

# Pupil Premium strategy statement 2023-2024

## Forest Park Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

### School overview

Detail	Data
Number of pupils in school	464
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-25
Date this statement was published	September 2023
Date on which it will be reviewed	Termly
Statement authorised by	Louise Irving Headteacher
Pupil premium lead	Simon Thomas Class teacher
Governor / Trustee lead	Jan Peterson /Jackie Jackson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£251,715.00
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£251,715.00

# Part A: Pupil premium strategy plan

## Statement of intent

It is important to consider the context of our school and the consequent challenges our families face when deciding how to allocate our pupil premium funding whilst also using the EEF research to inform our judgements. There are a range of barriers that prevent disadvantaged children making similar progress or attainment to others such as weak language and communication skills, parental support, attendance and punctuality and having less experience than others. As clearly stated, there are a range of challenges faced and we need to ensure all our children have access to a high-quality curriculum that gives them the knowledge and skills to become confident learners. Teachers need to be acutely aware of the strengths and weaknesses across the school and therefore we will ensure that all teaching staff are involved in the analysis of data and identifying next steps for specific children. A key priority for our school is making sure that all children, particularly those from socio-economically disadvantaged backgrounds, are given every chance to thrive.

### Principles

- We ensure that all pupils have access to high-quality teaching and learning opportunities that meet the needs of all pupils.
- To develop a curriculum that is progressive and underpinned by an understanding of how children learn and how knowledge is assimilated into long term memory. Taken from the National Curriculum, it is subject based and built upon to address the needs of our localised community. Curriculum development (both academic and social/ emotional) is underpinned by research.
- Forest Park Primary School's curriculum is based on a rich accumulation of knowledge, skills, concepts and attributes that contribute to success. It aims to develop the whole child: intellectually, physically, emotionally and socially. We provide opportunities through a wide range of activities, both in and beyond the classroom. Through first-hand experience, we endeavour to educate and celebrate the whole child.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

### Demography and school context

Forest Park Primary School is a vibrant and happy school with a hardworking, enthusiastic, and dedicated staff team. We are a two-form primary school from Nursery – Year 6, near to the centre of Stoke on Trent. Our school serves one of the most deprived cities nationally. In the latest index of Multiple Deprivation, the ward of Burslem South, in which the school is located, was ranked 1188/32844 in England (where 1 is the most deprived and 32844 the least.) Our local area has an Income Decile of 1, Employment Decile of 1, Education and Skills Decile of 2, an Index of Multiple Deprivation at 1 and Crime at 1. Our aim is to ensure that our pupils are not disadvantaged as a result of their socio- economic context. The challenges are varied and there is no “one size fits all” and we believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs. We have a very well established and experienced senior leadership team and a school ethos of raising aspirations, the highest expectations, promoting resilience, with a firm belief that our children come first.

88% of our pupils speak English as an additional language and the vast majority of our children start school with very low-level language skills. For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy/speaking and reading. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners.

We strongly believe our curriculum is our children's opportunity and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for all our educationally disadvantaged pupils. We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand the part they play in addressing educational disadvantage.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice.

A clear, shared understanding of strategic milestones and goals, set out at the start of the strategy, enable constructive conversations between staff members, governors, and executive leaders.

#### **Ultimate outcomes**

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Provide high-quality and research informed CPD to all our teachers and additional staff to ensure all children receive quality-first teaching.
- ✓ Employ additional staffing, both teachers and support staff, to provide opportunities to scaffold or work in smaller groups, depending on the daily needs of children.
- ✓ Improve and/or consolidate attainment outcomes between disadvantaged and other pupils by ensuring quality-first teaching is based on recent research.
- ✓ Provide tutoring for any pupil that is not on track to meet their prior attainment by ensuring tutors deliver high-quality support.
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

#### **Achieving these outcomes:**

- ✓ Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- ✓ Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition

- ✓ Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- ✓ Provide opportunities for all pupils to participate in enrichment activities including sport and music
- ✓ Provide appropriate nurture support to support pupils in their emotional and social development.

We have based our approach on the Education Endowment Foundation guide to supporting school planning, a tiered approach and their pupil premium toolkit and will change according to need and to support all our socially disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills.
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Significant gaps in learning - impact of Covid 19 closures
4	Mobility of children eligible for PP- new to school/local area/country
5	Increase in social, emotional and mental health needs
6	Attendance and punctuality
7	Cultural Capital poverty- lack of access to experiences.

