



Pupil premium strategy statement (with review of last year 2021-22)

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	Lovers' Lane Primary and Nursery School, Newark, Nottinghamshire
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	41% PP, 36% FSM
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	07-12-2021
Date on which it will be reviewed	July 2022 (complete – see below) July 2023
Statement authorised by	FGPPC Committee/ ratified FGB
Pupil premium lead	Miss J Hodgkinson
Governor / Trustee lead	Mr R Marshall

Funding overview 2021-22

Detail	Amount
Pupil premium funding allocation this academic year	£83,355
Recovery premium funding allocation this academic year	£8,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£92,345



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, whatever their background or the challenges faced in their lives, make good progress and achieve well across all subjects. This should be reflected in high levels of attainment and progress that they achieve. The central focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve the best they can and achieve their potential and for those who are high achievers to also progress as well as they can in line with their potential.

We are highly aware of the challenges faced by some of the vulnerable pupils in our care, especially those with social worker support or who are young carers, including those who have had similar challenges in their pasts. The activity in this strategy plan is aimed at supporting the needs of vulnerable pupils in our school, whether disadvantaged or not.

'Quality First' teaching is the main priority in our approach, with a special focus on areas identified as needing more support for disadvantaged pupils. This has been seen in research and over time to impact most on closing the gap between disadvantaged pupils on attainment, also benefitting those who are not disadvantaged. All pupils benefit from 'Quality First' teaching. We expect high attainment and progress rates to be achieved by all pupils, so non-disadvantaged pupils should not fall behind and should continue to thrive while the gap between disadvantaged pupils and non-disadvantaged pupils closes.

At Lovers' Lane, our strategy for supporting disadvantaged pupils also is part of the wider school plans for education recovery following the COVID pandemic, this is through targeted support using the recovery funding for 1:1 or small group tutoring of pupils whose education has been worst affected, including non-disadvantaged pupils. The school has trained a TA as a tutor to deliver this support through the National Tutoring Programme.

Our approach will be targeted to respond to both individual needs and common challenges which are identified through analysis of assessment and evidence to support strategic decision making. The approaches adopted complement each other to create a more holistic approach to helping pupils fulfil their potential. We will ensure approaches taken are effective by

- ensuring that disadvantaged pupils are challenged in the work they are set;
- making sure that we act early when needs are identified;
- taking a whole school approach where all staff are responsible for the outcomes of disadvantaged pupils and have high expectations of what they can achieve. This is especially important, due to the high proportion of disadvantaged pupils in our school.

Challenges

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

Challenge number	Detail of challenge
1.	<p>Improve reading, writing and maths outcomes</p> <p>Internal assessments and external validation from July 2021 indicate that in both reading and writing outcomes for disadvantaged children are lower than non-disadvantaged children, across Years 2 - 6. However, in Year 1 end of year data, disadvantaged outperformed non-disadvantaged children in attainment. Across the school outcomes for both disadvantaged and non-disadvantaged pupils are below National.</p> <p>Recent data shows that at the end of KS1 disadvantaged pupils outperform non-disadvantaged in maths and at the end of KS2 pupils disadvantaged are broadly in line with non-disadvantaged pupils in maths outcomes. However, outcomes in maths across are below National, so this is still a priority area.</p>
2.	<p>EYFS outcomes</p> <p>On entry to Reception class last year (2020), 75% (3 out of 4 children) of our disadvantaged pupils arrived below age-related expectations to achieve GLD compared to 50% (6 out of 12 children) of other pupils. This impacts on outcomes in Reading, Writing and Maths in KS1 and KS2.</p> <p>Pupils join the school with very low starting points in EYFS (Nursery/ Reception), especially in Communication and Language.</p>
3.	<p>Phonics</p> <p>Assessments, observations, and discussions with pupils suggest dis-advantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and as writers.</p>
4.	<p>Oracy</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
5.	<p>Impact of the pandemic on education and well-being</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. Despite the provision of remote education, engagement from this cohort was lower than non-disadvantaged pupils.</p>
6.	<p>Emotional Health and Well-being</p>

