

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Higher Bebington Junior School
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	69/366 – 18.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	20 th December 2022
Date on which it will be reviewed	30 th November 2023
Statement authorised by	Samantha Calveley- Head Teacher
Pupil premium lead	Janet Devoy- Assistant Head Teacher
Governor / Trustee lead	Kate Lewis - Vice Chair of Governors

Funding overview (for academic year 2022-2023)

Detail	Amount
Pupil premium funding allocation this academic year	£103,765
Recovery premium funding allocation this academic year	£9,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£113,045

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high prior attainers.

We use an evidence-informed approach, rooted in rigorous diagnostic assessment, not assumptions, to evaluate the challenges faced by vulnerable pupils. The school has conducted a review of internal and external evidence including ASP reports, teacher assessment, internal standardised test data, pupil voice, staff questionnaires and attendance reports and identified the following areas for development:

- Language development - both a gap in vocabulary and a lack of ability to manipulate language for effect;
- Metacognitive strategies – to enable all our pupils to become successful independent learners;
- Emotional wellbeing – to enhance behaviours for learning;
- Cultural capital and enrichment - rich experiences enhance language and understanding;
- Attendance-recognising that all of the above can only have impact when a child has consistently 95% or above attendance.

The activities we have outlined in this statement are also intended to support pupil needs, regardless of whether they are disadvantaged or not.

Effective teaching is at the heart of our approach and we recognise that this is the ‘best lever for improving pupil outcomes,’ (Rowlands, M. 2021). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we evaluate our approach regularly to ensure effectiveness and then cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address.
- Systematically explore appropriate programmes and practices.
- Examine the fit and feasibility with the school.

Prepare

- Develop a clear, logical and well-specified plan.
- Assess the readiness of the school to deliver the plan.
- Make practical preparations.

Deliver

- Support staff and solve any problems using a flexible leadership approach.
- Reinforce initial training with follow-on support.
- Drive faithful adoption and intelligent adaptation.

Sustain

- Plan for sustaining and scaling the intervention from the outset.
- Continually acknowledge, support and reward good implementation practices.
- Treat scale-up as a new implementation process.

Our Approach

Higher Bebington Junior School's approach in 2022-2023 builds on the foundations of our strategy from 2021-2022 and is the middle year in the three year plan. The school continues to focus on a combination of metacognitive and collaborative and peer learning strategies within our deep and rich curriculum as well as using fewer strategies to ensure that the ones we do use have the best chance for success.

To define our priorities, prioritise spending and ensure balance, we have adopted a tiered approach in line with the research and recommendations from the EEF (Guide to Pupil Premium, April 2022)

Challenges

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

Challenge number	Detail of challenge
1. Improved maths attainment	<ul style="list-style-type: none">• Internal and external (where available) assessments indicate that math's attainment among disadvantaged pupils is below that of non-disadvantaged pupils.• Presently, this is the picture of math's attainment based on standardised scores from NFER testing Autumn 2022.• 58% (40) of children are in receipt of PPG are below a standardised score of 100 as compared with 31% of other pupils.
2. Improved writing attainment	<ul style="list-style-type: none">• Assessments indicate that writing attainment of disadvantaged children is below that of disadvantaged children.• Presently this is the picture of writing attainment based on teacher assessment in Autumn 2022.• 86% (59) of children are in receipt of PPG are below ARE compared with 62% of other pupils.
3. Improved reading attainment	<ul style="list-style-type: none">• Assessments indicate that reading attainment of disadvantaged children is below that of disadvantaged children.• Presently this is the picture of reading attainment based on standardised scores from NFER testing Autumn 2022• 59% (41) of children are in receipt of PPG are below a standardised score of 100 as compared with 33% of other pupils.
4. To achieve and sustain improved attendance for all pupils particularly disadvantaged pupils	<ul style="list-style-type: none">• Attendance data shows that 34/71 (48%) disadvantaged pupils were persistently below 95% in summer 2022 and that 10/71 (14%) were persistently below 90%. Covid and self-isolation continued to impact on attendance for some children. <p>November 2021:</p> <ul style="list-style-type: none">• 4/14 (29%) of pupils with attendance between 0-84% are in receipt of PPG