## 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	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.
The quality and consistency of teaching across the whole curriculum is improved so pupils' achievement in all curriculum subjects	Confident and competent curriculum leaders are further developed delivering QFT with improved outcomes for all learners evident

is in line with non-PP pupils and cultural capital is developed and sustained.	through monitoring. Pupil voice shows a greater understanding of the world around them.
The gap between non-PP and PP pupils achieving ARE in Reading, Writing and Maths at the end of each Key Stage is reduced.	Teachers have secure subject knowledge and identify gaps and plan for and support pupils as applicable. Barriers have been removed to allow children to achieve in line with expectations. Pupils have received support and challenge to allow them to succeed. In school tracking data (Insight) and end of Key Stage (GLD, KS1 and KS2) assessments will show an increase in the number of children working at age related expectation year on year and an increase in the number of disadvantaged pupils achieving the higher standard at the end of KS2.
A robust program of strategies to improve language proficiency ensures children are able to express themselves clearly and communicate with others effectively through spoken language.	Monitoring and Pupil Voice evidence shows children are able to communicate effectively through spoken language in a range of situations.
A comprehensive and varied range of extra-curricular activities across the whole school ensures the percentage of Pupil Premium children accessing after school clubs is in line with peers.	Data from extra-curricular registers show regular attendance of PP children. Children are given experiences to grow and develop talent.
Pupils will be fit, active, healthy and emotionally well, meaning that they will be able to engage better with learning and prepare for life in modern Britain. Disadvantaged pupils are healthy and happy, are interested in school and community life and wider global issues.	Sustained high levels of wellbeing / mental health from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations</li> <li>• A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by MDT meetings, Safeguarding meetings, behaviour tracker and mental health care plans.</li> <li>• Observations of children's engagement in learning</li> </ul>
Attendance of Pupil Premium children will be consistently monitored and will continue to improve.	Attendance of disadvantaged children will improve through careful monitoring and intervention.
Children and parents work in collaboration with the school to support their child's aspirations.	Pupil voice and audits of all stakeholders demonstrate aspirations and a positive attitude to learning and self-realisation are instilled.

## 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: £ 29140.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Communication and Language</b> Early Communications screening assessment used with all EYFS pupils to identify communication / language baselines and to measure progress made.</p> <p>Appropriate staff training for intervention and implementation (targeted) and training impacting all.</p> <p>Staffing in EYFS/Year 1 to increase communication modelling and dialogue in continuous provision and small group work.</p>	<p>Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon previous years trials with Speech and language therapist.</p> <p>Consistently good provision (environment, assessments &amp; practice) provides communication experiences, language development, reading and writing progress.</p> <p>The systemic review commissioned by the EEF 'Early Language Development' reinforces the above approaches to be in line with best practice, especially in terms of adult interactions – hence the need for additional staff to model this.</p> <p>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.</p> <p>The EEF toolkit states that Oral Language impact development (Average impact +5 months),</p> <p>The EEF toolkit states that phonics approaches have a moderate impact (+4 months) for a very low cost.</p>	<p>1,7</p>
<p><b>Communication and Language</b> Refine procedures used, including direct modelling Develop children's understanding and use of technical vocabulary</p>	<p>Children enter our reception with well-below language and communication skills. All our disadvantaged children are entering well-below and access a comprehensive programme, which includes Time to Talk, Early Talk Boost, Talk Boost and Time to Listen, as they have significant language deprivation. Other children, that enter school in different year groups, often have limited to no English and have limited vocabulary knowledge.</p>	<p>1,2,3,4,7</p>

