

PUPIL PREMIUM STRATEGY REVIEW

ACADEMIC YEAR 2021-2022





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	Shiremoor Primary School
Number of pupils in school	2 Year Olds & Rising 3's - 14 Nursery – 61 Reception - 49 Year 1 – 57 Year 2 – 56 Year 3 – 61 Year 4 – 46 Year 5 – 51 Year 6 - 42 Total number of children R-Y6 – 362 Total number of children N-Y6 423
Proportion (%) of pupil premium eligible pupils	157 33% of whole school 44% of eligible children Rec-Y6



	<p>Rec- 33% of cohort are PP Y1- 43% of cohort are PP Y2- 55% of cohort are PP Y3- 44% of cohort are PP Y4- 47% of cohort are PP Y5- 44% of cohort are PP Y6- 48% of cohort are PP</p> <p>Highest percentage of PP is in year 2.</p>
Proportion of Pupil Premium also SEND	<p>38% of children from Y1-Y6 are SEND Pupil Premium</p> <p>4 children have EHCP's in school of which, 3 are recorded as PP child have an EHCP (75%)</p> <p>1 in Reception 1 in Year 2 1 in Year 6</p> <p>(3 EHCP's in process of which 100% are recorded PP- 2 in Year 6 and 1 in year 5).</p> <p>Year 1- 50% of PP in this cohort are SEND Year 2 - 46% of PP in this cohort are SEND Year 3 -22% of PP in this cohort are SEND Year 4 - 24% of PP in this cohort are SEND Year 5 - 50% of PP in this cohort are SEND Year 6 -47% of PP in this cohort are SEND</p>



FSM6	145
Post LAC (adopted from Care)	9
LAC	8
Services	3 Years 2, 4 and 5
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Mrs B. Middleton Headteacher
Pupil premium lead	Miss N. Foster Assistant Headteacher
Governor / Trustee lead	Mr G. Hill Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,593



	Sept 21- Aug 22
Pupil premium funding allocation this financial year	£194,535
	Apr 21- Mar 22
Recovery premium funding allocation this academic year	£19,430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£226,023
Pupil Premium plus Recovery Premium	



Part A: Pupil Premium Strategy Plan

Statement of intent

The purpose of the Pupil Premium funding is to ensure that, as a school, we can offer additional support in a variety of ways to improve education outcomes for our disadvantaged pupils in school. The school spends this money to ensure that disadvantaged pupils benefit from high quality teaching, curriculum and pastoral support, and wider opportunities.

At Shiremoor Primary, we aim to eliminate imbalances in academic outcomes, attendance and behaviour and wider school experiences by ensuring we provide an outstanding support package for all disadvantaged pupils regardless of prior attainment or current performance. We aim to offer equality in terms of 'levelling the playing field' for disadvantaged pupils so they have the same opportunities, experiences, support and aspirations as their counterparts. A central aim in our Pupil Premium Strategy is to ensure that high-quality teaching is evident across the school. High-quality teaching is integral to raising the achievement of all pupils and is proven to have the greatest impact on closing the disadvantage attainment gap; benefitting not only our disadvantaged children but also our non-disadvantaged pupils in school. We use research to focus on areas disadvantaged pupils find most challenging. Evidence shows that this approach has the greatest impact and benefits all children, not only those considered to be disadvantaged.

Key Principles:

- Focus on early reading through phonetic understanding to support fluency. The use of Read, Write Inc. in EYFS and KS1 in addition to the programme utilised as a catch-up provision for children in KS2.
- Improve outcomes for all pupils through high-quality teaching and targeted academic support
- Focus on foundations of mathematical understanding to support fluency and confidence throughout school.
- Focus on opportunities and equality in line with their counterparts: trips; broad and balanced curriculum; specialist teachers and funded breakfast provision. Broadening the curriculum to meet the needs of our pupils so they can acquire the knowledge, understanding, skills and experiences they need to succeed in life and be equipped for next steps of education.
- Attendance monitoring to ensure our most vulnerable are engaged and attending school to ensure they have maximum opportunities to excel.
- Support for our most vulnerable families through Lead Learning Mentor to diminish barriers to education and build positive relationships.
- Ensure our SEND provision meets the needs of our eligible pupil premium children to enable opportunities and progress for all.