	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of routine, lack of contact with peers/ others out of the family home, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, which impacts on their attainment.</p> <p>Pupils' confidence levels, ability to engage, focus, concentrate and show learner behaviour in lessons and around school have diminished with impact of the pandemic and school closures.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 26% of pupils (42/161) in school are on the SAFs register of vulnerable pupils/ requiring support from the School and Family Support (SAFs) Team in school. Of these pupils 43% (18/42) are disadvantaged and 14% (6/42) are SEMH linked.</p> <p>In analysis of our Safeguard software behaviour incidents reported, 28% of incidents reported involved Pupil Premium pupils and another 28% involved FSM pupils.</p>
7.	<p>Attendance and Persistent Absence</p> <p>Attendance data for disadvantaged pupils over the last 4 years has been between 93.07% and 91.82%. This is 2-4% lower than for non-disadvantaged pupils.</p> <p>26.41%- 18.75% of disadvantaged pupils have been 'persistently absent' compared to 15.60%- 9.49% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (by 2023)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Reading outcomes improve across the school.	<p>KS2 reading outcomes in 2022/23 show that more than 68% of disadvantaged pupils met the expected standard</p> <p>End of phase data and whole school tracking shows accelerated progress for PP children, in Reading.</p> <p>Observations of phonics and guided reading provision reflect high quality teaching and impact on pupil outcomes.</p> <p>A higher % of pupils pass the phonics screening in Year 1 and retakes in Year 2.</p>

	<p>Interventions are successful across KS2 in closing phonics gaps.</p> <p>Children demonstrate a more positive attitude to reading for pleasure. A higher % of children read at home/ for pleasure.</p>
<p>Accelerated progress in writing for disadvantaged/ PP children.</p> <p>Writing outcomes improve across the school</p> <p>The gap between boys and girls will diminish.</p>	<p>KS2 writing outcomes in 2022/23 show that more than 65% of disadvantaged pupils met the expected standard.</p> <p>End of phase data and whole school tracking shows accelerated progress.</p> <p>Quality phonics provision is observed and impacts on pupil outcomes.</p>
<p>Maths outcomes improve across the school</p> <p>The gap between boys and girls will diminish.</p>	<p>KS2 writing outcomes in 2022/23 show that more than 70% of disadvantaged pupils met the expected standard.</p> <p>End of phase data and whole school tracking shows accelerated progress.</p> <p>Quality phonics provision is observed and impacts on pupil outcomes.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>A greater understanding of language and vocabulary will be shown in reading and writing across all subjects.</p> <p>Interventions and a language rich environment will enable PP children to close the language gap.</p>
<p>Children engage well with planned learning and gain knowledge and confidence through a tailored approach to quality first teaching.</p>	<p>Observations reflect that children are ready to learn and engage well in learning opportunities across the curriculum.</p> <p>Monitoring shows that provision is tailored and responsive to the needs of all pupils.</p> <p>Monitoring of planning reflects progression and sequence of skills and knowledge, which supports pupils to commit learning to long term memory.</p> <p>Observations and discussions show that children's aspirations are increased.</p> <p>Monitoring shows that the well-planned curriculum offer supports pupils to develop their personal interests for future learning/ aspiration.</p>



<p>Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2022-23 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents and bullying incidents are rare/ do not happen. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>Provision through SAFS (School and Family Support) register is observed to be effective and some pupils can be removed from this register over time.</p>
<p>Parents engage in school life.</p>	<p>Registers of attendance show that parents attend planned sessions (eg workshops) to work with their child.</p> <p>Parent surveys reflect that parents feel comfortable and confident to be part of school life and to directly support their child's learning.</p> <p>Attendance at Termly Learning Conferences (TLCs) is increased.</p> <p>Reading diaries show an increase in reading at home.</p> <p>Increased number of pupils attend the reading reward events in line with school expectation weekly, term on term.</p>
<p>Sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2022-23 demonstrated by:</p> <ul style="list-style-type: none"> • the overall expected attendance rate for all pupils is 96%. • the percentage of all pupils who are persistently absent is less than national average for disadvantaged pupils (16.1%) <p>Families with ongoing persistent absence engage with support in attendance meetings with Attendance officer.</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: **£46,173**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide quality first teaching across the school, ensuring gaps are identified and pupils meet their identified targets in reading</p> <p>Provide quality first teaching across the school, ensuring gaps are identified and pupils meet their identified targets in phonics</p> <p>Purchase of a DFE validated Phonics programme (RWI) to secure phonics teaching for all pupils.</p> <p>Purchase reading books for pupils to support the new school reading spine in line with the curriculum offer.</p>	<p>Improving Literacy in KS2 KS2 Literacy Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in KS1 https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Reading Comprehension strategies are a high impact on average (+6months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>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</p>	<p>1</p> <p>3</p>
<p>Provide quality first teaching across the school, ensuring gaps are identified and pupils meet their identified targets in writing</p> <p>Purchase CPD and materials for staff to support implementation of Talk 4 Writing approach.</p> <p>Coaching for staff as required.</p>	<p>Improving Literacy in KS2 KS2 Literacy Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in KS2 https://www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Talk for Writing approach for consistency.</p>	<p>1</p>