<p>Set up a system that develops and assesses children's oracy skills and provides them opportunities to speak in public.</p>	<p>Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have.</p> <p>In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>Employing additional staff in EYFS, KS1 and KS2 ensures that these children can access more support and appropriate scaffolds in lessons and have access to adult interventions, 1:1 support or bespoke support so that rates of progress are increased and the differences between disadvantaged and others are diminished.</p> <p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year (EEF, 2018).</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</a></p>	
<p><b>Phonics</b> Secure phonics understanding for Pupil Premium children leading to the attainment gap in RWI to close. Phonics lead in school (Trained by RWI Consultant) to model phonics sessions, support new to school teachers to enable consistency and monitor teaching and assessment of phonics across EYFS, KS1 and KS2. Teaching assistants to work with Year 1 children expected to make accelerated progress Teaching assistants to work with FSM children in Early Years (across Reception)</p>	<p>The EEF toolkit states that phonics approaches have a moderate impact (+4 months) for a very low cost.</p> <p>To safeguard standards, the Ruth Miskin portal has been purchased so all staff can access valuable CPD and also support the RWI lead to lead masterclasses. The RWI leader is released from class for 1 hour per week to observe practice and the focus of the masterclasses stems from these observations.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a></p>	
<p>Refine the use of sentence stems to ensure appropriate and age-related talk expectations in line with oracy development are used and displayed in all sessions.</p>	<p>Due to children's poor starting points linked to language acquisition, we need to continue to develop the use of sentence stems and talk frames to support children effectively when answering questions.</p> <p>We will ensure a consistent approach is being implemented across school to promote talk.</p> <p><a href="https://educationendowmentfoundation.org.uk/e">https://educationendowmentfoundation.org.uk/e</a></p>	<p>1,2</p>

	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions">educationevidence/teaching-learning-toolkit/oral-language-interventions</a>	
<p><b>Quality First Teaching</b>  Half termly data monitoring and progress discussions  HLTA/ teacher intervention groups targeted to address gaps in learning for those to achieve expected and high standard at KS2. These are time limited and focussed to avoid narrowing of the curriculum for participating pupils.  The additional teaching staff sees progress accelerated in KS2 where Disadvantaged Children's results outperform 'Others.'  Quality marking &amp; feedback monitored by phase leaders  Planned induction programme not only for ECT but all new staff and RQTs.  Adaptive teaching taking place in all classrooms. Wigit will be used to allow SEN and EAL to access the curriculum and help to improve their independence.</p>	<p>EEF Toolkit and evidence of best practice - Reading Comprehension Strategies (Average impact +6 months), Small Group Work ( Average impact +4 months), Feedback (high impact for very low cost +8 months)</p> <p>To adapt teaching to the needs of pupils, the Early Career Framework states that, without creating unnecessary workload, teachers can develop an understanding of different pupil needs, and provide opportunities for all pupils to experience success by adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.</p>	1,2,3,4,7
<p><b>CPD</b>  Use of high quality CPD to upskill teachers and TAs with appropriate approaches and pedagogy for quality first teaching and intervention support e.g. explicit instruction, effective feedback and scaffolding  Providing support to improve writing and maths outcomes for PP pupils.  English/ Maths Leads supporting planning and delivering CPD with follow-on support, e.g. coaching &amp; modelling.  CPD tailored to meet training needs as identified through a rigorous monitoring cycle, using StepLab, which is now linked to WalkThru, complimenting the professional development teachers have already received.</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development</a>  CPD has specifically focused on Instruction, Modelling, Scaffolds, Cognitive Load and Retrieval practice. It is vital that this CPD is not delivered in isolation and is either revisited through coaching sessions or through continuous CPD.  It is vital that all staff members have a secure understanding of these strategies but also how to use them effectively, linked to mixed ability pairings.  Our coaching approach is dialogical and ensures that staff feel involved in the process, it also all links to pedagogy and will develop staff using strategies that are transferable across subjects.</p>	1,2,3,4,7
<p><b>Inclusion</b>  Continue to refine SEND practice to ensure that all learners are receiving a curriculum that supports their progress and is</p>	<p>26% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care, 5 of these children have EHCPs. Most children that are working in the well below band on entry to Reception, despite making</p>	1,2,3,4,5