Challenges

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

Challenge number	Detail of challenge
1	<p><u>School Context of Deprivation</u></p> <p>3rd most deprived decile on the IDACI. 80% of our children live in the 3 most deprived deciles. We have a significant number of children, who are LAC, have SGO or who have been adopted from care. In addition, we have a significant number of children who are subject to child protection or child in need plans. Additionally, many of our children have family support workers or other agency involvement.</p> <p><u>Social Care Needs</u></p> <p>A high proportion of pupils eligible for Pupil Premium display difficulties in Social and Emotional aspects of their learning. We also have families within our school who have historically or are currently in receipt of support from external agencies. School is required to offer support to most families to address their varied needs and support the learning of the children.</p>
2	<p><u>Special Educational Needs and Disability</u></p> <p>We have a high percentage of children on roll who are on the register for SEND because they have a current diagnosis or are being assessed by other agencies to receive a diagnosis. Of the children entitled to Pupil Premium, over 30% are SEND.</p> <p>Speech and Language delay on-entry to school is a large issue and we make referrals swiftly. The majority of other SEND children across school are ASD or ADHD although we do have a selection of children with more significant needs and often, these needs can present some barriers for the children when it comes to learning. As a school, we are seeing an increasing number of children requiring referrals and support from external agencies.</p> <p>As a school, we are seeing an increase in children with English as an additional language (EAL) on our roll. We currently have 11 first languages in addition to English. Customarily, some of these children would have started school later in their own culture and therefore parents can be reluctant to support with attendance,</p>



3	<p><u>Attainment on Entry:</u></p> <p>To attempt to support strong starting points for our most vulnerable pupils, we have established a two-year old provision. Low starting points of children (particularly those eligible for Pupil Premium) means that not all children are school ready. Pupil Premium children currently do less well than Non-disadvantaged and this gap begins on entry however, we do see the gap close or sometimes reverse by the end of Key Stage 2. Our Pupil Premium children historically have performed in line with or above those children nationally at all Key Stages.</p>
4	<p><u>External Opportunities and Resources</u></p> <p>Children have a lack of experiences outside of school, which often presents issues with children not being suitably equipped to start their school journey or access content in the curriculum. A lack of experiences can inhibit vocabulary and comprehension. Most of our families rely on school support to further enhance a child's academic journey and other experiences through school trips, homework, extra-curricular clubs and family day trips.</p> <p>Children don't always have access to a range of literature thus limiting their comprehension and vocabulary which presents limitations to their ability to access the changes in the National Curriculum. The school priority is around development of all reading skills as we recognise that without the ability to read, children's future life chances are limited.</p> <p><u>Covid-19</u></p> <p>Due to school closures in academic years 2019-20 and 2020-21 and periods of closure due to isolation, children have missed a large amount of face-to-face teaching time. This has a direct and serious impact upon the academic and emotional progress of our children. Due to a high proportion of our children not having individual access to computers or internet, they were presented with a great barrier during these periods of non-contact, teacher time.</p>
5	<p>Internal and external assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS1.</p> <p>On entry to Reception class a high percentage of our disadvantaged pupils arrive below age-related expectations and whilst this can be comparable to other children, the gap is still evident. This gap remains steady to the end of KS2 but reverses or closes dramatically by KS2. We need to see the same reduction in KS1.</p>
6	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and, as a result, often impacts achievements across the curriculum.</p>
7	<p><u>Attendance</u></p>