	Talk for Writing EEF (educationendowmentfoundation.org.uk)	
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary</p> <p>Purchase resources and fund ongoing teacher training and release time.</p>	<p>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 impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>

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

Budgeted cost: **£23,086**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve early identification and intervention for pupils with speech and language/communication and language below their chronological age.	<p>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 impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our RWI Consultant.	<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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p> <p>2</p> <p>3</p>
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for	Tuition targeted at specific needs and knowledge gaps can be an effective	1

<p>pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£23,086**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on / review of behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>6</p>
<p>Purchase ongoing ELSA support and CASY counselling subscription to support</p>	<p>Pastoral support for pupils can have positive overall effects: Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>6</p>
<p>Embedding principles of good practice set out in the DfE's advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance (EEF toolkit)</p>	<p>7</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £92,345



Part B: Review of outcomes in the previous academic year (2021-22)

Intended outcome	Success criteria and Impact
<p>Reading outcomes improve across the school.</p>	<p><u>Success Criteria:</u></p> <p>KS2 reading outcomes in 2022/23 show that more than 68% of disadvantaged pupils met the expected standard</p> <p>End of phase data and whole school tracking shows accelerated progress for PP children, in Reading.</p> <p>Observations of phonics and guided reading provision reflect high quality teaching and impact on pupil outcomes.</p> <p>A higher % of pupils pass the phonics screening in Year 1 and retakes in Year 2.</p> <p>Interventions are successful across KS2 in closing phonics gaps.</p> <p>Children demonstrate a more positive attitude to reading for pleasure. A higher % of children read at home/ for pleasure.</p> <p><u>Impact:</u></p> <p>Reading outcomes for disadvantaged children in Early Years and KS1 are stronger than in KS2.</p> <ul style="list-style-type: none"> • 66.7% of disadvantaged children gained a good level of development in Early Years which is higher than national. However, the cohort size is small (3 DPs) so leaders are treating this with caution. • Only 3 of the 7 DPs in Y1 took the Phonics Screening Test. The remaining 4 DPs were disapplied, as they were working well below the standard needed. 1 of the 3 DPs passed the check and the remaining 2 children are being targeted for support in Y2. They are receiving fast track phonics interventions, with the aim of passing the Y2 phonics re- test. Leaders are monitoring their progress. • 100% of DPs at the end of Y2 passed the phonics screening test. • 78% of DPs in KS1 achieved the expected standard in reading, which is above national for all children. Leaders feel the structured approach of RWI has improved the teaching of reading and noted their monitoring of whole class guided reading sessions had shown consistency of practice. • Data shows progress in reading from KS1 to KS2 for the disadvantaged cohort (-0.2) is stronger than progress for the comparable group nationally (-0.6).

