

Pupil premium strategy statement - 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	Data
Number of pupils in school	213 (258 Inc. Nursery)
Proportion (%) of pupil premium eligible pupils	26% (55 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	Dec 22
Date on which it will be reviewed	Dec 23
Statement authorised by	J Haigh
Pupil premium lead	R Ades R Morley / M Harral
Governor / Trustee lead	S Moreland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 76,175
Recovery premium funding allocation this academic year	£7975
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 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£ 86,150

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, such as those who have a social worker or have additional needs. With a supportive school structure, staff training and development, support for families, as well as focused personal development for all children, the processes we will put into practice will become embedded. This will enable our pupils to leave Sawley Infant and Nursery School with the necessary skills needed for life and will be in line with their peers academically. The activity we have outlined in this statement is also intended to support all pupils' needs, regardless of whether they are disadvantaged or not.

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 all 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 allowing staff to plan appropriate responses.

We are continuing 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 and meaningful, Engaging and creative, Accessible and challenging, Linked and progressive).

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, 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**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improve engagement in home learning and home-school communication <ul style="list-style-type: none"> Increased engagement of parents in vulnerable families to support children's learning 	<ul style="list-style-type: none"> Home school communications show increased engagement in home learning for vulnerable pupils over time
2. 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 programme 	<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

<p>3. Improve phonic and reading attainment and rates of progress</p> <ul style="list-style-type: none"> Increased progress and attainment of vulnerable groups in phonics and reading (Communication and Language in EYFS) 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 to 2021-22 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"> 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 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
<p>4. Ensure Intervention is well matched to needs and enables full access to relevant broad and balanced curriculum</p> <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
<p>5. Enable pupils to access wider experiences and provide support for families in need to address areas of need and potential poverty</p> <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
<p>6. Ensure staff know all pupils well and can tailor provision to meet needs and engage interest</p> <ul style="list-style-type: none"> Vulnerable pupils known by all staff Staff can identify and talk about vulnerable learners in their class 	<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
<p>7. Promote high levels of attendance and</p>	<ul style="list-style-type: none"> Renewed attendance procedures lead to

<p>access to learning opportunities</p> <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 (link to key school improvement priority 4) 	<p>higher attendance figures</p> <ul style="list-style-type: none"> • Higher uptake of nursery places
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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: £ £23665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement 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
Identify key vocabulary to be introduced and embedded with children across EYFS and adopt Write Stuff 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
All staff to engage in 'Write Stuff' training and adapt to suit needs of school, class and groups of pupils	<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
Develop staff expertise through new pupil premium lead and year group champions, ensuring	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's</p>	6

<p>PPG children are high priority. PPG case studies used effectively to consider individual children's needs, life experiences and target support</p>	<p>outcomes in the classroom. 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>	
<p>Vulnerable children identified in class profile to raise awareness with all staff and highlighted in pupil progress meetings to increase focus in discussions on these pupils</p>	<p>Evidence indicates that high quality teaching is the most important lever 4 7 from Nursery to Year Two to ensure all teachers are supported to regularly reflect on the needs of their class, identifying barriers to learning and planning effective provision to meet the needs of their children schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</p>	6
<p>Staff to systematically 'check in' with all PPG pupils at the start of a lesson to check understanding of learning</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: 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</p>	6
<p>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</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
<p>Two consistently high quality synthetic phonic sessions per day for ALL children</p>	<p>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</p>	3
<p>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.</p>	<p>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</p>	1

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

Budgeted cost: £ £50660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Timetable additional 1:1 sessions for vulnerable children to practise, develop and embed phonic and reading skills</p>	<p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>3</p>
<p>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</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>4</p>
<p>Timetable Teaching Assistant support specifically focused on disadvantaged pupils interest and needs to increase engagement</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>4</p>

	-evidence/teaching-learning-toolkit/small-group-tuition	
<p>Provide personalised support for children identified as having additional needs. Use of SEND learning programme to understand barriers to learning and future provision, including, TA 1:1/ small group support, nurture sessions, positive play, ELSA, FLO. Increase applications for SEND funding to enable more disadvantaged children with SEND needs to gain tightly focused support.</p>	<p>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 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>	4
<p>Provide signposting to support financial stability (Manna food boxes, free clubs, support groups). 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: £ £12695

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Reward prizes for children who read regularly at home to increase engagement	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
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. Schools and parents have a shared priority to deliver the best outcomes for their children. 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
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)	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
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	1

	<p>schools meals and their peers. However, pupils with SEND are also more 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>	
<p>Referral into Family Liaison Officer (FLO) to provide support and signpost.</p> <p>Open door policy for parents to discuss home issues which may impact on their child's wellbeing, attendance or academic progress.</p> <p>Timetabled meetings with target parents by FLO to support attendance issues.</p>	<p>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)</p>	5
<p>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</p>	<p>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.</p> <p>https://www.teachearlyyears.com/a-unique-child/view/what-is-cultural-capital-and-why-do-you-need-to-know</p> <p>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?)</p>	5
<p>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</p>	<p>What is 'Cultural Capital', and Why Do You Need to Know? A Unique Child Teach Early Years It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society.</p> <p>https://www.tes.com/magazine/archive/what-does-ofsted-mean-cultural-capital</p>	5
<p>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</p>	<p>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, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides. 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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	5
<p>Consistent attendance procedures leading to timely follow up and investigation of any absence, and appropriate support</p>	<p>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)</p>	7

Total budgeted cost: £87,020

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Target 1: 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)

2021/22 School Target	Phonics			2021/22 School Target	Phonics		
	YR 1	AP1	AP2		AP3	YR2	AP1
82%	68	83	81	84%	82	82	86

- Phonics scores at the end of Y1 have improved on previous years and are in-line with 2019 national expectations. The school had always been below national previously but the new phonics provision has had a significant impact on attainment.
- 12 pupils did not achieve the pass mark at the end of Y2. Five are still at zero due to significant needs, 4 of these pupils are in nurture.
- Phonics has been taught twice daily across school and this will continue to be embedded as it has proved successful in raising attainment this year. Staff feedback from this has been very positive.

