

Pupil premium strategy statement – 2023-2026

Sawley Infant & Nursery School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	22-23	23-24	24-25	25-26
	Dec 22	Dec 23	Dec 24	Dec 25
Number of pupils in school	213	212		
Proportion (%) of pupil premium eligible pupils	26% (55 pupils)	22% (47)		
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026			
Date this statement was published	Dec 22	Dec 23		
Date on which it will be reviewed	Dec 23	Dec 24		
Statement authorised by	J Haigh	J Haigh		
Pupil premium lead	R Ades / R Morley / M Harral	M Harral R Morley		
Governor / Trustee lead	S Moreland	S Moreland		

Funding overview

Detail	Amount			
	Dec 22	Dec 23	Dec 24	
Pupil premium funding allocation this academic year	£ 76,175	£68,385		
Recovery premium funding allocation this academic year	£7,975	£8,200		
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>(Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024)</i>	£0	£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>	£ 86,150	£76,585		

Part A: Pupil premium strategy plan-

Statement of intent

At Sawley Infant and Nursery School, we want all children, including those identified as disadvantaged, to reach their full potential and be well prepared for their next stage in education. We recognise the need for a systematic, long term plan to diminish the difference in attainment. We will consider the challenges faced by all vulnerable pupils, including those who have an allocated social worker, identified additional needs or other challenging circumstances. Our supportive school structure, staff training, support for families, and personal development for all children is focussed on establishing quality engagement, learning and development. We aim for all our pupils to leave Sawley Infant and Nursery School with the necessary skills needed for their next steps and aim for them be in line with their peers academically. The activity we have outlined in this statement will support all pupils' needs, with particular emphasis on access for those who are eligible for funding.

All children should benefit from a wide range of experiences throughout their lives, including real life experiences, access to extra-curricular clubs and enrichment activities. All children need to demonstrate successful learning behaviours therefore we strive to ensure our children are ready (for learning), respectful (to themselves and others) and resilient (emotionally and in learning behaviours). The home lives and life experiences of children need to be carefully considered to enable staff to plan appropriate responses.

We continue to develop our curriculum to Sparkle and Shine for our children, families and staff. The process is an exciting journey, which is strengthening leadership, collaboration, accountability, and improving provision for pupils across the curriculum. We have created our curriculum offer, which identifies intentions and aims based on our shared ethos and values about education, pedagogy and the needs of our children and families, aiming to keep it real! (REAL: Relevant, Engaging, Accessible and Linked).

We have worked collaboratively to develop a new structure for learning across the curriculum to ensure that learning opportunities are inspiring, engaging, purposeful and successful for our children. We have built in opportunities for memorable, enriching experiences to 'ignite a spark' at the beginning of each new topic. Learning is planned during the 'shimmer' stage to introduce new concepts and skills progressively, allowing for consolidation and application of prior learning. Imaginative and investigative opportunities for application, problem solving and collaboration are part of the 'sparkle' stage and each unit of work ends with the opportunity to reflect, celebrate and 'shine' through publication, performance, exhibition or presentation (Ignite a Spark, Shimmer, Sparkle, and Shine).

Pupils study the full curriculum, which is carefully planned and sequenced towards achieving the national expectations for each age range, making links across the curriculum, building on prior learning and increasing fluency and independence over time. Provision for disadvantaged pupils or those with SEND is adapted and designed to enable maximum access at the appropriate level to meet developmental needs. Access, progress and attainment is reviewed regularly and shared with parents and other professionals to enhance provision.

Challenges

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

Challenge number	Detail of challenge
1	<u>Limited engagement in home learning.</u> Many parents engage well with school, but provide limited support for early language acquisition and reading.
2	<u>Low communication, vocabulary and early language acquisition,</u> which impacts on interactions and learning in other subjects (particularly early Writing)
3	<u>Low phonic ability;</u> slow acquisition of graphemes and application of phonetic skills, impacting on learning in other curriculum areas.
4	<u>Timetabling of intervention,</u> withdrawal from lessons for targeted support can impact on learning in other curriculum areas.
5	<u>Financial instability in homes,</u> limiting ability to pay for additional experiences limiting experiences and affecting knowledge of real-life experiences
6	<u>Staff knowledge of vulnerable children</u> (home lives, interests, families, personal issues and circumstances, needs, attainment, progress and outcomes)
7	<u>Attendance.</u> Regular attendance and good timekeeping, including access to Nursery entitlement for PPG children

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2026)**, and how we will measure whether they have been achieved.