<p>reflective of the inclusive curriculum offer.</p> <p>A GDS register for individual subjects will be created to track the progress of those attaining or targeted aspiring GDS pupils. CPD from a range of subject leads will look at challenge and stretch.</p> <p>Subject leads to plan and provide subject masterclasses for the children identified in the GDS register.</p>	<p>accelerated progress, do not meet the required end of year ELGs. The additional teaching staff support accelerated progress in KS2 where disadvantaged children make significantly more progress than 'others.' (See ASP 2019) We want to ensure that the Pupil Premium children, with additional needs, have access to an inclusive curriculum and the SENCo will work with staff to ensure provision is accessible to all and support staff to ensure scaffolds are appropriate. The SENDCos will use this additional time to get graduated responses for identified children in need of EHCPs.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 154,432.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SMART interventions led by TAs - use of assessment data to target identified pupils in Phonics, Maths and Reading. Effectiveness to be considered before running the intervention again.</p>	<p>The EEF Guide to the Pupil Premium: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>EEF T&amp;L toolkit: Small group tuition +4 EEF T7L toolkit: Teaching Assistant Interventions +4 EEF T&amp;L toolkit: Oral language interventions +6 EEF T&amp;L toolkit: Reading Comprehension strategies +6 EEF Projects &amp; Evaluation: Accelerated Reader +3</p>	<p>1,2,3,4</p>
<p>Continue to embed bespoke multiplication progression model in KS2 to secure solid recall and fluency with a range of multiplication facts. Time to be</p>	<p>In last year's MTC disadvantaged children gained an average score of 18/25. Compared to 20/25 for non-disadvantaged The use of a clear and bespoke multiplication table, a clear and bespoke intervention and</p>	<p>2,3</p>

<p>included on timetables to allow for discreet teaching of multiplication.</p> <p>A rigorous system will be put in place to plug the significant gaps in children's mathematical knowledge as a result of the lost learning during the COVID-19 pandemic.</p>	<p>also the introduction of further multiplication activities to safeguard standards but also to increase the average score for the children not achieving full marks.</p> <p>The system will identify each individual child's gaps in their knowledge which will then be targeted during weekly sessions.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/homework</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eefpublishes-guidance-to-help-teachers-boost-maths">https://educationendowmentfoundation.org.uk/news/eefpublishes-guidance-to-help-teachers-boost-maths</a></p>	
<p>Increase EYFS Staffing and as stated previously, all children that enter Nursery or Reception are well below when it comes to language and 1,2,3 11 resourcing so small group interventions linked to SALT, Autism Attention Bucket and phonics 1:1 can take place.</p> <p>Internal provision to be provided for children with complex needs provided.</p>	<p>As stated previously, all children that enter Nursery and Reception are well below when it comes to language and communication. As a school we ensure that our children in EYFS have strong starts and have the opportunity to access a variety of interventions. We use a proportion of our funding to increase staffing in EYFS to ensure that all children have access to small groups and interventions. Staff have accessed a variety of high-class CPD to ensure they are skilled at delivering interventions such RWI Phonics Burst and 1:1 speech and language. As a result, GLD was 47% in 2023 and we have extremely high progress rates for the accelerated progress bracket (R – 67%, W - 48%, M – 71%).</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</a></p>	1,2

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

Budgeted cost: 12,871.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide high quality in-school mentoring for identified pupils in KS2</p> <p>Provide 1:1 and group counselling sessions for vulnerable pupils led by skilled</p>	<p>Mentoring   EEF (educationendowmentfoundation.org.uk) bacp-school-based-counselling-for-all-briefing-dec15.pdf</p>	4,5,6

<p>and experienced professionals both within school and externally, through the Blossoms programme.</p>	<p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014)</p> <p>Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p>	
<p>School staffed with Behaviour Lead professional / Family Support Worker Counsellor /, DSL team, Mental health First aiders. This supports effective Mental health plans and individual risk assessments being in place when necessary and targeted support available as and when needed (as above). The school Curriculum focus on resilience and mental health of pupils. Pastoral Team: Provide effective outreach pastoral support so that children are settled in class and ready to learn</p>	<p>EEF toolkit identifies that the following all have a positive impact. Behaviour intervention (+ 3months) Social and emotional learning (+ 4 months) Metacognition and Self-regulation strategies (+ 7 months) The EEF Guide to the Pupil Premium: There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour. EEF T&amp;L toolkit: Social &amp; Emotional Learning +4 EEF T&amp;L toolkit: Behaviour interventions +4</p>	4,5,6
<p>Experiences and visitors planned for all pupils across the year. These have been booked in September and parents will be charged one flat fee to cover the cost of all of the trips. This equates to less than 50p a week that can be paid in instalments on Parent Pay. Provide a wide range of extra-curricular activities, the vast majority of which are cost free, to allow children access to a wide range of experiences and opportunities which nurture different skills and talents. Attendance of these clubs will be tracked using Insight with the aim that all children attend at least one club during the academic year. Plan experiences into the root of the Forest Park careers curriculum. Funding supports minibus,</p>	<p>Research Evidence for approach EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months) a Outdoor adventure learning (+4 months) Research Evidence for approach EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months) EEF T&amp;L toolkit: Physical activity +1 EEF T&amp;L toolkit: Extending school time +3 There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention</p>	7

