

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Doxey Primary School
Number of pupils in school	479 (<i>December 2021</i>) 493 (<i>December 2022</i>) 188 (December 2023)
Proportion (%) of pupil premium eligible pupils	53% (<i>December 2021</i>) 55% (<i>December 2022</i>) 51% (<i>December 2023</i>)
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	December 2021
Date on which it will be reviewed	Reviewed December 2022 Reviewed December 2023 Reviewed August 2024
Statement authorised by	Laura Lazenby Headteacher
Pupil premium lead	Allyson Sinclair Deputy Headteacher
Governor lead	Richard Turner Link Governor for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 117,015 £ 126,035 £146,960
Recovery premium funding allocation this academic year	£ 13,485 £ 6,310 £9990

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 130,500 £ 132,345 £156,950

Part A: Pupil premium strategy plan

Statement of intent

We recognise that 'disadvantaged' includes:

- Children eligible for Free school meals (FSM)
- Children eligible for Pupil Premium Grant (PPG)
- Looked After Children (LAC) Children in Care (CiC) and Previously Looked After Children (PLAC)
- Children with English as an Additional Language (EAL)
- Single parent families
- Families with safeguarding concerns
- Children experiencing trauma informed or attachment behaviours
- Families who are 'just about managing'

The Pupil Premium funding will support any pupil or groups of pupils the school identifies as being disadvantaged.

Our aim is that every pupil, irrespective of background, feels like they belong and that they are ready to learn and achieve their full potential. We strive to support our pupils to become confident, articulate and ambitious individuals, and in order to do this, we have built our bespoke curriculum around our core drivers of; possibilities, vocabulary/oracy, wellbeing and independent thinking.

Our pupils' needs drive our strategy and equity for all pupils is at the heart of this. Our intention is that our strategy will also benefit the non-disadvantaged pupils alongside their disadvantaged peers.

We recognise that every interaction matters and that if children feel safe, valued and liked they are ready to learn. We have 'meet and greets' every day at the entrance to each class and our Behaviour Regulation Policy emphasises highlighting the positive behaviours rather than negatives. This helps develop strong relationships across the school.

Some examples of our positive strategies include (but are not limited to);

- Positive praise
- Celebration of achievement
- Recognition boards
- Positive phone calls home
- Lunch with the Head
- Dojo points and awards
- Achievement Certificates

Our Pastoral Team of six includes, our Designated Safeguarding Lead (DSL) and Deputy DSLs, SENDCo and Learning Mentor. Their role includes providing additional support in our 'Bottled Room' (our emotionally safe space) and this year we will extend this further to include a nurture provision. Due to our pupils' increasing Social, Emotional and Mental Health (SEMH) needs, we have two Emotional Learning Support Assistants (ELSA). They provide bespoke support to identified pupils who are referred by teachers or parents. Our intention is that this will address behavioural challenges that may disrupt learning for all if not tackled.

At Doxey, we believe that together with good pastoral care, inclusive teaching and learning is the best lever for tackling disadvantage. In every class we have high expectations for all and these consistently high expectations are underpinned by;

- building strong relationships (SEMH)
- scaffolds for learning
- targeted adult support
- good modelling of learning and expectations
- skilful questioning
- peer collaboration and discussions
- retrieval practice
- development of subject-specific vocabulary
- quality and timely feedback
- emotional regulation

Ultimately, the approaches we have adopted complement each other to help all of our pupils excel, irrespective of socio-economic disadvantage. We have developed a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what each and every one can achieve.

Our ultimate objectives are:

- To ensure our curriculum offer is equitable
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure that our disadvantaged children are proportionally represented in all school activities, both formal and informal curriculum
- Develop increasingly positive relationships with families and individual children

In order to achieve these objectives, we aim to focus on day to day experiences in the classroom, which includes both formal and informal curriculum. We will do this by;

- Developing a mastery approach across the curriculum by setting and maintaining the highest of expectations for all - scaffolding learning up rather than differentiating down
- Ensuring curriculum equity for all - avoiding doubly disadvantaging our already disadvantaged learners by narrowing their curriculum
- Ensuring that academic interventions are targeted (based on diagnostic assessment), reviewed regularly and delivered by the most appropriate adult
- Ensuring that feedback is effective. Key to feedback is the relationship between adult and child, the self-efficacy of the pupil and consistency of the adult providing the feedback
- Build pupil's vocabulary starting with early language interventions and developing oracy in the classroom through structured teaching to ensure that the language rich pupils don't dominate the classroom while the language poor sit on the fringe.
- Build a language rich environment - avoid presumption of language to allow for inclusion and prevent 'desktop truancy'.

- Ensure our informal curriculum proportionally represents our school - less confident children will need to be approached about opportunities, they may not seek them out
- Use a range of diagnostic assessments that are aggregated together for the biggest impact
- Be clear about the issues that are being addressed and how we know they are being addressed.
- Our broader curriculum is 'poverty proofed' - ensure children have first-hand experiences to use in their learning. Poverty proofing will include additional support to disadvantaged learning to ensure visits made into school or special days (such as World Book Day) are accessible for all
- Additional support for children with SEMH needs is identified, made available and monitored routinely for impact.