	Intended outcome	Success criteria
1	<ul style="list-style-type: none"> Improve engagement in home learning and home-school communication <ul style="list-style-type: none"> Increased engagement of parents in vulnerable families to support learning 	<ul style="list-style-type: none"> Home school communications show increased engagement in home learning for vulnerable pupils over time
2	<ul style="list-style-type: none"> Improve communication, vocabulary and early language acquisition related to writing outcomes <ul style="list-style-type: none"> Increased attainment and engagement in writing, supported by early language acquisition and developed through implementation of the Write Stuff approach 	<ul style="list-style-type: none"> Staff confident in implementation of Write Stuff scheme Attainment and progress in writing and communication/ spoken language accelerated and the gap diminishing for disadvantaged pupils Outcomes in writing are improving over time
3	<ul style="list-style-type: none"> Improve phonic and reading attainment and rates of progress <ul style="list-style-type: none"> Increased progress and attainment of vulnerable groups in phonics and reading (Communication and Language in EYFS) 	<ul style="list-style-type: none"> Pupils will achieve in line or above the national average for the Y1 and Y2 phonic screening check Pupils will achieve in line or above the national average in Reading

	<ul style="list-style-type: none"> ○ Additional opportunities for vulnerable children to read in school ○ Increased pass rate in phonics screening check in year one, in-line with national average ○ Phonics is taught consistently across the school with evident impact (twice daily) ○ Increased progress in reading in all year groups compared annually ○ Parents are aware of the age-related expectations for reading ○ Children read and access Lexia regularly at home and in school to embed and consolidate learning 	<ul style="list-style-type: none"> ● The majority of pupils will read frequently each week ● The difference between school disadvantaged and national disadvantaged pupils is diminishing in Phonics and Reading ● The difference between disadvantaged and non-disadvantaged pupils is diminishing in Phonics and Reading ● Positive access and progress scores evident on Lexia
4	<ul style="list-style-type: none"> ● Ensure Intervention is well matched to needs and enables full access to relevant broad and balanced curriculum <ul style="list-style-type: none"> ○ Provide a high level of support for vulnerable learners (increased SEND funding applications and targeted use of PPG grant) ○ Increase 1:1, 1:2 and small group teaching (EEF) ○ Interventions are carefully timetabled to limit impact on engagement with other subjects 	<ul style="list-style-type: none"> ● Interventions are closely matched to need and are closing the attainment gap for vulnerable learners ● Pupil progress meetings and data evidence shows targeted support for pupils has been effective in meeting individual needs and has not impacted negatively on attainment in other subjects ● Funding applications completed in a timely fashion and support in place for pupils
5	<ul style="list-style-type: none"> ● Enable pupils to access wider experiences and provide support for families in need to address areas of need and potential poverty <ul style="list-style-type: none"> ○ Vulnerable children engaging in wider life experiences (Ignite a Spark, clubs) ○ Curriculum Passport launched to evidence children's engagement with high quality experiences. ○ Targeted support for families – support groups, FLO, SENDCO, signposting to financial and personal support services 	<ul style="list-style-type: none"> ● All disadvantaged children will attend at least one club/ additional enrichment activity each year ● Planning will evidence a wide range of experiences for every child ● The experience passport will follow each child through school evidencing their engagement with high quality experiences. ● Support group for families set up and running successfully
6	<ul style="list-style-type: none"> ● Ensure staff know all pupils well and can tailor provision to meet needs and engage interest <ul style="list-style-type: none"> ○ Vulnerable pupils known by all staff ○ Staff can identify and talk about vulnerable learners in their class ○ Opportunities based around pupils needs and interests 	<ul style="list-style-type: none"> ● All staff are aware of the needs of the vulnerable learners in the class/ year group they work in, evident in pupil progress meetings and learning walks ● Case studies evidence an understanding of children's home lives through completion of 'building blocks for success' and related provision
7	<ul style="list-style-type: none"> ● Promote high levels of attendance and access to learning opportunities <ul style="list-style-type: none"> ○ Maintain high levels of attainment and low levels of persistent absenteeism through the continuation of attendance procedures. ○ Increase the number of disadvantaged children accessing nursery provision 	<ul style="list-style-type: none"> ● Renewed attendance procedures lead to higher attendance figures ● Higher uptake of nursery places