	<ul style="list-style-type: none"> • 55% of disadvantaged pupils (DPs) in KS2 achieved the expected standard in reading. • 25% of DPs in the current Y6 class (3 children) are on track to achieve expected, with 8.3% (1 child) working at greater depth. Attainment and progress for the remaining 9 DPs were discussed. 2 DPs are on part time timetables, due to EHCP and behaviour/anxiety issues and 3 DPs have special educational needs impacting on their learning. The remaining 4 DPs are being targeted for catch up interventions, but leaders feel the aspirational target of 68% of DPs to achieve expected by 2023 is going to be challenging. At present predictions indicate that outcomes in reading for DPs are more likely to be between 50% and 58%. • Some progress has been made towards meeting this outcome in EY and KS1, but is less so in KS2. Improving reading outcomes continues to be a focus.
<p>Accelerated progress in writing for disadvantaged/ PP children.</p> <p>Writing outcomes improve across the school</p> <p>The gap between boys and girls will diminish.</p>	<p><u>Success Criteria:</u></p> <p>KS2 writing outcomes in 2022/23 show that more than 65% of disadvantaged pupils met the expected standard.</p> <p>End of phase data and whole school tracking shows accelerated progress.</p> <p>Quality phonics provision is observed and impacts on pupil outcomes.</p> <p><u>Impact:</u></p> <ul style="list-style-type: none"> • Outcomes for DPs are low in both KS1 and KS2 • 33% of DPs in KS1 achieved the expected standard in writing, which is lower than comparable groups locally and nationally (41%). Leaders are investigating why the stronger phonics outcomes did not translate into improved writing outcomes. • 18% of DPs in KS2 achieved the expected standard in writing, which is significantly lower than comparable groups locally (56%) • Outcomes in writing for DPs are lower in both key stages than for reading and maths. Leaders feel writing was disproportionately impacted by COVID as it was the hardest subject to teach remotely. Some DPs parents have informed leaders that they are illiterate and lack confidence to support their child's writing at home. • There is a focus across school on writing interventions, with staff providing 1:1 fast track phonics, writing and spelling groups and Talk for Writing within classrooms. Leaders continue to monitor the impact of these.

	<ul style="list-style-type: none"> • School led tutoring is being delivered by two English specialists and DPs in Y3, following data analysis, have been identified to benefit from this approach. Diagnostic testing has identified gaps in learning and tuition will teach to these initially. Leaders continue to monitor the impact of this approach. • Progress from KS1 to KS2 in writing for DPs last year was -5.6 which is significantly lower than progress for comparable groups nationally (-0.3) • 17% of DPs in the current Y6 class (2 children) are on track to achieve the expected standard. No disadvantaged child is writing at greater depth. • Limited progress has been seen in data for this outcome so far, hence this continues to be a high priority over more than one year.
<p>Maths outcomes improve across the school</p> <p>The gap between boys and girls will diminish.</p>	<p><u>Success Criteria:</u></p> <p>KS2 writing outcomes in 2022/23 show that more than 70% of disadvantaged pupils met the expected standard.</p> <p>End of phase data and whole school tracking shows accelerated progress.</p> <p>Quality phonics provision is observed and impacts on pupil outcomes.</p> <p><u>Impact:</u></p> <ul style="list-style-type: none"> • Maths outcomes for DPs are stronger in KS1 than KS2 • 89% of DPs in KS1 achieved the expected standard in maths, which is above national for all children. • 46% of DPs in KS2 achieved the expected standard in maths, which is lower than comparable groups locally (55%) • Progress from KS1 to KS2 in maths for DPs last year was +0.2 which is better than for the comparable group nationally (-0.6) • Staff have responded well to the lesson design and structured approach of the chosen maths scheme. Gaps in learning are quickly identified via questioning and quizzes, with post teaching sessions addressing the misconceptions. • 25% of DPs in the current Y6 are on track to meet the expected standard (3 children) with no child working at greater depth. Attainment and progress for the remaining 9 DPs is being monitored. The aspirational target of 70% of DPs to achieve expected by 2023 is going to be challenging. At present outcomes in maths for DPs are more likely to be between 50% and 58%.

	<ul style="list-style-type: none"> • Some progress has been made towards meeting this outcome in EY and KS1, but less progress has been made in KS2.
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p><u>Success Criteria:</u></p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>A greater understanding of language and vocabulary will be shown in reading and writing across all subjects.</p> <p>Interventions and a language rich environment will enable PP children to close the language gap.</p> <p><u>Impact:</u></p> <p>Assessments are used to target DPs in EY and KS1 for speech and language support and the summary report identified the positive impact of this approach.</p> <ul style="list-style-type: none"> • The evidence-based intervention “Talk Boost” was employed in the Summer Term for DPs in Foundation Stage, with data showing improved outcomes • A speech and language therapist works across the Newark family of schools to inform provision and provides coaching and support to staff where needed. • A vocabulary list has been produced for each year group to raise awareness and expectations among staff of what needs to be taught in each year group. Leaders noted that monitoring of teachers’ medium-term plans, to check the teaching of vocabulary and oracy is being planned for, has revealed inconsistencies and leaders are revisiting and following up with teachers where needed. Some staff are new to the school, including 2 ECTs in 2022-23, so additional support is also in place from subject leaders/ mentors. • Some positive progress has been made towards meeting this objective to date.
<p>Children engage well with planned learning and gain knowledge and confidence through a tailored approach to quality first teaching.</p>	<p><u>Success Criteria:</u></p> <p>Observations reflect that children are ready to learn and engage well in learning opportunities across the curriculum.</p> <p>Monitoring shows that provision is tailored and responsive to the needs of all pupils.</p>