	<ul style="list-style-type: none"> • 19/63 (30%) of pupils with attendance between 85-94% are in receipt of PPG <p>December 2022</p> <ul style="list-style-type: none"> • Currently 40% pupils (22/55) with attendance below 90% are in receipt of FSM/PPG.
5. To achieve and sustain improved well-being for all pupils in school, particularly disadvantaged pupils	<ul style="list-style-type: none"> • Based on teacher assessment, discussions with individual families and pupils an understanding of the challenges some of our pupils face personalised programmes are required to support social and emotional aspect of learning in addition to quality teaching of PSHE and SMSC in the classroom. <p>In November 2021:</p> <ul style="list-style-type: none"> • 6/12 (50%) of pupils who have additional 1:1 Thrive support are in receipt of PPG. <p>In November 2022:</p> <ul style="list-style-type: none"> • 6/10 (60%) of pupils who have additional 1:1 Thrive support are in receipt of PPG. • 4/11/ (36%) of pupils who have additional 1:1 ELSA support are in receipt of PPG.

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 attainment in maths	<ul style="list-style-type: none"> • At the end of Year 6, in July 2025, attainment in maths at the expected standard is in line or above national average for all pupils. • Where needed, high-quality, structured interventions are used to help pupils who are struggling with maths. These are evaluated for impact • Teachers are enabled to target teaching and support by accurately assessing pupil needs. • Effective CPD will improve teachers' confidence in planning and delivering quality lessons. • Quality of work demonstrates progression in skills and knowledge translating to outcomes brought about by effective targeting of support.
Sustained or improved progress in maths	<ul style="list-style-type: none"> • Almost all pupils, including SEND and disadvantaged pupils are making good progress in Maths from their different starting points to diminish the differences between groups and all pupils in school, locally and nationally by July 2025. • Effective teaching of vocabulary and a language rich curriculum ensure that pupils' language capability is developed to support mathematical reasoning.
Improved attainment in reading	<ul style="list-style-type: none"> • Where needed, high-quality, structured interventions are used to help pupils who are struggling with reading. These are evaluated for impact

	<ul style="list-style-type: none"> • Teachers are enabled to target teaching and support by accurately assessing pupil needs. • Effective CPD will improve teachers' confidence in planning and delivering quality lessons. • Quality of work demonstrates progression in skills and knowledge translating to outcomes brought about by effective targeting of support.
Sustained or improved progress in reading	<ul style="list-style-type: none"> • Almost all pupils, including SEND and disadvantaged pupils are making good progress in reading from their different starting points to diminish the differences between the groups and all pupils in school, locally and nationally by July 2025. • All teaching staff are confident in teaching reading comprehension strategies through modelling and supported practice • Effective teaching of vocabulary and a language rich curriculum ensure that pupils' language capability is developed to support reading comprehension, writing and mathematical reasoning. • Pupils reading fluency is improved to enable pupils' cognitive resources to be freed from focusing on word recognition and redirected towards comprehending the text.
Improved attainment in writing	<ul style="list-style-type: none"> • Where needed, high-quality, structured interventions are used to help pupils who are struggling with writing and spelling. These are evaluated for impact • Teachers are enabled to target teaching and support by accurately assessing pupil needs. • Effective CPD will improve teachers' confidence in planning and delivering quality lessons. • Quality of work demonstrates progression in skills and knowledge translating to outcomes brought about by effective targeting of support. • Effective teaching of vocabulary and a language rich curriculum ensure that pupils' language capability is developed to support writing.
Sustained or improved progress in writing	<ul style="list-style-type: none"> • Almost all pupils, including SEND and disadvantaged pupils are making good progress in writing from their different starting points to diminish the differences between groups and all pupils in school, locally and nationally by July 2025. • Writing composition strategies are taught through modelling and supported practice. • Pupils' transcription and sentence construction skills are developed through extensive practice. <p>The importance of spelling is recognised by all teaching staff and pupils and this is evident in pupil books across the curriculum and through pupil voice.</p>
Reduced absenteeism and persistent absenteeism	<ul style="list-style-type: none"> • No groups of pupils are disadvantaged by low attendance • Half- termly monitoring of attendance will reduce persistent absenteeism through early intervention.
To achieve and sustain improved well-being for all pupils in our school, particularly	<ul style="list-style-type: none"> • Relationships with families and pupils are inclusive, supportive and positive • Staff are trauma informed creating a trauma-sensitive environment