Activity in this academic year (2024)

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £20425

	Activity	Evidence that supports this approach	Challenge addressed
T(a)	Review and further develop writing provision following introduction of Write Stuff programme to promote communication, language and vocabulary development.	<p>We have chosen to adopt 'The Write Stuff' programme by Jane Considine to bring clarity to the mechanics of writing and narrow the experience gap - every Write stuff unit ensures that all children have experiences to build ideas on which to write. There are no assumptions, the experience days are varied and provide an opportunity to talk and build up a meaningful vocabulary bank.</p> <p>Research shows that oral language skills, are strongly associated with educational attainment. However, there exists a gap between the language skills of disadvantaged children and their more advantaged counterparts.</p>	2
T(b)	Identify key vocabulary to be introduced and embedded with children across EYFS and adopt Write Stuff and curriculum teaching approach across KS1	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful. (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions)</p>	2
T(c)	All staff to engage in learning behaviours CPD related to school improvement priorities - reading, writing, curriculum development	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. (https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217)</p>	2
T(d)	Develop staff expertise through new pupil premium lead and year group champions, ensuring PPG children are high priority. PPG case studies used effectively to consider individual children's needs, life experiences and target support (appraisal inks)	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>Supporting continuous and sustained professional development (PD) on evidence based classroom approaches is important to develop the practice of teachers in your setting. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</p>	6
T(e)	Vulnerable children identified in class profile to	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment,	6

	raise awareness with all staff and highlighted in pupil progress meetings to increase focus in discussions on these pupils	including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092	
T(f)	Staff to systematically 'check in' with all PPG pupils at the start of a lesson to check understanding of learning (raise profile of active learning/ adaptive teaching)	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	6
T(g)	Subscribe to National College and timetable CPD opportunities (staff meeting, Inset) for staff to complete training specifically linked to the needs of the pupils they teach	Supporting continuous and sustained professional development (PD) on evidence based classroom approaches is important to develop the practice of teachers in your setting. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092	6
T(h)	Two consistently high quality synthetic phonic sessions per day for ALL children (including opportunities to revisit texts regularly)	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3
T(i)	Children read and access Lexia regularly at home and in school to embed and consolidate learning. Investigate opportunities to make iPads available for Lexia practise for those who do not have opportunity at home.	Children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. This result has a high security rating Lexia Reading Core5® EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	1

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

Budgeted cost: £45, 920

	Activity	Evidence that supports this approach	Challenge addressed
TAS (a)	Timetable additional 1:1 sessions for vulnerable children to practise, develop and embed phonic and reading skills	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
TAS (b)	Investigate alternative approaches to high-level intervention, e.g. within class support, teacher focus in phonics lessons, rolling timetable to limit impact on other subject learning. Review impact of intervention on a half termly basis to ensure most appropriate method and group size is being utilised	Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback. Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes. Lack of time for teachers and TAs to liaise allows relatively little connection between what pupils experience in, and away, from, the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	4
TAS (c)	Timetable Teaching Assistant support specifically focused on disadvantaged pupils interest and needs to increase engagement	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4
TAS (d)	Provide personalised support for children identified as having additional needs. Use of SEND learning programme to	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free schools meals and their peers. However, pupils with SEND are also more	4

