intervention delivered by L3 TA.</p>	<p>regular sessions over a period of up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Engaging with the National Tutoring Programme to provide a blend of mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be in receipt of Pupil Premium funding, 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="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
<p>Delivery of Nuffield Early Language Intervention</p> <p>Embedding NELI oral language interventions and activities in the Early Years.</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p>	1,

	<p>The average impact of oral language interventions, including dialogic activities such as high-quality classroom discussion, is approximately an additional six months' progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p><a href="#">NELI Language Intervention   EEF</a></p>	
<p>Teaching assistants to provide targeted academic support and to skilfully and explicitly link structured 1:1/small group tasks to classroom teaching.</p> <p>Interventions include:</p> <ul style="list-style-type: none"> <li>- Motor Skills United</li> <li>- Fresh Start</li> <li>- RWI comprehension</li> <li>- Precision Teach</li> <li>- Beat Dyslexia</li> <li>- White Space Maths sessions.</li> <li>- Early Talk Boost</li> </ul>	<p>Making best use of Teaching Assistants – EEF report</p> <ul style="list-style-type: none"> <li>- Evidence-based interventions adopted – all with clear starting points and regular monitoring/impact reviews, assessments and end points.</li> <li>- Enhanced by a programme of CPD/appraisal cycle for Teaching Assistants.</li> <li>- Explicit links to classroom teaching made.</li> </ul> <p><a href="#">Effective Use of Teaching Assistants   EEF</a></p>	3
<p>To improve progress of PPG children with SEND across Y2 to Y6 through delivery of a bespoke, modified curriculum in a specialised environment.</p> <p>Targeted interventions/ ability</p>	<p><i>“The school’s aim is that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society.”</i> School case study on providing for SEN in EEF Guide to Pupil Premium June 2019.</p> <p>Pupils who have both SEND and are in receipt of Pupil Premium are significantly more likely to fall behind their non-disadvantaged peers.</p> <p>A small number of pupils with high levels of additional needs require a bespoke, personalised curriculum in order to ensure progress and to</p>	1,2,3

<p>streamed groupings delivered by staff in nurture room.</p>	<p>meet their social, emotional and behavioural needs.</p> <p>EEF study into behaviour interventions: <i>“Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.”</i></p> <p>Therefore, we have dedicated funding to our ‘Nurture Group’ provision, where children receive a bespoke, modified curriculum along with a nurturing approach.</p> <p><a href="#">SEND Links to Poverty   Joseph Rowntree Foundation</a></p> <p><a href="#">Behaviour Interventions   Teaching and Learning Toolkit   EEF</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deploy an attendance team to improve attendance and punctuality of PPG children to ensure they are in school and ready to learn.</p>	<p>There is a strong link between attendance and attainment: “in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2.”</p> <p>DfE’s <a href="#">Improving School Attendance</a>: “There is a clear link between poor attendance at school and lower academic achievement.”</p> <p>Education data lab research (October 2020): Found a relationship between absence rates and disadvantage rates. Within the north-west of England, there is a very strong relationship between school attendance and disadvantage,</p>	<p>4</p>

	<p>with school attendance lower in LAs with higher disadvantage. Advice from the National Strategies (hosted on the National Archives) says that:</p> <ul style="list-style-type: none"> <li>• The links between attendance and achievement are strong</li> <li>• Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years</li> </ul>	
<p>Ensure pupils have a wide range of educational and enriching experiences as non-PP to enhance their cultural capital.</p>	<p>The Social Mobility Commission report 'An Unequal Playing Field' uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks. Bourdieu defined cultural capital as the various assets that people have including the way they speak, their level of education and their hobbies and interests. He noted that children from less advantaged backgrounds were less likely to achieve academically than their better off peers and concluded that the education system and wider society values certain aspects of cultural capital more than others.</p> <p>Since the introduction of the 2014 National Curriculum which defined cultural capital as 'the essential knowledge pupils need to be educated citizens, introducing them to the best that has been thought and said', usually relating to ensuring that disadvantaged pupils are provided the cultural experiences and knowledge that non-disadvantaged pupils are more likely to have access to. The 2019 Education Inspection Framework serves the function of tackling social justice issues and emphasises that developing a curriculum aimed at improving the cultural capital of all pupils, regardless of starting points, backgrounds or individual needs, will contribute to the creation of successful, well- rounded and informed citizens.</p> <p>We have therefore invested in our 'Pots of Gold' initiative, alongside other curriculum 'wow moments', which aim to nurture pupil's curiosity by offering the chance to experience 'life in all its fulness.'</p>	<p>5</p>