	<p>The figures for Persistent Absence shows that generally those in receipt of Pupil Premium have a higher absence rate than that of Non-Pupil Premium children but was below that of PP children nationally. Our PP children are also more likely to be persistent absentees. Our attendance figures are better than national due to the employment of a Lead Learning Mentor who monitors attendance daily so that we can take immediate action.</p>
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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
<p>Improve attainment and progress in reading across the whole school which will show evidence of most eligible for Pupil Premium making good progress between key stages and year groups. Use of termly data captures to inform interventions and target teaching.</p>	<p>Termly data captures to show progress for Pupil Premium children across school from last point of assessment.</p> <ul style="list-style-type: none"> - RWInc - Reading Plus - Accelerated Reader - FFT Reading Data - SHINE Reading Comprehension - RWInc Comprehension - Fresh Start
<p>Continue to aim to improve attendance for children who are eligible for Pupil Premium to be monitored daily, weekly and termly by Lead Learning Mentor.</p>	<p>Overall attendance rates will maintain high for those eligible for Pupil Premium and will be comparable to other groups within the school and better than those nationally.</p> <p>The percentage of Pupil Premium children who are persistent absentees will decrease for individuals identified.</p>
<p>Continue to develop basic skills, early number and reading progress in EYFS through pre-school provision to reduce barriers to learning on entry to Nursery.</p>	<p>Letters and Sounds Phase 1- Phonological Awareness assessment in pre-school moving on to Read, Write Inc data to be monitored termly to show</p>



	<p>good progress and individual progress for children not making expected progress owing to individual needs.</p> <p>Big Maths data to be monitored termly to address gaps in learning to target interventions and support. All children to make a minimum of 3 steps progress over the course of the year.</p>
<p>SEND Lead to ensure that all Pupil Premium children, who are on SEND register, receive correct support through interventions with tailored targets set out in their SEND files. Termly reviews to analyse personal progress.</p>	<p>SEND children who are eligible for the premium will make progress based on their personal targets and from their own starting points.</p> <p>Some will achieve age-related expectations at the end of each year group.</p>

Activity in this academic year

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

Teaching

Budgeted cost: £69,688

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
<p>Employment of an additional teacher in Year 1 to support catch-up owing to cohort missing important opportunities in their early education due to Covid-19.</p>	<p>Rationale Early Years is the most crucial area in school to get it right! Our most vulnerable children have limited opportunities and have low starting points on entry in Reception. Having missed vital face-to-face teaching and limitations to online learning for younger children, as a school, we have identified the need to offer additional support to these children.</p>	<p>1, 2, 3, 5, 6</p>	<p>Owing to the pandemic, children were presenting with many gaps in learning. The catch-up has ensured that data and standards are now above with pre-pandemic result- 2019 was</p>



	<p>Evidence Coaching and mentoring is a proven method of improving teaching. In addition, The Teaching and Learning Toolkit suggest that reduced class sizes has moderate impact for high cost, based on moderate evince – resulting in on average an additional 3 moths progress. An important factor when focusing on catch up due to Covid-19.</p>		<p>71% pass rate and 2022 was 79% pass rate. Our PP children are still working below our Non-PP however, the gap is closing. The use of RWInc and targeted support groups has improved early reading amongst our youngest children and also throughout school for children who were identified as being in the lowest 20% of reading ability.</p> <p>CLIC data has shown children making good progress with the foundations of mathematics. Children held various gaps owing to missed face-to-face teaching time during the pandemic. The use of smaller class sizes and targeted intervention has ensured children can make good progress.</p>
<p>Employment of additional teacher in Year 3 to support catch-up in the transition year to KS2. Focus on basic reading and numerical skills- gaps to be addressed owing to Covid-19 and large SEND number in cohort</p>	<p>Rationale This cohort has a high percentage of children with significant. We have identified as a school, that the cohort requires additional intervention to support moving into the next key stage of their learning.</p> <p>Evidence Coaching and mentoring is a proven method of improving teaching. In addition, The Teaching and Learning Toolkit suggest that reduced class sizes has moderate impact for high</p>	<p>1, 2, 4, 5, 6</p>	