	<p>Monitoring of planning reflects progression and sequence of skills and knowledge, which supports pupils to commit learning to long term memory.</p> <p>Observations and discussions show that children's aspirations are increased.</p> <p>Monitoring shows that the well-planned curriculum offer supports pupils to develop their personal interests for future learning/ aspiration.</p> <p><u>Impact:</u></p> <p>Observation by leaders and external visitors reflect that the majority of children are ready to learn and are engaging with opportunities across the curriculum. Where children are reluctant to engage or there is a barrier to engagement, staff work hard to identify this and put measures in place for pastoral or educational support, including improved tailoring of provision.</p> <p>Pupil books reflect that where engagement and teaching for learning are strongest, adaptations are made skilfully to ensure all learners can access the learning. Coaching and support is in place based on identified need for this/ additional CPD.</p> <p>Planning follows the progression maps for each subject at each age group across the curriculum. Teachers are clear on what to teach when.</p> <p>Children are keen to discuss their learning in pupil interviews and can articulate their learning, especially at KS2.</p>
<p>Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p><u>Success Criteria:</u></p> <p>Sustained high levels of wellbeing from 2022-23 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents and bullying incidents are rare/ do not happen. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>Provision through SAFS (School and Family Support) register is observed to be effective and some pupils can be removed from this register over time.</p> <p><u>Impact:</u></p>

	<p>The Leuvens Scale is used to measure engagement and wellbeing levels and generally DPs are engaging well in lessons and the life of the school.</p> <p>Where teaching had not been adapted sufficiently to meet the needs of some DPs, behaviour had become an issue and learning impacted. Leaders are offering support and coaching to improve this aspect of provision and monitoring is ongoing.</p> <ul style="list-style-type: none"> • There has been an increase in the number of DPs accessing counselling and emotional literacy support. Leaders have drawn on specialists, such as the Healthy Families Team and CASY counselling, to provide direct support in school. Impact reports from CASY counselling report increased confidence, self-esteem and ability to self-regulate from entry to exit data. This impact is visible as children are observed during the school day. Children receiving ELSA support report that this has helped them to self-regulate and understand their emotions. • There are a reduced number of Children in Need plans with family support put in place before issues become critical as a reason for this. • There was 1 fixed term exclusion (suspension) last year (2021-22) which was an improvement from previous years. • There are significant challenges within the current year 2 cohort. The complex needs of some DPs mean leaders are timetabling 3 adults to support in class every morning. This is impacting on additional support available in other areas of the school. Assessments and monitoring are taking place, with a view that, in the near future, these DPs may not continue to receive education in a mainstream setting and SEND service support is already in progress. • The School and Families Support (SAFs) system is working well. A half termly review of vulnerable children takes place and records the responsive nature of the support offer. • Some positive progress has been made towards meeting this objective.
<p>Parents engage in school life.</p>	<p><u>Success Criteria:</u></p> <p>Registers of attendance show that parents attend planned sessions (eg workshops) to work with their child.</p> <p>Parent surveys reflect that parents feel comfortable and confident to be part of school life and to directly support their child's learning.</p>

