

Pupil premium strategy statement 2022-2023

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	456
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-25
Date this statement was published	December 2022
Date on which it will be reviewed	Termly
Statement authorised by	Louise Irving Headteacher
Pupil premium lead	Sherin Vorajee Deputy Head teacher
Governor / Trustee lead	Jan Peterson /Jackie Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£243,875.00
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£243875.00

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.

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 2312/32844 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.

81% 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, residentials, 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 is in line with non-PP pupils and cultural capital is developed and sustained.	Confident and competent curriculum leaders are further developed delivering QFT with improved outcomes for all learners evident through monitoring. Data shows the PP children perform broadly in line with non-PP children. 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

	<p>removed to allow children to achieve in line with expectations. Pupils have received support and challenge to allow them to succeed.</p> <p>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.</p>
<p>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.</p>	<p>Monitoring and Pupil Voice evidence shows children are able to communicate effectively through spoken language in a range of situations.</p>
<p>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.</p>	<p>Data from extra-curricular registers show regular attendance of PP children. Children are given experiences to grow and develop talent.</p>
<p>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.</p> <p>Disadvantaged pupils are healthy and happy, are interested in school and community life and wider global issues.</p>	<p>Sustained high levels of wellbeing / mental health from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations • 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. • Observations of children's engagement in learning
<p>Attendance of Pupil Premium children will be consistently monitored and will continue to improve.</p>	<p>Attendance of disadvantaged children will improve through careful monitoring and intervention.</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.</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	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication and Language 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 & 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>Communication and Language 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>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>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</p>	
<p>Phonics 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>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</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>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</p>	1,2
<p>Quality First Teaching Half termly data monitoring and progress discussions HLTA/ teacher intervention groups targeted to address gaps in learning for those to achieve</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>	1,2,3,4,7

<p>expected and high standard at KS2 The additional teaching staff sees progress accelerated in KS2 where Disadvantaged Children's results outperform 'Others.' Quality marking & feedback monitored by phase leaders Planned induction programme not only for ECT but all new staff and RQTs</p>		
<p>CPD Use of high quality CPD to up-skill 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 & 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>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment 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>Inclusion 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>40% 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 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) By employing an additional SENDCo assistant, 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 SENDCo will use this additional time to get graduated responses for identified children in need of EHCPs. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send</p>	1,2,3,4,5

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

Budgeted cost: £ 162,899.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing school-led tutoring for pupils in years 1-6, whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4
<p>Targeted interventions led by TAs - use of gap analysis and assessment data to target identified pupils in Phonics, Maths and Reading</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.</p> <p>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&L toolkit: Small group tuition +4 EEF T7L toolkit: Teaching Assistant Interventions +4 EEF T&L toolkit: Oral language interventions +6 EEF T&L toolkit: Reading Comprehension strategies +6 EEF Projects & Evaluation: Accelerated Reader +3</p>	1,2,3,4
<p>Re-develop bespoke multiplication progression model in KS2 to secure solid recall and fluency with a range of multiplication facts</p>	<p>In last year's MTC disadvantaged children gained an average score of 18/25. Compared to 20/25 for non-disadvantaged</p> <p>The impact of TT rockstars is having a long-lasting impact on disadvantaged children's basic skills.</p> <p>The use of a clear and bespoke multiplication table, a clear and bespoke intervention and 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>	2,3

	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/homework https://educationendowmentfoundation.org.uk/news/eefpublishes-guidance-to-help-teachers-boost-maths	
<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>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 2022 and we have extremely high progress rates for the accelerated progress bracket (R – 67%, W - 48%, M – 71%)</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</p>	1,2

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

Budgeted cost: £61,527.44

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 and experienced professionals both within school and externally, through the Blossoms programme.</p>	<p>Mentoring EEF (educationendowmentfoundation.org.uk) bacp-school-based-counselling-for-all-briefing-dec15.pdf</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</p>	4,5,6

	pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)	
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 growth mind set, resilience and mental health of pupils. Pastoral Team: Provide effective outreach pastoral support so that children are settled in class and ready to learn	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&L toolkit: Social & Emotional Learning +4 EEF T&L toolkit: Behaviour interventions +4	4,5,6
Experiences and visitors planned for all pupils across the year 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. Plan experiences into the root of the Forest Park careers curriculum. Funding supports minibus, subsidised visits and trained staff to carry out Forest school sessions 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.	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&L toolkit: Physical activity +1 EEF T&L toolkit: Extending school time +3 There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention	7
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.	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	4,6

Support meetings to work with families of identified PP pupils whose attendance needs to increase.	barriers to learning, such as attendance and behaviour. EEF T&L toolkit: Parental engagement +4	
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.) & that parental partnership opportunities are developed.	EEF T&L toolkit: Parental engagement +4 7 8	4,5,6