	<p>understand barriers to learning and future provision, including, TA 1:1/ small group support, nurture sessions, positive play, ELSA, FLO.</p> <p>Increase applications for SEND funding to enable more disadvantaged children with SEND needs to gain tightly focused support.</p>	<p>than twice as likely to be eligible for free school meals. This is evident within our school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	
TAS (e)	<p>Provide signposting to support financial stability (Manna food boxes, free clubs, support groups).</p> <p>Support parents with DLA applications when appropriate to allow all children to access enrichment activities in their community.</p>	<p>Today's research gives us clear evidence that the efforts of schools and teachers across the country in supporting their pupils learning are paying off. It is encouraging to see that, on average, younger pupils are making good progress.</p> <p>However, the findings add to a heavy body of evidence telling us that socio-economic inequality in education – already entrenched before the pandemic – has grown. Schools are doing – and have done – a lot to mitigate against this, but it would be naïve of us not to recognise that factors outside of the school gate – such as widening poverty – also play a significant part in the widening attainment gap.</p> <p>https://educationendowmentfoundation.org.uk/news/socio-economic-attainment-gap-remains-stubbornly-wide-after-pandemic-with-reading-skills-particularly-affected</p>	5

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

Budgeted cost: £ £10,865

	Activity	Evidence that supports this approach	Challenge addressed
WS (a)	Run workshops and provide short clips for parents and carers to increase knowledge of how to support learning, manage behaviour, etc.	Parental engagement in children's learning and the quality of the home learning environment is associated with improved academic outcomes at all ages. (https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222)	1
WS (b)	Reward prizes for children who read regularly at home to increase engagement (Continue Pom-pom rewards /Reading bears/introduce reading rainbow)	For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities, such as playing with letters and numbers, are also linked to improved outcomes. (https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222)	1
WS (c)	Staff to focus on building relationships with parents and carers of vulnerable children, e.g. sharing good news on ClassDojo, at drop off or pick up. Reinstate gate duty at least twice per week to build relationships with families	Parental engagement has a positive impact progress. There is some evidence that personalised messages linked to learning can promote positive interactions. Parental engagement approaches are typically delivered over the course an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time. Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance. (https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222)	1
WS (d)	Promote Homework Challenges and provide a range of activities to encourage participation. Investigate options for homework club for children who don't have opportunity to practise key skills at home (Reading, Writing, Maths, Phonics) (PPG writing challenge journal)	Supporting parents to create a regular routine and encourage good homework habits.. support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks. (https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222)	1
WS (e)	Create SEND support group for parents to reduce isolation	Parental engagement has a positive impact. There is some evidence that personalised messages linked to learning can promote positive interactions. Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free schools meals and their peers. However, pupils with SEND are also more than	1

		twice as likely to be eligible for free school meals. This is evident within our school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
WS (f)	Referral into Family Liaison Officer (FLO) to provide support and signpost. Open door policy for parents to discuss issues which may impact on their child's wellbeing, attendance or progress. Timetabled meetings with target parents by FLO to support attendance issues.	Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance. (https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222)	5
WS (g)	Ensure all 'Ignite a Spark' activities and Write stuff experiences are high quality to increase engagement with quality real life experiences – link with curriculum priority	Every child has a spark inside...The importance of having a creative staff who can fascinate children using creativity and imagination to extend experiences and bring fun to their daily lives cannot be overstated. https://www.teachearlyyears.com/a-unique-child/view/what-is-cultural-capital-and-why-do-you-need-to-know An evaluation of a writing project, which increased pupils' progress by an extra nine months of schooling on average, was published by the Education Endowment Foundation (https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo?)	5
WS (h)	Create 'passport' for pupils to follow them through school (whole class or individual, stamp or polaroid pictures build up over time) to engage pupils with high quality experiences	What is 'Cultural Capital', and Why Do You Need to Know? It is widely accepted that a person's level of cultural capital is a huge indicator of how well children are able to succeed academically and engage in wider society. https://www.tes.com/magazine/archive/what-does-ofsted-mean-cultural-capital	5
WS (i)	Provide a free club space for every child who is vulnerable. Identify disadvantaged pupils not attending a club and target attendance. Complete a questionnaire of children's interests to ensure clubs are closely matched to interests of vulnerable learners. Investigate STEM Clubs	There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5
WS (j)	Consistent attendance procedures leading to timely follow up and investigation of any absence, and appropriate support	Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance. (https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222)	7