	cost, based on moderate evidence – resulting in on average an additional 3 months progress. An important factor when focusing on catch up due to Covid-19 for our most disadvantaged.		
Staff CPD aimed at individuals and groups around areas relevant to reading and maths.	<p>Rationale improving teacher confidence and subject knowledge to ensure quality first teaching in all classrooms.</p> <p>Evidence Having a focus on key priorities helps to build confidence amongst staff that ultimately has a positive impact upon children. The use of mentoring and coaching assists in the development and outcomes for staff to ensure all children have access to quality first teaching both in the class and during interventions.</p>	2, 3, 5	<p>Reading data at the end of Key Stage 2 increased dramatically from pre-pandemic results. In 2019 67% of our PP children achieved 'expected level' compared to in 2022 where 89% achieved the 'expected level'.</p> <p>Maths</p> <p>At the end of Key Stage 2, our children continued to make good progress in Maths. In 2019 86% achieved 'expected standard' which increased to 89% in 2022. This cohort made significant progress from KS1 to KS2 (63% to 89%) achieving the expected standard'.</p> <p>The use of Big Maths programme across school has assisted with a more consistent teacher subject knowledge and approach to the teaching and learning of mathematics. The focus on small steps and addressing</p>

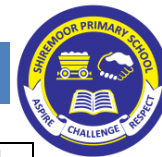


			misconceptions is significantly helping teachers and children become more mathematically fluent and confident.
Allocated release time for experienced teacher to oversee the comprehensive analysis of PP interventions: Read Write Inc, BLAST, NELI and Big Maths	<p>Rationale to ensure that all teaching and learning is monitored in these core interventions so that we can ensure triangulating with data that interventions are adding value</p> <p>Evidence a recent trial through the EEF was support by the DFE. Findings showed that children who received 30weeks intervention made on average 4months additional progress in language skills compared children receiving standard provision.</p>	1, 2, 3, 5, 6	

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

Budgeted cost: £ 87,867.39

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
Big Maths	<p>Rationale to ensure that no child has significant gaps in knowledge required for their next progression steps. The Covid-19 pandemic meant that children missed out on valuable contact teaching time and</p>	1, 2, 4, 5, 6	Understanding of number and becoming more numerate has



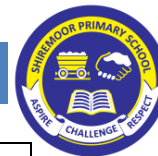
	<p>whilst we had good uptake and a strong remote learning provision, gaps in learning was identified and confidence levels were seen to have decreased amongst our most vulnerable. We need to raise attainment and aspirations.</p> <p>Evidence Teaching and Learning Toolkit states that individualised instruction offers moderate impact for very low cost, based on moderate evidence. Providing on average an additional 3 months progress.</p>		<p>improved within school. Internal assessment shows improvements made across school with basic numeracy understanding and automaticity of number facts. Children are displaying a more confident manner towards maths. Across school, high percentages of children have made expected or above progress in relation to their targets.</p>
Read Write Inc	<p>Rationale We have assessed that a key barrier to progress is the number of words per minute read by children. Read, Write Inc encourages fluency.</p> <p>Evidence Teaching and learning toolkit states that phonics has a high impact, very low cost based on very extensive evidence. It also suggests that qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.</p> <p>Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually</p>	1, 2, 3, 4, 5	



	<p>embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers</p> <p>For older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as Reading comprehension strategies.</p>		
BLAST	<p>Rationale Baseline assessments in nursery showed children have low starting points. They often lack the same opportunities and resources as their counterparts thus meaning as a school we must intervene and offer support to ensure we address the gaps.</p> <p>Evidence According to the Teaching and Learning Toolkit, Early Years Intervention- moderate impact, high cost, extensive evidence. Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).</p>	1, 2, 5, 6	
NELI	<p>Rationale EEF trials demonstrated effectiveness and following our own trials we also found good progress therefore have identified this intervention tool as a key part in boosting early language and communication issues which many of our children display on entry.</p> <p>Evidence</p> <p>The Teaching and Learning Toolkit has an ongoing research for this programme. Eely findings suggests that, the Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial. This is true for both the more expensive, 30-week version, starting in nursery, and the 20-week version, delivered only in school.</p>	1, 2, 5, 6	