	<p>Attendance at Termly Learning Conferences (TLCs) is increased.</p> <p>Reading diaries show an increase in reading at home.</p> <p>Increased number of pupils attend the reading reward events in line with school expectation weekly, term on term.</p> <p><u>Impact:</u></p> <p>A positive attendance for Christmas Craft Afternoon was seen in December 2022. Parents for 23 families attended the afternoon.</p> <p>In parent questionnaires, parents report feeling comfortable and confident to be part of school life:</p> <p>In Nov 2022, 100% of parents (28 returns) reported feeling comfortable to speak to staff and felt very supported.</p> <p>86% of respondents (28 returns) in Nov 2022 Parent Questionnaire report feeling involved in their child's education/ know how to get involved in school life. Leaders are exploring this further with parents to find out why and what could help.</p> <p>Tracking of reading at home continues to reinforce that this is an area for focus. Progress data to show impact will be updated in Spring term 2023.</p>
<p>Sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p><u>Success Criteria</u></p> <p>Sustained high attendance from 2022-23 demonstrated by:</p> <ul style="list-style-type: none"> the overall expected attendance rate for all pupils is 96%. the percentage of all pupils who are persistently absent is less than national average for disadvantaged pupils (16.1%) <p>Families with ongoing persistent absence engage with support in attendance meetings with Attendance officer.</p> <p><u>Impact:</u></p> <ul style="list-style-type: none"> Pupil progress reports have been adapted. These now note barriers to learning, such as poor attendance and the strategies put in place to improve. The report is updated half termly. In Autumn Term 2021 and Spring Term 2022, DPs absence was 13.1% with persistent absence at 51.7% (30 children) and severe absence at 5.2% (3 children) The school's attendance lead tracks data and highlights DPs with below 90% and 96% attendance. School procedures are followed, including incentives to



	<p>reward good attendance and fines for high levels of absence. In the Summer Term, 8 penalty notices were issued, some going to enforcement.</p>
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Pupil premium strategy outcomes 2020-21

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Outcome																																																				
<p>To provide quality first teaching across the school, ensuring gaps are identified and pupils meet their identified targets in reading</p> <p>To provide quality first teaching across the school, ensuring gaps are identified and pupils meet their identified targets in phonics</p>	<p>EYFS Nursery 2021 62.5% making expected or accelerated progress from starting points in reading. Attainment 0/8 = 0% achieved 30-50 months expected (ARE). F2 2021 8/16= 50% pupils achieved ELG in reading Reading continues to be a priority for EYFS pupils. KS1 2021</p> <table border="1" data-bbox="517 645 1238 763"> <thead> <tr> <th>Progress</th> <th>Disadv</th> <th>Non Disadv</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>6</td> <td>6</td> <td>0</td> </tr> <tr> <td>Year 2</td> <td>5</td> <td>6</td> <td>-1</td> </tr> </tbody> </table> <p>KS2 2021 Attainment</p> <table border="1" data-bbox="517 891 1203 1171"> <thead> <tr> <th></th> <th>Disadv</th> <th>Non Disadv</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>18% (2)</td> <td>38% (5) 15% (2)</td> <td>-20%</td> </tr> <tr> <td>Year 4</td> <td>32%(2)</td> <td>75% (9)</td> <td>-43%</td> </tr> <tr> <td>Year 5</td> <td>64% (7)</td> <td>81% (13)</td> <td>-17%</td> </tr> <tr> <td>Year 6</td> <td>69% (9) 15% (2)</td> <td>67% (8) 25% (3)</td> <td>+2%</td> </tr> </tbody> </table> <table border="1" data-bbox="517 1189 1203 1386"> <thead> <tr> <th>Progress</th> <th>Disadv</th> <th>Non Disadv</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>3</td> <td>5</td> <td>-2</td> </tr> <tr> <td>Year 4</td> <td>2</td> <td>4</td> <td>-2</td> </tr> <tr> <td>Year 5</td> <td>5</td> <td>6</td> <td>-1</td> </tr> <tr> <td>Year 6</td> <td>5</td> <td>5</td> <td>n/a</td> </tr> </tbody> </table> <p>Reading continues to be a priority area for Y1-6 for disadvantaged pupils. Phonics Y1 PSC 2021 53% passed overall. 100% PP pupils passed. Y2 PSC 2021 96% passed overall (only one pupil in the cohort did not pass). 100% PP pupils passed. Phonics continues to be a priority area to underpin reading and writing.</p>	Progress	Disadv	Non Disadv	Difference	Year 1	6	6	0	Year 2	5	6	-1		Disadv	Non Disadv	Difference	Year 3	18% (2)	38% (5) 15% (2)	-20%	Year 4	32%(2)	75% (9)	-43%	Year 5	64% (7)	81% (13)	-17%	Year 6	69% (9) 15% (2)	67% (8) 25% (3)	+2%	Progress	Disadv	Non Disadv	Difference	Year 3	3	5	-2	Year 4	2	4	-2	Year 5	5	6	-1	Year 6	5	5	n/a
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<p>To provide quality first teaching across the school, ensuring gaps are identified and pupils meet their identified targets in writing</p>	<p>EYFS F1 2021 6/8 = 75% made expected or better progress from their starting points in writing. Attainment 3/8 = 37.5% achieved 30-50 months expected (ARE). F2 2021 5/15 = 33.3% pupils achieved ELG in reading</p>																																																				