Total budgeted cost: £76,585

Part B: Review of the previous academic year/s

Outcomes for disadvantaged pupils - 2022/2023

Detail of challenge				
1	<p><u>Limited engagement in home learning.</u> Many parents engage well with school, but provide limited support for early language acquisition and reading.</p>	<p>Lexia use has been promoted in and out of school – with free after school clubs provided for PPG eligible pupils – significant impact evident for pupil progress linked to Lexia frequency.</p> <p>Pop-pom challenge launched for home reading – to celebrate reading frequency and Class Dojo used to maintain links between home and school and celebrate reading achievements and our Reading Cafe / book swap was introduced and proved very successful.</p> <p>Phonic video uploaded weekly to match Phonic scheme grapheme introduction and Phonic workshops directed at phase range for each year group – time slots chosen to accommodate parent availability</p> <p>Class Dojo communication, workshops and gate duty all increased to maintain familiarity and contact with parents post pandemic (social and celebration events reinstated)</p>	<ul style="list-style-type: none"> Schedule frequent parent workshops / or share short clips to increase knowledge of how to support learning, manage behaviour, etc. Reading Cafes / book swap to continue annually Launch Reading Rainbow Incentive scheme to further increase focus on home reading for individual children Consider homework club option for PPG pupils (lunch or after school) 	T(i) WS (a,b,c,d,e)
2	<p><u>Low communication, vocabulary and early language acquisition,</u> which impacts on interactions and learning in other subjects (particularly early Writing)</p>	<p>Write Stuff Approach introduced successfully, including strategic programme of staff CPD directed at each age range.</p> <p>Materials and approach have been adapted to meet the need of learners. The impact on stamina for writing and vocabulary are evident in the work produced and communication in the classroom.</p> <p>Key vocabulary and 'lens' are used to focus language and understanding. This is developing well and becoming embedded across the English provision.</p>	<ul style="list-style-type: none"> Continue to develop and refine approach to Writing, building on introduction on Write Stuff Approach Consider challenge activity targeted at disadvantaged pupils to complete at home – developing vocab and promoting writing 	T(a,b,c)
3	<p><u>Low phonic ability;</u> slow acquisition of graphemes and application of phonetic skills, impacting on learning in other curriculum areas.</p>	<p>Our phonic scheme (Twinkl Phonics) is used with complete consistency throughout the school. Two sessions are taught every day to introduce and embed phonic skills.</p> <p>Opportunities to revisit and re-read familiar phonic texts have been introduced and videos are posted to support parental understanding of the scheme and pure sounds.</p> <p>All staff have engaged with training from the (DFE approved) provider and regularly review and evaluate phonic attainment during pupil progress meetings.</p> <p>Phonic targets and intervention are included for disadvantaged pupils requiring support and pupils are highlighted for frequent reading.</p>	<ul style="list-style-type: none"> Maintain high quality phonic provision and targeted intervention Explore options for additional reading opportunities through volunteer support and/or buddy reading Explore ways to develop phonics independently or at home using games matched to phonic development 	T(h) TAS (a)
4	<p><u>Timetabling of intervention,</u> withdrawal from lessons for targeted support can impact on learning in other curriculum areas.</p>	<p>Class support, check ins, teacher focus and group support are all in place in classes to address misconception and scaffold understanding for all, including disadvantaged pupils.</p> <p>Intervention timetabling is reviewed and evaluated every few weeks, impact analysed and adaptations made to suit the needs of the children</p> <p>SEND learning profile/ behaviour plans and case studies are used and reviewed to understand needs</p>	<ul style="list-style-type: none"> Increase all staff focus on disadvantaged-pupils for class-based check-ins Review procedures to capture impact of intervention for individuals and intervention used termly 	TAS(b,c,d)