any disadvantaged pupils	<ul style="list-style-type: none"> • The governing body are supportive and hold the school community in high regard • Additional pastoral support will be used as a targeted approach based on teacher, pupil and family voice • Effective classroom practice of metacognition and self-regulated learning is embedded across the curriculum. Both these and SEMH are rooted in strong relationships.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enable English and Maths subject leads to attend high quality CPD and feedback relevant information to staff. E.g. English and Maths Subject Leader Updates, Maths Hub updates, Maths PD Lead training.	<p>Teachers strive to raise attainment and improve outcomes for students by providing a great curriculum delivered with high quality teaching in a nurturing supportive environment. Research around creating conditions for professional learning follows the same principles. Cordingley <i>et al.</i>, (2015) describes CPD as being carefully designed with a strong focus on pupil outcomes.</p> <p>“Learning organisations...where people continually expand their capacity to create results...where new and expansive patterns of thinking are nurtured, collective aspiration is set free...people are continually learning how to learn together.” (Singe 1990, as cited in Admiraal <i>et al.</i>, 2019). Developing children is therefore comparable to teacher professional learning. Admiraal, W., Schenke, W, De Jong, L, Emmelot, Y and Sligte, H (2019). <i>Schools as professional learning communities: what can schools do to support professional development of their teachers?</i> Professional Development in Education 47 (4). Coe, R., Rauch, C.J., Kime, S and Singleton, D. (2020). <i>The Great teaching Toolkit Evidence Review</i>. 584543-great-teaching-toolkit-evidence-review.pdf (cambridgeinternational.org)</p>	1, 2, 3,
Well-structured programmes of CPD (both in-house and from external providers) in place for all staff to ensure research-based practices are	<p>DfE non-statutory guidance has been produced in conjunction with National Centre for Excellence in the Teaching of Mathematics, drawing on evidence informed approaches.</p> <p>Ofsted have published research reviews. The reviews draws on Ofsted’s education inspection framework</p>	1, 2, 3

<p>informing and supporting teaching e.g. RWI, Reading Fluency (Sarah Squared Autumn 1), Metacognition-ongoing all year, ADHD Foundation-various throughout the year, mathematical reasoning (Sarah Squared Autumn 1)</p>	<p>(EIF) and other literature to identify factors that can contribute to a high-quality maths curriculum, assessment, pedagogy and systems.</p> <p>https://www.gov.uk/government/news/ofsted-publishes-research-review-on-mathematics-education</p> <p>An EEF guidance report focuses on the teaching of mathematics to pupils in Key Stages 2 and 3. The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>An EEF report offers seven practical evidence-based recommendations—that are relevant to all pupils, but particularly to those struggling with literacy. To develop the recommendations they reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
<p>Embed the use of revised writing assessment system across the school. Moderation of outcomes demonstrates accuracy of assessment and reflect</p>	<p>An evaluation of writing approaches undertaken by the EEF found some of the key characteristics of programmes that produced good writing outcomes were as follows:</p> <ul style="list-style-type: none"> • Use of co-operative learning 26 • Structured approaches that give students step-by-step guides to writing in various genres, focused squarely on writing outcomes • Programmes that teach students to assess their own and others' drafts, to give students more feedback and insight into effective writing strategies • Programmes that balance writing with reading <ul style="list-style-type: none"> • Programmes that attempt to build students' motivation to write and enjoy self-expression • Programmes that teach writing conventions (e.g., grammar, punctuation, usage) explicitly, but in the context of creative writing • Programmes that provide extensive CPD to teachers, in which they themselves experience the writing strategies they will employ. 	<p>2</p>

	https://educationendowmentfoundation.org.uk/public/files/Writing Approaches in Years 3 to 13 Evidence Review.pdf	
Enable all adults in school to actively ensure there is a clear focus on the importance of pupils' using and applying spelling skills independently into their work.	<p>EEF recommendation 5 says that spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult. Although there is limited evidence strength for this.</p> <p>EEF recommendation 6 says that high-quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs. There is moderate evidence for this.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	2
Embed new online reading logs to improve pupil and parental engagement in reading at home.	<p>The explicit teaching of reading comprehension strategies is found to support an average gain of +6 months' additional progress (based on extensive evidence to support this area from a range of studies over the last 30 years). Studies in the UK have found that there is evidence that children from disadvantaged backgrounds may benefit more</p> <p>Hollis Scarborough's 'reading rope' helps remind us of the many different threads that are essential to develop our pupils as skilled readers at all key stages. Tending carefully to each thread in the rope matters if we are to weave a strong reading rope in every classroom</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-getting-to-grips-with-reading-comprehension-strategies</p>	3
Teaching staff acquire the professional understanding and skills to develop their pupils' metacognitive knowledge through high quality CPD about metacognition and self-regulation	<p>Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1,2,3,4,5
Explicitly teaching pupils metacognitive	1. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this	1,2,3,4,5