Writing continues to be a high priority area in EYFS, especially underpinned by phonics and 'Communication and Language'.

KS1

Attainment	Disadv	Non Disadv	Difference
Year 1	20% (2)	11% (1)	9% +
Year 2	40% (4)	57% (8)	-17%

Progress	Disadv	Non Disadv	Difference
Year 1	5	4	+1
Year 2	5	6	-1

KS2

Attainment

	Disadv	Non Disadv	Difference
Year 3	9% (1)	23% (3)	-14%
Year 4	23% (3)	75% (9)	-52%
Year 5	18% (2)	44% (7)	-26%
Year 6	46% (6) 15% (2)	58% (7) 17% (2)	-12%

Progress	Disadv	Non Disadv	Difference
Year 3	3	4	-1
Year 4	2	4	-2
Year 5	4	4	n/a
Year 6	5	6	-1

Writing continues to be a high focus area across the school. This needs to continue as a priority in 2021-22.

To provide quality first teaching across the school, ensuring gaps are identified and pupils meet their identified targets in maths

EYFS

F1 2021 Attainment 7/8 = 87.5% of cohort achieved expected or better in Shape, space and Measure, as well as in Number. 6/8 = 75% made expected or better progress for both areas of SSM and Number.

- **F2 2021** 7/15 = 46.7% of cohort achieved ELG or better in number and 10/15 = 66.7% in SSM. 11/16 = 68.75% made expected or better progress in Number; 14/16 = 87.5% made expected or better progress in SSM.

Maths continues to be an area for focus in EYFS.

KS1

Attainment	Disadv	Non Disadv	Difference
Year 1	50% (5)	44% (4)	6%+
Year 2	80% (8) 10% (1)	50% (7) 14% (2)	30%+ -4%

Progress	Disadv	Non Disadv	Difference
Year 1	5	6	-1
Year 2	7	7	0

	<p>KS2 Attainment</p> <table border="1" data-bbox="528 293 1206 613"> <thead> <tr> <th></th> <th>Disadv</th> <th>Non Disadv</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>36% (4) 9% (1)</td> <td>46% (6) 15% (2)</td> <td>-10%</td> </tr> <tr> <td>Year 4</td> <td>31% (4)</td> <td>58% (7)</td> <td>-27%</td> </tr> <tr> <td>Year 5</td> <td>36% (4)</td> <td>69% (11) 13% (2)</td> <td>-33%</td> </tr> <tr> <td>Year 6</td> <td>69% (9) 15% (2)</td> <td>67% (8) 8% (1)</td> <td>+2%</td> </tr> </tbody> </table> <table border="1" data-bbox="528 636 1214 842"> <thead> <tr> <th>Progress</th> <th>Disadv</th> <th>Non Disadv</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>4</td> <td>5</td> <td>-1</td> </tr> <tr> <td>Year 4</td> <td>2</td> <td>3</td> <td>-1</td> </tr> <tr> <td>Year 5</td> <td>5</td> <td>7</td> <td>-2</td> </tr> <tr> <td>Year 6</td> <td>6</td> <td>5</td> <td>+1</td> </tr> </tbody> </table> <p>Maths in KS1 shows disadvantaged pupils outperforming non-disadvantaged.</p> <p>At KS2, disadvantaged pupils performed in line with non-disadvantaged pupils at Y6 (who had the highest engagement with remote learning during school/bubble closures), but other age groups continue to need to support disadvantaged pupils to close the gap.</p>		Disadv	Non Disadv	Difference	Year 3	36% (4) 9% (1)	46% (6) 15% (2)	-10%	Year 4	31% (4)	58% (7)	-27%	Year 5	36% (4)	69% (11) 13% (2)	-33%	Year 6	69% (9) 15% (2)	67% (8) 8% (1)	+2%	Progress	Disadv	Non Disadv	Difference	Year 3	4	5	-1	Year 4	2	3	-1	Year 5	5	7	-2	Year 6	6	5	+1
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<p>To provide high quality remote education</p>	<p>The remote learning offer was audited and evaluated by Headteacher and SIA, with support of Senior Leaders. Remote Learning was found to be of good quality across the school. Uptake was varied, with disadvantaged pupils not engaging despite the loan of school laptops and home delivery/collection of paper work packs by school staff. Those who engaged well with remote learning made progress and gaps widened for others. This has been the focus of Catch-up/ Recovery funding allocation.</p>																																								
<p>To deliver effective support to individual and groups of targeted children to improve language development, phonics knowledge, reading and handwriting</p>	<p>F2 NELI – 6 pupils completed intervention. The intervention has a focus on language development and this has especially supported the EAL children in the group develop their understanding and use of English.</p>																																								
<p>All PP children attend school in line with the national average.</p>	<p>National average expectation is 96%.</p> <p>By the end of the academic year 2020-21, Pupil Premium pupils' attendance from Reception to Year 6 was 93.4% and persistent absence for this group was 16.6%. This is below national average on attendance and above national average for persistent absence.</p> <p>Attendance for this group in the previous academic year was 93.6% and persistent absence was 20%.</p>																																								