	<a href="#">Social Mobility Commission   An Unequal Playing Field</a> <a href="#">Early Education   Cultural Capital</a>	
<p>Improve wellbeing for all children following Covid lockdowns.</p> <p>This will include training for staff and access to counselling services for pupils.</p> <p>A senior leader will complete 'ROAR Whole School Approach to Mental Health' course.</p>	<p>'Social and emotional skills' are essential for children's development – they support effective learning and are linked to positive outcomes in later life. With the right support, children articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p> <p>Social and emotional learning approaches have a positive impact, on average 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>Childhood trauma has an adverse impact on children when there is no emotionally available adult as a protective factor.</p> <p><a href="#">Social and Emotional Learning in Primary   EEF</a>  <a href="#">Social and Emotional Learning   Teaching and Learning Toolkit   EEF</a>  <a href="#">Trauma Informed Schools   Evidence Base</a></p>	4, 5

**Total budgeted cost: £121,750.00**



## 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.

#### **Attainment:**

The language screening check carried out with children in EYFS at the start and end of the year showed that the language skills of all PPG children who had accessed the Nuffield Early Language Intervention (NELI) were ARE or above in the four areas of Expressive Vocabulary, Listening Comprehension, Receptive Vocabulary and Sentence Repetition.

Read Write Inc (RWI) developmental training was delivered to more members of staff so that targeted 1:1 interventions could be carried out in all classes where PPG children accessed daily phonics lessons (YR-Y5).

Additional intense phonics booster sessions took place for children in Year 1 from January-June. The impact of which was that 82% of PPG children passed the phonics screening check in June 2022. Targeted interventions will continue to take place in Year 2 for the remaining three PPG children who did not pass.

A need for further reading support for some children in upper Key Stage 2 has been identified and will be addressed during the next academic year. Staff training on the interventions of RWI Fresh Start and RWI Comprehension will take place in Autumn Term 2022 and targeted intervention groups will be identified. Resources for these interventions have been purchased.

Writing remains a whole school focus with the school's KS2 SATs results falling below the national average of 69% (school attainment – 67%). The appointment of a new English Lead in Autumn 2022 and the trial/introduction of a new writing scheme (Read to Write) alongside the current intervention programmes delivered by the trained staff should further improve the high quality of teaching on offer, and the quality of the children's independent writing.

The introduction of the V21 Oracy Framework into the established Rainbow Curriculum has enabled teaching and support staff to explicitly target the development of oral language skills and vocabulary in all subject areas for all children (with a particular focus on PPG), through the training received and the online subscription available resources. Combined with Word Aware training, staff have been able to create a language rich learning environment for all children. Children are thinking more critically

and are able to articulate their ideas and opinions more accurately. With continued commitment to the programme, it is intended that the improved levels of spoken language by all children will benefit their reading comprehension and written work.

In EYFS the implementation of Talk for Writing strategies alongside Talk Boost interventions, has enabled PPG children to learn and recite familiar stories, songs and rhymes with confidence and skill. Staff have received training and have purchased resources which encourage children to fully immerse themselves in language based imaginative play.

**Pupils’ wellbeing, social, emotional and behavioural needs:**

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. The support of outside agencies, the designated mental health support staff and the introduction of the school dog have all been effective in supporting children with wellbeing, social, emotional and behavioural needs. This will be developed further during 2022-2023.

## 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
N/A	

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*