<p>strategies, including how to plan, monitor, and evaluate their learning.</p> <p>Model their own thinking to help pupils develop their metacognitive and cognitive skills</p> <p>Set an appropriate level of challenge to develop pupils' self-regulation and metacognition</p> <p>Promote and develop metacognitive talk in the classroom.</p> <p>Explicitly teach pupils how to organise and effectively manage their learning independently.</p>	<p>impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>2. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>3. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.</p> <p>4. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.</p> <p>5. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p>Subject leaders to map out what metacognitive strategies stand the best chance of working in their subject and coach other staff</p>	<p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1,2,3</p>

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

Budgeted cost: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop LBQ as an assessment tool for year 3/ 4 teachers to increase pupils' awareness of their strengths and weaknesses, and motivate them to engage in, challenge themselves and improve, their learning. LBQ to be developed as an intervention tool and embedded in classroom practice.</p>	<p>Technology offers ways to improve the impact of pupil practice Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching. However, how teachers use information from assessments, and how pupils act on feedback, matter more than the way in which it is collected and delivered. Using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload. • Technology can be used to provide feedback directly to pupils via programmes or interventions, but in all cases careful implementation and monitoring are necessary. Feedback via technology is likely to be most beneficial if it supplements, but is aligned to, other forms of feedback.</p> <p>https://www.lbq.org/Evidence</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf</p>	<p>1,2,3</p>
<p>Embed RWI Phonics interventions for children across requiring targeted support across the school- including refresher training for key staff.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2, 3</p>

Targeted additional tutoring internally and externally	<p>Small group tuition has moderate impact for low cost based on moderate evidence according to the EEF teaching toolkit. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3,
Pastoral support for nurture and SEMH	<p>HLTA trained as Thrive Practitioner to provide bespoke SEMH support</p> <p>With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	5

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

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support/ Attendance Officer to provide support for pupils and their families where persistent absence is evident	<p>In February 2015, the DfE published a report 'The link between absence and attainment at KS2 and KS4'. It clearly shows that as students miss more lessons in secondary schools, their attainment across a range of measure declines. The report also shows a similar effect at KS2. This is useful confirmation of what we intuitively know, attendance makes a difference to student attainment.</p> <p>https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance</p> <p>The EEF teaching toolkit shows +0.4 months progress, moderate impact for very low cost based on extensive research.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4, 5

<p>Additional SEMH support through mini mermaids and young tritons</p>	<p>A time-limited programme which combines physical activity and mindfulness to strengthen self-confidence and self-esteem.</p> <p>There is a robust evidence base for the contribution community sport and physical activity-based interventions can make to public health and wellbeing. There is also evidence of the potential for further contributions to economic growth, employment and skills development - especially among young people, reducing crime, and improving mental health outcomes. The Queens Speech 2018, Prime Minister's Levelling Up Speech and Chancellor's focus for Spending Review 2021 established these areas as priorities within Government's core objectives to deliver a national recovery from the pandemic and level up opportunities across all parts of the UK.</p> <p>https://www.sportfordevelopmentcoalition.org/sites/default/files/file/SFDC%20Spending%20Review%20Submission%202021.pdf</p>	<p>5</p>
<p>Whole staff training on ADHD with the aim of improving behaviour management, equity and inclusivity</p>	<p>Ofsted data provides an enlightening starting point:</p> <ul style="list-style-type: none"> • Even in schools where behaviour is judged by Ofsted to be inadequate overall, the behaviour in most classrooms is rated more highly. • The main area for improvement when addressing behaviour is most often consistency. <p>Research suggests that teachers knowing their students well can have a positive impact on classroom behaviour. At the teacher level, regularly and intentionally focusing small amounts of time working on relationships with individual pupils can have a big impact. Understanding pupils will mitigate negative behaviour and influence them positively</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf</p>	<p>1,2,3,5</p>
<p>Funding of curriculum trips, residential visits, extra-curricular sports clubs and music tuition.</p>	<p>Gill Main's work (2018), "Parents and children living in poverty have the same aspirations as those who are better off", <i>The Conversation</i>, highlights a number of findings about disadvantaged families including research to show that they are 6.7 times are likely to feel embarrassed by a lack of money and 4.4 times more likely to miss out on social activities. This</p>	<p>5</p>

	is in addition to stark facts such as the children being 4.5 times more likely to have not eaten enough and the parents being 7.9 times more likely to have gone hungry. Children in these circumstances are often made to feel ashamed because they 'don't have the resources to have the same things and engage in the same activities as their better off peers'. (Rowland, M (2021) <i>Addressing Educational Disadvantage in Schools and Colleges.</i>)	
Contingency funding for acute issues	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.	All