		<p>Nurture/sunshine/positive play/lunch group are in place based on Boxall profiles and analysis of emotional needs, attainment and progress.</p> <p>Pupil Progress meetings show high levels of understanding of the needs of disadvantaged pupils by teachers and support planning for provision</p> <p>SEND register is reviewed to ensure provision meets need and targets are smart.</p>	<ul style="list-style-type: none"> Staff to use pupil progress discussion in appraisal reviews 	
5	<p><u>Financial instability in homes</u>, limiting ability to pay for additional experiences limiting experiences and affecting knowledge of real-life experiences</p>	<p>Guidance and signposting financial support made available through the website, parent mail and family liaison officer (FLO) advice pages. Open communication and targeted meetings with headteachers and/or FLO help to identify issues and offer support</p> <p>SENDCOs support families making applications for DLA support and liaison with support agencies and run a parent support group termly.</p> <p>All children experience a wide range of interesting and stimulating 'Sparks' to start their learning and curriculum passports introduced to acknowledge simple key opportunities all children will experience</p> <p>Uniform if made available free or for donations on a regular basis and Manna Food parcels facilitated for all eligible pupils over the school holidays</p> <p>Clubs offered to eligible pupils free of charge and children were consulted about interests to tailor our offer. School ensured there are after school clubs available for every year group with a balanced variety of club activities offered. Not all PPG children attended a club, but some accessed activities out of school.</p> <p>All key stage one pupils attended one additional sporting activity session off site and Balance Bike sessions were delivered to the whole Reception cohort.</p>	<ul style="list-style-type: none"> Further focus on pupil consultation and wider offer of clubs to meet interests and needs in 2024 Lunchtime as an alternative option to encourage access for all children Schedule parental advice and support messages related to finances and opportunities for enriching experiences 	TAS (e) WS (f,g,h,i)
6	<p><u>Staff knowledge of vulnerable children</u> (home lives, interests, families, personal issues and circumstances, needs, outcomes)</p>	<p>Case studies have been reviewed to ensure they are an efficient and effective way to monitor provision and impact for pupils.</p> <p>Class profiles and silver book stickers ensure all staff can easily identify and support disadvantaged pupils and offer regular 'check in' support during learning.</p> <p>Pupil Progress meetings are used to analyse provision, outcomes and plan next steps for disadvantaged pupils. The opportunity to compare provision across cohorts and share expertise and insights is valuable for teachers.</p> <p>Pupils eligible for disadvantaged funding can be identified by staff and feedback from partnership days and monitoring reflects the strong relationships between staff and pupils, who know them incredibly well.</p>	<ul style="list-style-type: none"> Pupil Premium lead and Key Stage champions to be identified in 2024. Discussions about PPG case studies which form part of pupil progress to be included in appraisal reviews for teachers Increase focus on prior learning 'check-ins' with all staff to maximise support provided 	T (d,e,f,g)
7	<p><u>Attendance.</u> Regular attendance and good timekeeping, including access to Nursery entitlement for PPG children</p>	<p>The Attendance lead works collaboratively with the Administrator and FLO to ensure timely and effective communication with families to support attendance.</p> <p>Attendance procedures are well managed and effective. Trust monitoring highlights approaches to attendance as a strength, saying these are robust, thorough, yet supportive.</p> <p>Attendance data is better than the national average. Persistent absenteeism is addressed and improving over time. School attendance data for Autumn 2023 is up 1.3% compared to Autumn 2022</p>	<ul style="list-style-type: none"> Continue current systems of support and monitoring in 2024 	WS (i)