<p>subsidised visits and trained staff to carry out Forest school sessions.</p> <p>Funding also allows the children access to a swimming pool on site, so all KS2 children can develop proficiency in swimming before they leave primary education as required by the National Curriculum.</p>		
<p>Attendance Lead: Maximise the use of strategies to ensure compliance with attendance expectations. Rigorously monitor the attendance across the school, inc. of PP so that support can be targeted carefully.</p> <p>Support meetings to work with families of identified PP pupils whose attendance needs to increase. Changes to Parental Support Agreements will include pupil voice, focusing on the barriers for each individual.</p> <p>Education Welfare will support identified families of concern.</p> <p>On the school website there will be clear definitions for parents around absences and punctuality.</p>	<p>The EEF Guide to the Pupil Premium: There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour. EEF T&amp;L toolkit: Parental engagement +4</p>	<p>4,6</p>
<p>Family Support Worker: To work reactively with families and provide bespoke support. Family Support Worker to provide effective support to families in need are well supported and there is evidence of impact in improving engagement/outcomes (Inc. management of early help referrals etc.) &amp; that parental partnership opportunities are developed.</p>	<p>EEF T&amp;L toolkit: Parental engagement +4 7 8</p>	<p>4,5,6</p>

**Total budgeted cost: £ 251,715.00**

## Part B: Review of outcomes for 2022-2023 academic year Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

### Review of intended outcomes

Intended outcome	Impact
Improved oral and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment. Continues to be a priority.
The quality and consistency of teaching across the whole curriculum is improved so pupils' achievement in all curriculum subjects is in line with non-PP pupils and cultural capital is developed and sustained.	Confident and competent curriculum leaders have been developed which has improved the delivery of QFT with improved outcomes for all learners evident through monitoring. However, data shows the PP children are being out performed by non-PP children. Pupil voice shows a greater understanding of the world around them. Continues to be a priority.
The gap between non-PP and PP pupils achieving ARE in Reading, Writing and Maths at the end of each Key Stage is reduced.	Teachers have secure subject knowledge and identify gaps and plan for and support pupils as applicable. Barriers have been removed to allow children to achieve in line with expectations. Pupils have received support and challenge to allow them to succeed. In school tracking data (Insight) and end of Key Stage (GLD, KS1 and KS2) assessments does not show an increase in the number of children working at age related expectation this year. The number of disadvantaged pupils achieving the higher standard at the end of KS2 continues to be very low. The new strategy must address this issue.
A robust program of strategies to improve language proficiency ensures children are able to express themselves clearly and communicate with others effectively through spoken language.	No action has been taken. There has been use of sentence stems. Need to look into the Trust's style of English Speaking Board. Each child must do public speaking, assessed at 3 points in the year. There must be an agreed success criteria for children.
A comprehensive and varied range of extra-curricular activities across the whole school ensures the percentage of Pupil Premium children accessing after school clubs is in line with peers.	Data from extra-curricular registers show regular attendance of PP children. Next year, this data needs putting on Insight. Continues to be a priority.
Pupils will be fit, active, healthy and emotionally well, meaning that they will be able to engage better with	Pupil voice conducted June 2023 showed that all of the children feel happy, safe and have someone to talk to in school.