Total budgeted cost: £ 276,171.23

Part B:

Review of outcomes for 2021-2022 academic year Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Aim	Outcome
<p>The Read Write Inc program is further developed, with leaders accessing training and intense support through TLIF funding leading to an improved phonics score.</p>	<p>English leads have been released on a regular basis to monitor reading across the school to ensure high quality English provision,</p> <p>Phonics check score for Year 2 children was 87% , 88% of PP children passed.</p> <p>Phonics check score at the end of Y1 was 69% for all children and 65% for PP children.</p> <p>Phonics in EYFS and KS1 will remain a focus for the next year due to the impact of the pandemic.</p>
<p>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.</p>	<p>Monitoring shows confident and competent curriculum leaders deliver QFT with improved outcomes for all learners.</p> <p>Data from Summer term 2022 confirmed PP children perform broadly in line with non-PP children. Pupil voice shows a greater understanding of the world around them</p> <p>Curriculum maps ensure appropriate/age related vocabulary is taught and links effectively to each subject and the specific units being taught.</p>
<p>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.</p>	<p>Communication screening tool was used in Early Years to identify those needing intervention and language programmes put into place and completed.</p>

	<p>End of FS1 achieving ARE - 44%</p> <p>Autumn Term Baseline Reception ARE - 44%</p> <p>End of Reception - 78%</p> <p>Nursery:</p> <p>Baseline- 0%</p> <p>End of Nursery - 49%</p> <p>Monitoring and Pupil Voice evidence shows children are able to communicate more effectively through spoken language in a range of situations.</p>
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<p>The gap between non-PP and PP pupils achieving ARE in Reading, Writing and Maths at the end of each Key Stage is reduced. Increase the number of disadvantaged pupils achieving 'high standard' at KS2.</p>	<p>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.</p> <p>32 PP children from across the school were targeted for School Led tutoring. 100% made progress against their baseline.</p> <p>In school tracking data (Insight) and end of Key Stage (GLD, KS1 and KS2) assessments show an increase in the number of children working at age related expectation</p>
<p>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.</p>	<p>Children were given experiences to grow and develop talent through a wide variety of opportunities throughout the year.</p> <p>Data from extra-curricular registers show regular attendance of PP children.</p> <p>68%of pupil premium pupils attended clubs compared to 77% non-PP.</p>
<p>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.</p>	<p>The number of wellbeing /mental health concerns raised by parents and staff has increased this is evidenced by pupil progress meetings, Safeguarding meetings, behaviour tracker and CAHMs referrals.</p>

<p>Disadvantaged pupils are healthy and happy, are interested in school and community life and wider global issues.</p>	<p>The work completed by the student placement service has provided effective and positive support to pupils and families.</p> <p>Regular themed assemblies and collective worship address global and current issues encouraging pupils to form opinions and develop an understanding of the wider world. This is evidenced by observations of children's engagement in learning and qualitative data from pupil voice, pupil and parent questionnaires and teacher observations.</p>
<p>Attendance of Pupil Premium children will be consistently monitored and will continue to improve.</p>	<p><u>Pupil Premium Data</u> Whole school NA (06/07/22)- 92.25% PP- 91.14% compared to 92.55%</p> <p><u>PP AND PA (below 90%)</u> Currently 66/197 children are PP and PA = 33%</p> <p>28/66 of these children have monitored attendance and a Parental Support Agreement is in place</p> <p>14/66 of these children have monitored attendance, Parental Support Agreement is in place and there have been home visits by either myself or EWO</p> <p>2/66 of these children have had a Penalty Notice Warning Letter and are monitored on a weekly basis 2/66 of these children have had a PNWL however have now been referred due to their attendance not being upheld</p> <p>14/66 of the children have also had a leave of absence this academic year (1 child has had 3 leaves of absence this academic year)</p> <p>PP attendance = 91.2% whereas NPP =92.58%</p> <p><u>PP and Below NA (90-96%)</u> Currently 60/197 children are PP and BNA = 30%</p> <p>6/60 of these children have monitored attendance and a Parental Support Agreement is in place</p> <p>10/60 of these children have monitored attendance, Parental Support Agreement is in</p>

	place and/or there have been home visits by either myself or EWO 2 of these children have had a Penalty Notice Warning Letter when PA but have now improved to be BNA and are monitored on a weekly basis
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.

Pupil Premium Grant Academic Expenditure and Impact Report 2021/22

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

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	£38,558.33
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	£170,184.43

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.	£52,681.92
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	
Total	£261424.68

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.

Programme	Provider
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)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

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.