Total budgeted cost: £ 113,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Sources of information:

- *Progress data taken from Progress Overview Reports- Insight Tracking- Pupil Premium Group 2021-22*
- *Attainment data and combined data for meeting the expected standard taken from Attainment Overview Report- Insight Tracking- Pupil Premium Group 2021-2022.*
- *Year 6 data produced by Local Authority(LA)-D. Hollomby based on KS2 SAT data from May 2022*
- *Year 6 KS2 DFE unvalidated data analysis by head teacher*
- *Assessment data analysis half-termly by head teacher and pupil premium champion*

Progress against three year intended outcomes

Intended Outcome 1- Improved attainment in maths

Intended Outcome 2- Sustained or improved progress in maths

Years 3-5 headlines

- **Attainment:**

In maths, 61% of children in receipt of PPG are at age-related expectation for their year group.

- **Progress:**

In maths, 87% of children in receipt of PPG have made or bettered expected progress from KS1 starting points. 30% have exceeded expected progress.

Year 6 unvalidated data from LA analysis.

These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 4 and in year 5.

- **Attainment:**

In maths, 53.8 % of children in receipt of PPG achieved age-related expectation for their year group.

- **Progress:**

In maths, disadvantaged pupils had a progress measure of -3.0. For all mainstream pupils nationally, the average progress score will be zero.

Intended outcome 3- Improved attainment in reading

Intended outcome 4- Sustained or improved progress in reading

Years 3-5 headlines

- **Attainment:**

In reading, 71% of children in receipt of PPG are at age-related expectation for their year group.

- **Progress:**

In reading, 86 % of children in receipt of PPG have made or bettered expected progress from KS1 entry points. 31% have exceeded expected progress.

Year 6 unvalidated data from LA analysis.

These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 4 and in year 5.

- **Attainment:**

In reading, 53.8% of children in receipt of PPG achieved age-related expectation for their year group.

- **Progress:**

In reading, disadvantaged pupils had a progress measure of -2.4. For all mainstream pupils nationally, the average progress score will be zero.

Intended Outcome 5- Improved attainment in writing

Intended Outcome 6- Sustained or improved progress in writing

Years 3-5 headlines

- **Attainment:**

In writing, 36% of children in receipt of PPG are at age-related expectation for their year group.

- **Progress:**

In writing, 48 % of children in receipt of PPG have made or bettered expected progress from KS1 entry points. 4% have exceeded expected progress.

Year 6 unvalidated data from LA analysis.

These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 4 and in year 5.

- **Attainment:**

In writing, 46 % of children in receipt of PPG achieved at age-related expectation for their year group.

- **Progress:**

In writing, disadvantaged pupils had a progress measure of -1.6. For all mainstream pupils nationally, the average progress score will be zero.

Further information for Attainment and progress in reading, writing and maths

Year 3 Headlines

- *87% of children in receipt of PPG are on track in reading to make expected progress from KS1 starting points with 32% of pupils exceeding expected progress.*
- *53% of children in receipt of PPG are on track in writing to make expected progress from KS1 starting points with 5% of pupils exceeding expected progress.*

- 91% of children in receipt of PPG are on track in maths to make expected progress from KS1 starting points with 41% of pupils exceeding expected progress.
- All data includes children with SEND (32% PP pupils have SEN)

Year 4 Headlines

- 86% of children in receipt of PPG are on track in reading to make expected progress from KS1 starting points with 32% of pupils exceeding expected progress.
- 50% of children in receipt of PPG are on track in writing to make expected progress from KS1 starting points with 7% of pupils exceeding expected progress.
- 92% of children in receipt of PPG are on track in maths to make expected progress from KS1 starting points with 45% of pupils exceeding expected progress.
- All data includes children with SEND (40% PP pupils have SEN)