What does the data say? : 2022/2023

EYFS		<p>The gap between disadvantage and non- disadvantaged children increased in the data set for FS2 this year – due to the number of pupils eligible for PPG funding increasing by 8 pupils during the year (60% more pupils included in end data)</p> <p>Attainment in focus areas are below National results, but a large majority of pupils (70%+) have made accelerated progress throughout FS2 in: Speaking, comprehension, word reading and writing, demonstrating the impact of provision in these areas and high expectations of staff.</p>																																										
Year One		<p>The gap between disadvantaged and non-disadvantaged pupils was reduced for the Y1 cohort in reading and writing (our focus areas) Attainment at expected level for disadvantaged pupils increased by 13% in Reading and 7% in writing. The disadvantaged improvement was 35% in maths, though the gap widened with non-disadvantaged pupils.</p> <p>73% of Year 1 children passed the Phonic Screening check, this is below national data (79%) but represents significant progress and application of skills in the wider curriculum is evident.</p> <table border="1" data-bbox="288 602 1469 826"> <thead> <tr> <th>Year 1</th> <th colspan="3">Baseline</th> <th colspan="3">Summer 2022/23</th> </tr> <tr> <th>Disadvantaged comparison</th> <th>Dis (17)</th> <th>Non-Dis</th> <th>Gap</th> <th>Dis (19)</th> <th>Non-Dis</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24</td> <td>62</td> <td>38</td> <td>37</td> <td>69</td> <td>32</td> </tr> <tr> <td>Writing</td> <td>35</td> <td>68</td> <td>33</td> <td>42</td> <td>64</td> <td>22</td> </tr> <tr> <td>Maths</td> <td>18</td> <td>43</td> <td>25</td> <td>53</td> <td>87</td> <td>34</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 6 out of 19 disadvantaged pupils are also SEND (32%) 	Year 1	Baseline			Summer 2022/23			Disadvantaged comparison	Dis (17)	Non-Dis	Gap	Dis (19)	Non-Dis	Gap	Reading	24	62	38	37	69	32	Writing	35	68	33	42	64	22	Maths	18	43	25	53	87	34							
Year 1	Baseline			Summer 2022/23																																								
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Writing	35	68	33	42	64	22																																						
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Year Two		<p>The percentage of disadvantaged pupils achieving age related expectations increase by 19% in Reading and 4% in writing during 22/23. Maths dipped slightly after a higher baseline start point for the year.</p> <p>The gap between disadvantaged and non-disadvantaged pupils was not reduced for the Y2 cohort, highlighting the challenge of addressing gaps in prior knowledge and foundation skills for disadvantaged pupils despite carefully planned catch up provision post pandemic.</p> <p>87% Year 2 children passed the Phonic Screening check, this is in line with national data (89%)</p> <table border="1" data-bbox="288 1133 1469 1402"> <thead> <tr> <th>Year 2</th> <th colspan="3">Baseline</th> <th colspan="3">Summer 2022/23</th> </tr> <tr> <th>Disadvantaged comparison</th> <th>Dis (18)</th> <th>Non-Dis</th> <th>Gap</th> <th>Dis</th> <th>Non-Dis</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28</td> <td>62</td> <td>34</td> <td>47</td> <td>84</td> <td>37</td> </tr> <tr> <td>Writing</td> <td>22</td> <td>57</td> <td>35</td> <td>26</td> <td>71</td> <td>45</td> </tr> <tr> <td>Maths</td> <td>44</td> <td>78</td> <td>34</td> <td>42</td> <td>86</td> <td>44</td> </tr> <tr> <td>RWM</td> <td>11</td> <td>50</td> <td>39</td> <td>26</td> <td>70</td> <td>44</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 6 out of 18 disadvantaged pupils are also SEND (33%) 	Year 2	Baseline			Summer 2022/23			Disadvantaged comparison	Dis (18)	Non-Dis	Gap	Dis	Non-Dis	Gap	Reading	28	62	34	47	84	37	Writing	22	57	35	26	71	45	Maths	44	78	34	42	86	44	RWM	11	50	39	26	70	44
Year 2	Baseline			Summer 2022/23																																								
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RWM	11	50	39	26	70	44																																						

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
Twinkl Phonics	Twinkl
Lexia	Core 5
Times Tables Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd
Write Stuff	Jane Considine