<p>learning and prepare for life in modern Britain. Disadvantaged pupils are healthy and happy, are interested in school and community life and wider global issues.</p>	<p>With parents and children, there have been nurse referrals and sessions on diet. More support is in place for well-being including a Trainee EMHP who started June 2023. Young carer sessions were run by Carers First in spring term and by Mrs Patten and Mrs Sutton. Review of PE took place June 13<sup>th</sup> and showed there was accessibility for all children. Also, there was high levels of enjoyment and participation. Children spoke highly about their enjoyment of PE and their involvement in after school sports.</p> <p>Post-COVID, this continues to be a priority.</p>
<p>Attendance of Pupil Premium children will be consistently monitored and will continue to improve.</p>	<p>Attendance of disadvantaged children has been carefully monitored and interventions have taken place (attendance of PP children 21/22 – 92%, 22/23 – 91.7%). There is barely a gap (less than 1%) between PP and non-PP attendance. Continues to be a priority.</p>
<p>Children and parents work in collaboration with the school to support their child's aspirations.</p>	<p>Pupil voice and audits of all stakeholders demonstrate aspirations and a positive attitude to learning and self-realisation are instilled. Continues to be a priority. Next year, the level of engagement from PP families needs monitoring with the data uploaded to Scholar Pack (this will include parent consultations, assemblies and workshops).</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: £ 36,109.28

Activity	Impact
<p><b>Communication and Language</b> Early Communications screening assessment used with all EYFS pupils to identify communication / language baselines and to measure progress made.</p>	<p>Screening must continue. Assessments have proved effective in identifying children that required further support.</p> <p>A significant amount of staff training has taken place, these have included: MAKATON,</p>

<p>Appropriate staff training for intervention and implementation (targeted) and training impacting all.</p> <p>Staffing in EYFS/Year 1 to increase communication modelling and dialogue in continuous provision and small group work. Miss Barber</p>	<p>PECS, EEF – SHREK training, Giving children the language to discuss difference, Tales Toolkit training, Cued Articulation training and effective interactions training.</p> <p>Unable to recruit due to lack of qualified candidates.</p>
<p><b>Communication and Language</b> Refine procedures used, including direct modelling Develop children’s understanding and use of technical vocabulary</p>	<p>This is taking place in all classrooms. The use of technical vocabulary has been commented upon in learning reviews. This continues to be a priority.</p>
<p><b>Phonics</b> Secure phonics understanding for Pupil Premium children leading to the attainment gap in RWI to close. Phonics lead in school (Trained by RWI Consultant) to model phonics sessions, support new to school teachers to enable consistency and monitor teaching and assessment of phonics across EYFS, KS1 and KS2. Teaching assistants to work with Year 1 children expected to make accelerated progress Teaching assistants to work with FSM children in Early Years (across Reception)</p>	<p>Before the school closures due to the Covid pandemic, 91% of pupils were passing the Phonics Check. This dipped to the low 70’s post-pandemic. This year 81% (74% of PP children) passed. Continues to be a school priority. Phonics lead continues to train new staff.</p>
<p>Refine the use of sentence stems to ensure appropriate and age-related talk expectations in line with oracy development are used and displayed in all sessions.</p>	<p>Currently inconsistent use across the school, needs monitoring so a consistent approach is being implemented across school to promote talk.</p>
<p><b>Quality First Teaching</b> Half termly data monitoring and progress discussions HLTA/ teacher intervention groups targeted to address gaps in learning for those to achieve expected and high standard at KS2 The additional teaching staff sees progress accelerated in KS2 where Disadvantaged Children’s results outperform ‘Others.’ Quality marking &amp; feedback monitored by phase leaders Planned induction programme not only for ECT but all new staff and RQTs</p>	<p>Pupil progress meetings have been taking place termly. Interventions have been taking place, mostly for lower attaining pupils. Progress has not accelerated in KS2. Quality marking and feedback has been seen during monitoring. There will need to be more of a focus on adaptive teaching, looking for consistent practice that is effective and creating a whole school bank of strategies. Uses of Widgit needs looking into. Decisions will have to be made about interventions: which ones are proving effective and will continue? Time limited? How are we measuring their success? Consistency in monitoring?</p>