Target 2: Increased progress in reading in all year groups compared to 2020-21. Parents will be aware of the age-related expectations for reading. Children read and access Lexia regularly at home to embed and consolidate learning Increased individual reading/ Lexia access in school for identified children.

Y1 Dis	Dec 2021/22			April 2021/22			Summer 2021/22		
	Dis (25)	Non- Dis	Gap	Dis (25)	Non- Dis	Gap	Dis (25)	Non- Dis	Gap
Reading	38	80	-42	33	74	-41	33	62	-29
Writing	6	49	-43	11	56	-45	17	49	-32
Maths	44	88	-44	50	83	-33	50	75	-25

Y2 Dis	Dec 2021/22			April 2021/22			Summer 2021/22		
	Dis (25)	Non- Dis	Gap	Dis (25)	Non- Dis	Gap	Dis (25)	Non- Dis	Gap
Reading	63	68	-5	52	71	-19	60	70	-10
Writing	20	42	-22	36	41	-5	40	53	-13
Maths	50	63	-13	56	73	-17	56	73	-17
SPAG									
RWM	29	34	-5	32	39	-7	40	53	13

- The gap between the schools disadvantaged and non-disadvantaged pupils has narrowed in all subjects in Y1 and in Y2 is narrowing in reading and has remained the same in mathematics.
- Catch-up/Recovery/ Pupil Premium funding has been used to target phonics (Y1) & reading & writing (Y2)
- Data shows attainment is in-line with national expectations
- Lexia can be accessed by all pupils at home and staff continue to encourage pupils by handing out the awards and promoting this usage through Class Dojo on their class stories. Pupils are given time in school to access Lexia, with priority given to PPG pupils in additional time.

Target 3: Increase resilience of pupils, increasing stamina and better behaviours for learning.

The behaviour policy has been embedded and used to promote positive learning behaviours across all classes and year groups, including Nursery. New staff (MAT leave covers) have been supported to implement this effectively through induction and within their experienced year group teams, as well as regular revisiting with all staff. The behaviour policy is constantly reinforced and exemplified throughout assemblies, PSHE lessons, behaviour displays in classrooms and the system of rewards, for example dressing up as a superhero for the day when they reach 20 dojos. The language associated with the policy (ready, respectful, resilient) is used consistently and understood by pupils throughout the school. Staff have continued to use 'Tamba's tools' linked in with 'ready, 'respectful' and 'resilient' to develop and enhance pupils understanding of learning behaviours, for example the 'ready for learning ladder'.

We continued to employ an ELSA trained teaching assistant, adapting how their spread their time (more flexibility as Covid restrictions eased) so they can support across all year groups and develop their expertise further. Their time has been used effectively to target pupils in need of social emotional support, working alongside classroom teachers and teaching assistants to support pupils beyond their targeted sessions. Staff feedback about this has been positive.

Target 4: To provide a wide range of after school clubs, closely matched to pupil choice. Each KS1 class to attend one additional sporting activity session off site.

A wide range of lunch-time and after school clubs have been offered throughout the 2021-2022 school year. Coaches from premier sports have run activities supporting staff development and running after school clubs as well as lunchtime activities throughout the year. School ensured there are after school clubs available for every year group with a balanced variety of club activities offered. All PPG pupils were offered a free club space.

All key stage one pupils attended one additional sporting activity session off site, either ball skills or multi-skills through ESSP and Balance Bike sessions were delivered to the whole Reception cohort.

Target 5: Further develop disadvantaged pupil case studies to ensure staff have a clear understanding of the barriers to learning, identifying appropriate provision.

Case studies were completed by all teaching staff for all PPG pupils. Training was completed in autumn term during a staff meeting to ensure all staff were confident to complete these and understand the value and purpose of this process. Maslow's hierarchy of need has been included in the case studies to enhance staff knowledge of pupils' home life and support identification of barriers to learning and avenues of support.

Best practice is being developed from FS2 to share disadvantaged pupils' initials on planning to promote staff knowledge and awareness to ensure targeted support of pupils.

Pupil progress meetings reintroduced, highlight the provision for vulnerable pupils as part of these meetings. Feedback from all staff about the process and targeted provision to support individuals has been positive.

Target 6: All pupils will access quality experiences enhancing cultural capital to support learning. Subject leaders and class teachers will plan 'ignite a spark' and 'shine' experiences throughout each topic enabling pupils to have a wide range of 'real life' experiences.

Curriculum development work has continued to further deepen subject leaders' knowledge of their own subject(s) and how they fit into the school learning journey for pupils. Staff considered carefully how the ignite a spark, shimmer, sparkle and shine phases of learning further enrich our curriculum with activities that promote knowledge and understanding of 'the best that has been thought and said', promoting cultural capital, through the study of significant people and events across a wide range of subjects.

Reception curriculum change meant development of new topic maps (long term plans). Identification of ignite a spark and shine experiences has been completed and reviewed alongside the wider staff team to ensure a cohesive and comprehensive journey through school which achieves maximum impact and ensures progression and building on prior learning, not repeating experiences. This has then been consistently reviewed throughout the year as it has been taught. Reception have adapted the additional activities in the middle of topic sequences (twinkly tasks) to match the school curriculum structure. Including the ignite and shine experiences on the year group newsletters, highlighting these to parents and identifying with staff how the shine activities demonstrate and celebrate learning, raised the profile of this with parents.

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