	<p>It states that on average, pupils on the programme make 4 months additional progress to those not on the programme of which they are very confident about the findings even though the trial is ongoing.</p>		
The Power of Reading	<p>Rationale As a staff, we identified that our children don't always have access to a range of literature and experiences in their lives outside of school provision. We need to broaden their experiences and understanding of the world around them and further- focusing on vocabulary and comprehension through a range of texts. Power for Reading has been identified as a way to help ensure suitable differentiation, targeted teaching and progression across the school as part of in-class content rather than additional, external support. This is an area highlighted for development in previous years for content coverage and progression between year groups in reading. It will act as a central portal of resources and progression to ensure continuity between all year groups.</p> <p>Evidence The Teaching and Learning Toolkit suggests that reading comprehension strategies have a high impact for a very low cost, based on extensive evidence.</p>		
Shine Comprehension	<p>Rationale once children have completed RWInc and RWInc Comprehension, if they still are not reading fluently, they require additional intervention and support. We determined we needed a diagnosis tool and means to target support effectively. It offers a diagnostics means to complement the comprehensive reading provision and progression we offer in school.</p> <p>Evidence The Teaching and Learning Toolkit suggests that reading comprehension strategies offers high impact for very low cost, based on extensive research.</p>	1, 2, 4, 5, 6	
RWInc Comprehension	<p>Rationale A school priority and Pupil Premium focus has been upon improving reading attainment across school. As a school, we have seen great improvements through the use of RWInc scheme in early reading but recognised a requirement to support and monitor children once they finish the scheme- before they are ready for 'free reader' on other reading programmes. We have identified that due to the lack of resources and opportunities our most vulnerable children</p>	1, 2, 3, 5, 6	



	<p>have, they lack the experiences and wider knowledge to effectively comprehend texts. This intervention will support and complement in-class teaching and will assist our current reading programme.</p> <p>Evidence The Teaching and Learning Toolkit suggests that reading comprehension strategies offers high impact for very low cost, based on extensive research.</p>		
Accelerated Reader Annual Fee to encourage a passion for reading which is at the appropriate level for all children	<p>Rationale Having originally trialled Accelerated Reader over two years, we have found that it engages children and enthuses them so that they read more often which subsequently helps to break down barriers of social deprivation by offering opportunities to explore new experiences and languages through texts.</p> <p>Evidence The EEF studied have found that reading comprehension interventions and approaches have very high impact for very low cost, which is based on extensive research. Our focus with this intervention tool is ensure children are accessing a range of literature that is suitable for their reading ability to further enhance their love and enjoyment for reading- thus providing more opportunities..</p>	1, 2, 4, 5, 6	
MyOn Annual Fee to encourage a passion for reading which is at the appropriate level for all children	<p>Rationale We identified the need for an online system, primarily during the Covid-19 pandemic, as a high proportion of our vulnerable children did not have access to a variety of literature in their homes.</p> <p>Evidence The Teaching and Learning Toolkit suggests that reading comprehension strategies offers high impact for very low cost, based on extensive research. In addition, the Teaching and Learning Toolkit, suggest that digital technology offers moderate impact for moderate cost, based on extensive research.</p>	1, 2, 4, 5, 6	
Reading Plus Annual Fee to improve fluency in reading in upper KS2	<p>Rationale Following the SATs test 2019, it was proven that the reading test expected children to read over 100 words more than they would normally be expected to read in that time scale. Our children did not manage to do this and results were lower than predicted.</p> <p>Evidence Reading Plus integrates the three domains of reading: physical, cognitive and emotional. It builds the physical skills essential for fluency and stamina, provide the texts to build vocabulary and</p>	1, 2, 4, 5, 6	