	<p>Attendance lead continues to work with harder to reach families and to closely monitor attendance, rewarding success and addressing where attendance needs to improve regularly in close monitoring meetings with the families involved. Fines and penalty notices have been applied as appropriate in line with our attendance policy during the academic year. Warning letters have been issued to families where attendance moves below 90% and regular texts are sent to warn parents when attendance is falling below 96%.</p>
<p>To support the most socially and emotionally vulnerable PP through the provision of ELSA support, counselling, music</p>	<p>ELSA has been allocated for pupils identified by SAFS team (School and Family Support) on priority basis. Pupils in receipt of ELSA have been observed to apply strategies to help themselves self-regulate and have been seen by staff / have reported feeling more confident and calmer. ELSA staff member has also provided support to classteachers for strategies to support pupils on return from school closures, which has positively supported all pupils, including PP pupils across the school.</p> <p>CASY – All pupils in receipt of CASY counselling during lockdowns and school closures have attended the vulnerable pupil / keyworker group in school and have continued to access all sessions remotely online. PP pupils' outcomes from CASY show an increase in their self-assessment of feelings of wellbeing of:</p> <p>Pupil A 60% Pupil B 70% Pupil C 50% Pupil D 80%</p> <p>All pupils receiving CASY also have been observed by staff to be more able to self-regulate and engage in lessons and school life with more confidence, employing and some pupils openly talking and with confidence about strategies they have learnt which they have found beneficial in achieving this.</p> <p>All Year 6 pupils were able to access Ukele lessons in school (via Inspire Music teacher) during the summer term. Two PP pupils enjoyed this so much that their families invested in instruments at home so they could continue. This was wonderful. All pupils reported enjoying learning to play an instrument in the cohort, including the PP pupils.</p>
<p>Increase parental engagement and confidence to support their child's learning</p>	<p>This has been difficult to quantify due to COVID closures and not having parents on site as part of the whole school risk assessment.</p>
<p>To widen experiences outside the home which will impact on language and development of cultural capital</p>	<p>This has been difficult to quantify due to COVID closures and it not being safe to conduct educational visits until the very end of the academic year in 2020-21 as part of the whole school risk assessment.</p>



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	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

Additional activity

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

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Training our behaviour lead as a senior mental health lead (DFE approved course via The National College)
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also worked with Local Authority advisors focusing on Equality for All with an especial focus on our strategy for disadvantaged pupils and attend LA Pupil Premium Networks and Pupil Premium Networks with our Teaching School Alliance (Flying High).

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. This also included National College webinars about 'Bridging the gap for disadvantaged pupils'.

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

We will adjust our plan over time in line with evaluation of the ongoing success of our approach to secure better outcomes for pupils.