	There will need to be a focus on effective use of assessment for learning.
<p><b>CPD</b> Use of high quality CPD to upskill teachers and TAs with appropriate approaches and pedagogy for quality first teaching and intervention support e.g. explicit instruction, effective feedback and scaffolding Providing support to improve writing and maths outcomes for PP pupils. English/ Maths Leads supporting planning and delivering CPD with follow-on support, e.g. coaching &amp; modelling. CPD tailored to meet training needs as identified through gap analysis, formal data drop analysis, and next steps from pupil progress meetings</p>	<p>All staff have received a significant amount of CPD and support from subject leaders. This continues to be a priority. The school will purchase StepLab which is now linked to WalkThru, complimenting the professional development teachers have already received.</p> <p>Subject Leads are keeping a log –which tracks impact from the CPD and support they have given staff. These logs need monitoring at regular intervals.</p>
<p><b>Inclusion</b> Continue to refine SEND practice to ensure that all learners are receiving a curriculum that supports their progress and is reflective of the inclusive curriculum offer.</p>	<p>Learning reviews have shown that adaptations for SEN pupils are allowing them to access the curriculum. Continues to be a school priority.</p> <p>There needs to be a GDS Pupil Premium register created to track the progress of those attaining or targeted aspiring GDS pupils.</p> <p>CPD needs to be delivered about challenge and stretch.</p>

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

Budgeted cost: £ 162,899.48

Activity	Impact
<p>Providing school-led tutoring for pupils in years 1-6, 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>School led tutoring to end. Data shows 94% of PP pupils made progress that took part (32/71 children).</p> <p>Selected staff will run academic clubs with children that have been identified during data analysis.</p>



Targeted interventions led by TAs - use of gap analysis and assessment data to target identified pupils in Phonics, Maths and Reading	Targeted interventions are taking place for pupils that have been identified at assessment points.  Decisions need to be made about how these are monitored.
Re-develop bespoke multiplication progression model in KS2 to secure solid recall and fluency with a range of multiplication facts	Times tables have been individualised so children take smaller steps to become fluent in times tables rather than a blanket approach.  Multiplication check shows the average score in y4 was 17/25, below the national average of 20/25. Those achieving 25/25 was 13%, well below the national figure of 32%. This remains a whole school priority.
Increase EYFS Staffing and as stated previously, all children that enter Nursery or Reception are well below when it comes to language and 1,2,3 11 resourcing so small group interventions linked to SALT, Autism Attention Bucket and phonics 1:1 can take place.	The small group interventions have taken place. They have had a significant impact with the children all making progress.  To continue next year with internal provision with the same children from Nursery through to year 2.

## Pupil Premium Grant Academic Expenditure and Impact Report 2022/23

PUPILS ELIGIBLE FOR PP GRANT	AMOUNT OF PP
Initial Allocation	£220580.00
Recovery premium funding allocation	£23295.00
Residual from 19/20	£0
<b>Total Available</b>	<b>£243875.00</b>

SUMMARY OF SPENDING	AMOUNT
Teaching (including CPD, recruitment and retention)	

Continue to enhance Read Write Inc Phonics/ Spelling Programme to improve attainment in English throughout the school, including resources and CPD	<b>£38,558.33</b>
Deployment of Curriculum Lead to ensure that all PP children have access to quality first teaching and to monitor and track outcomes.	
Deployment of Subject Leads including providing CPD with follow-on support, eg coaching & modelling.	
Provision of quality CPD to develop appropriate approaches and pedagogy for quality first teaching and intervention support	
Targeted academic support (for example, tutoring, one-to-one support structured interventions)	
Subsidise School-led tutoring - for identified PP pupils working just below ARE	<b>£170,184.43</b>
Provision of appropriate Communications and Language staff training for interventions in EYFS and KS1 with support from EYFS lead in implementation.	
Deployment of trained staff to work with children expected to make accelerated progress	
Wider strategies (for example, related to attendance, behaviour, wellbeing)	
Provision of a Pastoral Team with Behaviour Lead /Family Support Worker/ Counsellor / DSL team.	<b>£52,681.92</b>
Provision of Home School Link Worker and Education Welfare Officer to work with children and families on a range of issues, including supporting families to improve attendance.	
Subsidise enrichment activities including extra-curricular clubs, visits and visitors	
<b>Total</b>	<b>£261424.68</b>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Accelerate English language acquisition	Flash Academy
Skills Builder	The Skills Builder Partnership

TT Rockstars	Maths Circle
Read, Write, Inc	Ruth Miskin
Seesaw online platform	Seesaw
White Rose Maths	White Rose Maths
Numbots for KS1	Numbots

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>

## 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.*