	<p>comprehension, and taps into student interest to build confidence and motivation. An in-school trial was completed in academic year 2017-18. Findings of Child A are shown below:</p> <p>Child A had a total number of reading lessons completed in 11 weeks usage (including of school holidays) = 76</p> <p>Average weekly usage = 6.9 x lessons per week (recommended min. 5x lessons/week)</p> <p>Total time spent using the programme = approx. 19 hours</p> <p>Comprehension-based reading rate (reading speed) gain = +98 wpm (words per minute) from formative assessment / +104 words per minute under test conditions.</p> <p>Increase in reading proficiency of +3.57 years (comprehension-based reading rate and vocabulary where 1 level gain is equivalent to a reading texts 1 year in advance) from formative assessment, and +3.5 years under test conditions. In summary: Child A used Reading Plus consistently for the length of the evaluation. When tested initially, she was reading (and comprehending) slightly below ARE and reading slowly. Based on her initial reading speed, she would have struggled to finish the SATs reading paper.</p>		
<p>Additional KS2 teaching Assistant</p>	<p>Rationale to facilitate further targeted intervention to support with catch-up and address gaps in learning in English and Maths.</p> <p>Evidence Teaching and Learning Toolkit states that individualised instruction offers moderate impact for very low cost, based on moderate evidence. Providing on average an additional 3 months progress.</p>	<p>1, 2, 4, 5, 6, 7</p>	
<p>Targeted intervention through withdrawal groups to support individual progression in English and Maths.</p> <p>Ongoing training and support for teaching assistants to ensure high quality and effective interventions</p>	<p>Rationale to facilitate further targeted intervention to support with catch-up and address gaps in learning in English and Maths.</p> <p>Evidence Teaching and Learning Toolkit states that individualised instruction offers moderate impact for very low cost, based on moderate evidence. Providing on average an additional 3 months progress.</p>	<p>1, 2, 4, 5, 6</p>	



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

Budgeted cost: £ 59,793

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
<p>Employment of Lead Learning Mentor with responsibility for attendance and supporting families.</p>	<p>Rationale Since employing over Lead Learning mentor 10 years ago, our attendance monitoring and parental relationships has greatly improved however, it is still a continuous area for monitoring and investing of time and resources. We need to ensure that children are attending school in order to access the 'outstanding' teaching and learning. We identified that all attendance issues need to be highlighted and dealt with immediately with school support plans and meetings with parents.</p> <p>Evidence Teaching and Learning Toolkit identifies that behaviour interventions moderate impact at moderate cost with extensive evidence. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Case Studies around key children also evidence impact of this role.</p>	<p>1, 2, 4, 7</p>	<p>A rise in non-attendance stemmed from the pandemic- communication between parents and school has been fundamental in improving declining attendance.</p> <p>Though the use of Lead Learning Mentor, stronger relationships were made between parents during difficult times. We were able to offer first day response to attendance, support to families. We saw an increase in families requiring support with cost of living and overall support- this role ensured that our children were in a better position to access school.</p>
<p>CPOMS Software to enable teacher and SLT to track and monitor attendances and incidents across school and academic years.</p>	<p>Rationale All members of staff are now able to record attendance and incidents so that school has a log. This helps members of staff to identify areas for concern where appropriate and provide effective safeguarding of all children.</p> <p>Evidence CPOMS enables schools to improve their management of child protection and similar incidents and actions, whilst reducing staff time, paperwork and administration. CPOMS also enables schools to track referrals to external agencies, such as the NHS/CAMHS, Children's Services, and the Police</p>	<p>1, 2, 4, 7</p>	