Year 5 Headlines

- 81% of children in receipt of PPG are on track in reading to make expected progress from KS1 starting points with 25% of pupils exceeding expected progress.
- 41% of children in receipt of PPG are on track in writing to make expected progress from KS1 starting points with 6% of pupils exceeding expected progress.
- 77% of children in receipt of PPG are on track in maths to make expected progress from KS1 starting points with 24% of pupils exceeding expected progress.
- All data includes those with SEND (29% PP pupils have SEN)

Year 6 SATS 2022 Headlines

The table below shows a comparison of unvalidated data from May 2022 SATS produced by the Head Teacher for pupils in receipt of PPG compared with those not. The GAP column shows the difference between the two groups, a minus sign indicating attainment below those children not in receipt of PPG. The analysis produced by the LA is not complete as the data for those year 6 pupils in receipt of PPG who are LAC/POST LAC is not included.

	<u>Pupils in receipt of PPG</u>	<u>Pupils not in receipt of PPG</u>	<u>GAP PPG - NON PPG</u>
Reading			
EXS	57% (8/14)	81% (62/77)	-24%
GD (110+ scaled score)	29% (4/14)	38% (29/77)	-9%
Writing			
EXS	43% (7/14)	73% (56/77)	-30%
GDS GD (110+ scaled score)	7% (1/14)	12% (9/77)	-5%
Maths			
EXS	57% (8/14)	77% (59/77)	-20%

GD (110+ scaled score)	7% (1/14)	29% (22/77)	-22%
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GAP comparison between 2019 and 2022 SATs attainment

In comparison with pupil performance in 2019 SATs the gap for those pupils in receipt of PPG, as compared by those who do not receive this grant, achieving expected standard in maths and reading has narrowed-significantly so for maths, marginally for reading. There is no significant narrowing in achievement in reading and maths for GDS standard but a marginal increase for writing (GAPS) at this higher standard.

Intended Outcome 5 - Reduced absenteeism and persistent absenteeism

34/71 (48%) of children in receipt of PPG had persistent attendance below 95% for the year 2021-22 as compared with 34% for the previous year. Both years have been impacted by Covid-19 and government guidance about reporting incidences and the necessity to self-isolate. An Attendance Officer has been recruited to further support and raise the profile of attendance across the school community. (Autumn 2022).

Intended outcome 6 - To achieve and sustain improved well-being for all pupils in our school, particularly any disadvantaged pupils

6/10 (60%) of pupils who have additional 1:1 Thrive support are in receipt of PPG.

Children are profiled against a set of indicators and class teachers then assess accurately who needs mental health and emotional well-being support. Support is delivered by a trained Thrive practitioner (HLTA) that is bespoke to the child.

4/11 (36%) of pupils who have additional 1:1 ELSA support as a result of teacher assessment or parental request for help are in receipt of PPG. The programme is delivered by a trained TA and aims to develop social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship. The areas developed are bespoke to the child and their needs.

Recovery Premium Funding

Recovery premium funding was used towards school based tutoring (reading), tutoring with an external agency (maths) and recruitment of three additional 0.5 'catch-up' teachers who supported Year 3-5 in Maths and English lessons for academic year 2021-2022.

School Based Tutoring- Reading

21 pupils (7 groups of 3) accessed this tutoring for two terms. With the exception of 1 pupil, all pupils made at least expected progress from their KS1 starting points. A number of children made more than expected progress. Feedback from parents and pupils was overwhelming positive.

ELC Tutoring- Maths

30 pupils accessed ELC Maths tuition after school. With the exception of 2 pupils, all pupils made at least expected progress from their KS1 starting points and increased their NFER standardised scores by the end of the academic year. A number of children made more than expected progress. Feedback from parents and pupils was overwhelming positive.

Use of 'Catch Up' teachers

This was a more fluid provision, which allowed 1:1 or small group teaching by either the catch up teacher or the class teacher (with the catch up teacher delivering the lesson to the rest of the class). The provision was impacted in the first term due to the rise in Covid related illness but overall, feedback from staff and pupils was positive. Small group sizes allowed for gaps to be filled and concepts to be pre taught/re taught as required.

Conclusion

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils continues to be below that of the non-disadvantaged pupils.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year- this includes the appointment of a new Attendance Officer.

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
Maths and English tuition	Every Lesson Counts (ELC)
Music Tuition	Edsential (Wind and String) Rob Chalmers (Guitar)
ADHD Student Counselling	ADHD Foundation

Further information (optional)

Please see document Pupil Premium Policy 2021-2023