	(including letters and phone calls) and be alerted if timescales are not being met. CPOMS also uses the same action-based functionality to track communication with parents and carers, as well as students themselves. Data is recorded and can be used to produce data tables to support internal staff and external agencies.		
Employment of specialist music teacher to raise attainment, inspire and provide additional opportunities.	<p>Rationale With a lack of opportunities and experiences proving to be one of the main barriers to the learning of our most vulnerable children, we aim to encourage a diverse environment. Lack of teacher subject knowledge and confidence saw this element be required to ensure all children have the opportunities to be inspired and excel in areas of the curriculum. The use of a specialist music teacher will support with our Cultural Capital aims and objectives.</p> <p>Evidence Moderate impact for very low cost that is based on moderate evidence. Findings stated that arts participation on other areas of academic learning was positive but moderate- showing on average, 3 months progress. Improved outcomes were identified in all core subjects</p>	1, 2, 4	Children and teachers have become more confident and immersed in music. It has helped to raise aspirations of some of our disadvantaged children and provide opportunities they wouldn't otherwise have access to. Children have attended
Funded spaces allocated for breakfast club provision for vulnerable children	<p>Rationale Many of our most vulnerable children have poor attendance or punctuality and often do not start school each day having had an adequate breakfast prior to the school day. By funding breakfast club places, we can ensure that children are in school on time and have the best opportunities to start the school day. In addition to this, in order to support healthy starts and minds to the school day, we provide all children with a free breakfast each morning on their way into school. This is in addition to the wraparound provision we offer.</p> <p>Evidence A study carried out by the EEF found that breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial.</p>	1, 2, 4, 7	Monitoring shows that key targeted children were more focused for their learning and attendance and punctuality improved from previous academic years.
Funding to ensure all children have equal opportunities for educational experiences through experience days and excursions.	<p>Rationale Our most vulnerable children do not have the same opportunities and access to experiences as their peers therefore; we try to enhance these provisions within the provisions we offer at school. By doing so, it not only enhances vocabulary and comprehension skills through equipping children with the experiences to enable them to infer but also promotes the development and help raise aspirations for all children.</p>	1, 2, 4, 7	100% of eligible children accessed additional educational opportunities through the provision of educational excursions. This assisted children with further engagement in their



	Evidence children with greater opportunities and awareness of the world have a broader vocabulary and are able to make stronger links in their reading and across the curriculum.		academic work and links made to excel learning. It supported children in having a greater understanding of the world around them, past and present and to become more conscientious learners.
Purchase of Virtual reality headsets to support our broad and engaging curriculum.	Rationale Many of our children lack additional opportunities and experiences which consequently affects their vocabulary and comprehensions skills. These barriers are most common with our most disadvantaged children. In addition, owing to the Covid-19 pandemic, a lack of educational visits really affected the wider experiences the children had. The use of virtual reality headsets will help to engage children and offer experiences we cannot otherwise offer. They will support and enhance the curriculum in addition to supporting with computing skills.	1, 2, 4, 5, 7	This helped us to engage learners and offer wider experiences at a time where educational visits weren't as accessible. Children were able to utilise a variety of skills and experiences to make connections to their learning. These devices proved particularly effective with disadvantaged groups and children with low self-esteem towards their ability in school. They offered an educational outlet to allow them to explore learning in an innovative way.
Purchase of Chromebooks to provide additional learning opportunities or our children whilst in school and at home. Each child to have their own device	Rationale during the Covid-19 pandemic, it became more apparent the lack of resources and equipment our children had access to. This provided another barrier and divide between children within our school context. As a school, we want to ensure that all children, regardless of home provisions, were able to have the same access to a range of learning tools and opportunities as their peers. By doing so, it will enable a more diverse and rich curriculum in school whilst supporting additional home learning opportunities.	1, 2, 4, 5, 6	

Total budgeted cost: £217,348.39 (Pupil Premium only- Recovery Premium allocation is presented on a separate document which can also be found on our website)



Part B: Review of outcomes in the previous year

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

Current Attainment				
2022 KS2 Data- (National Data in brackets)	<u>School Average for Pupils Eligible for PP</u>	<u>School Average for Pupils not Eligible for PP</u>	<u>Gap Analysis for School PP and Non- PP</u>	<u>Gap Analysis for School PP and National Non-PP</u>
% achieving at 'Expected' level in reading, writing & maths at end of KS2	80% (43%)	73% (65%)	+7%	+15%
% achieving at 'Expected' level in reading.	90% (63%)	77% (80%)	+13%	+10%
% achieving at 'Expected' level in writing.	85% (56%)	82% (75%)	+3%	+10%
% achieving at 'Expected' level in maths.	85% (57%)	82% (78%)	+4%	+7%
% achieving at 'Expected' level in Spelling, grammar and punctuation	85% (59%)	77% (78%)	+8%	7%
Average scaled score: Reading	105.5 (102.2)			
Average scaled score: Maths	104.1 (100.9)			



Current FSM Data EYFS

FSM6 2022 EYFS Data (National Data in brackets)	<u>Reception School Average for Pupils FSM</u>	<u>Reception School Average for Pupils Non-FSM</u>
% achieving at 'Good Level of Development'	52% (49%)	83% (68%)

Current Pupil Premium Data Phonics (Year1)

FSM6 2022 Data- (National Data in brackets)	<u>Year 1 School Average for Pupils Eligible for PP</u>	<u>Year 1 School average for Non- PP Pupils</u>	<u>Year 2 Phonics School Average for Pupils Eligible for PP</u>	<u>Year 2 Phonics School average for Non- PP Pupils</u>
% achieving at 'Working at or Above' Y1 level	78% (62%)	85% (79%)	79% (78%)	80% (90%)

Current Pupil Premium Data End of KS1 (Year 2)

2022 KS1 Data- (National Data in brackets)	<u>Year 2 School Average for Pupils Eligible for PP</u>	<u>Year 2 School Average for Non-PP Pupils</u>	<u>Year 2 Gap Analysis for School PP and Non-PP</u>	<u>Year 2 Gap Analysis for School PP and National Non-PP</u>
% achieving at 'Expected' level in reading, writing & maths at end of KS1	45% (37%)	86% (58%)	-41%	-13%



% achieving at 'Expected' level in reading.	55% (52%)	93% (72%)	-38%	-20%
% achieving at 'Expected' level in writing.	52% (41%)	90% (62%)	-38%	-10%
% achieving at 'Expected' level in maths.	62% (52%)	90% (72%)	-28%	-10%
% achieving at 'Expected' level in science.	66% (63%)	77% (81%)	-11%	-18%

Pupil Premium Strategy Outcomes

Internal school data and assessments completed during 2019-2020 suggested that the performance of disadvantaged pupils was lower than in the previous years. This was primarily owing to the impact of the Covid-19 pandemic. In previous years, our statutory data has shown our disadvantaged children to be performing in line or above their peers within school by the end of KS2, however this wasn't as consistent following the Covid-19 pandemic. Our evaluation of the reasons for these outcomes appears to be primarily due to the impact of Covid-19, which disrupted all our subject areas to varying degrees which has a direct and heavy impact upon our pupils' progress and attainment both academically and socially. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The funding during this period was utilised to try to ensure our most disadvantaged pupils had the same access to resources and experiences as their peers but still was not sufficient in replicating nor replacing the quality first teaching and the structure our most disadvantaged children so vitally need. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources, work packs, distribution of computing resources where needed, resources to aid home learning and daily online lessons and tutorials from teachers across all subject areas and year groups.

We began to see improvements in 2020-2021 data, so targets were made by addressing the key areas which were impacting the development and progress of our disadvantaged children. These areas focused on not only on academic barriers but also wider opportunities and experiences to assist in eliminating imbalances between them and their peers.

In 2021-2022 monitoring and assessment showed that we are starting to see a positive impact of the measures in place to support our most disadvantaged children in closing the attainment gap. In the academic year 2021-2022, by the end of KS2, our PP children performed substantially better than those nationally in all areas and non-disadvantaged pupils nationally. In EYFS and KS1, our children perform better than those nationally, however, as a school, we have identified that



we need to put measures in place to address the evident in-school gap still present following the pandemic. Using the identified barriers and challenges our disadvantaged pupils face, measures were put in place to help support our pupils in reaching their full potential.