Challenges

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

Challenge number	Detail of challenge
1	Behavioural issues and children with social and emotional issues and mental health (SEMH). Our assessments (including analysis of behaviour incidences) identify that our disadvantaged children are disproportionately affected by poor SEMH. The lack of social interaction, enrichment opportunities and limited parental support during school closures have exacerbated the gap between them and their non PP peers. The impact of this is still evident across school. A large proportion of reported behaviour incidents are involving eligible pupils.
2	Narrowing the attainment gap. National studies support our internal assessments, indicating that many of our disadvantaged pupils have been impacted by partial closure to a greater extent than for other pupils. This has adversely affected the attainment of our disadvantaged pupils.
3	Speech and language development is well below average when children start school in Reception. In KS2 poor oral skills and underdeveloped vocabulary is more prevalent in our disadvantaged pupils than their peers. Oracy must take a high priority in the school curriculum.
4	Our disadvantaged learners have limited experiences outside of school. We need to provide opportunities for children to experience a range of activities that they would otherwise not be able to access, and to make them aware of the range of possibilities life has to offer.
5	Reading and comprehension - our disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. We know that many of our disadvantaged families have limited, if any, access to reading literature outside of the school.
6	Safeguarding and complex family situations. These complex situations prevent children from flourishing. This inevitably has a consequence on pupils' ability to focus, learn and achieve their potential. Early help is offered to prevent problems escalating, but often children arrive at our school already with safeguarding concerns and external agency involvement.

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
To reduce behavioural incidents and achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils	<ul style="list-style-type: none"> • Sustained high levels of wellbeing from 2023/24 demonstrated by: • qualitative data from pupil voice reporting that they feel happy, safe and valued in school • quantitative data from our SEMH assessment trackers (SDQs, Boxall profiles) • Learning behaviours improve allowing all children consistently good or better learning opportunities. • Fewer behaviour incidents recorded for disadvantaged pupils on the school system. • Children are increasingly able to identify and regulate their emotions • Teachers understand possible reasons for behavioural challenges and appropriate responses to them
Increasing outcomes for all and diminishing the difference in outcomes between disadvantaged and non-disadvantaged	<ul style="list-style-type: none"> • Improved outcomes for PP children, closing the gap towards national averages in all core subjects and the gap differential between PP and non PP peers. • Overall increase in attainment for all pupil, closing the gap on National Averages in all subjects. • Impact of intervention is seen in class
Improved oral language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language and subject-specific vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. • WellComm data shows pupils narrowing the gap towards National Averages. • Children’s vocabulary and oracy will be developed through early foundations and opportunities within the wider curriculum such as; tea party, debating, Christmas plays
To provide opportunities for children to experience a range of activities	<ul style="list-style-type: none"> • Pupils develop more positive opinions and attitudes towards school • Children develop self-belief and a greater confidence • Children develop positive behavioural characteristics • Children become increasingly aware of other possibilities in life
Improved reading attainment among disadvantaged pupils	<ul style="list-style-type: none"> • PP children develop a love of reading. • Increase in reading ages.

	<ul style="list-style-type: none"> • School outcomes in 2023/24 show that more of our disadvantaged pupils meet the expected standard. • Volunteers act as positive male role models embedding the attitude of reading for all
Other	<ul style="list-style-type: none"> • Attendance of disadvantaged pupils is above 95% • Children are in class on time and ready to learn

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: £ 35,147.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of the curriculum: ensuring a good quality of education is provided to all - including the most disadvantaged - through recruitment and retention. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving.</p> <p>Member of teaching staff covers management time over 2 days weekly. This ensures core subject leads have weekly management time and foundation subject leads have at least one afternoon of management time every half term.</p>	<p>We have evaluated the capacity of staff within the school and recognise that in order for CPD to be effective for subject leaders we need to support staff to be able to develop their roles. We identified a member of SLT who will support all curriculum areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	2,4,5
<p>Purchase of standardised diagnostic assessments. Further training for staff to ensure assessments are interpreted and administered correctly</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p> <p>The question level analysis on our standardised tests provides reliable insights into the strengths and areas for development for each pupil/group of pupils/whole school. These assessments also provide suggested intervention programmes to address gaps.</p>	2,5

<p>Further development of our maths teaching and curriculum in line with DfE and EEF guidance. Fund Maths coach and additional lead teacher release time to embed key elements of guidance in school for maths and to continue using the Maths Hub for support through the Sustaining Mastery programme.</p> <p>Embedding Power Maths scheme to enhance subject knowledge in staff and provide consistency across school.</p>	<p>The impact of mastery learning approaches is an additional five months' progress, on average, over the course of a year if pupils allowed to collaborate in their learning. Whilst we are adopting a master approach to all curriculum areas, evidence shows that the positive impact is higher in primary school pupils and particularly in mathematics. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>The DfE non-statutory guidance has been produced in conjunction with the NCETM (National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence: https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/maths-ks-2-3/KS2_KS3_Maths_Guidance_2017.pdf</p>	2
<p>Improve the quality of Social and Emotional learning (SEL) SEL will be further developed through Jigsaw programme and embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>SEL approaches +4 months' additional progress in academic outcomes over the course of the year</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. It is also important to note the impact this has on staff wellbeing; there is evidence to suggest that the benefits of SEL may extend to teachers and to the school environment, including a less disruptive and more positive classroom climate and teachers reporting lower stress levels. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	1,2,6

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

Budgeted cost: £ 51,751.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued training, implementing and resourcing of WellComm (a speech and language intervention) purchased to improve speech and language in the early years to Y1.	<p>The average impact of oral language approaches has a high impact on pupil outcomes of 6 months' additional progress.</p> <p>"The ability to communicate – to say what you want to say and to understand what other people are saying – is fundamental to life chances" Jean Gross, Time to Talk, 2013</p> <p>The evidence that suggest pupils from lower socioeconomic background are more likely to be behind than their more advantaged peers in early speech and language skills, is backed up by our analysis of our school starters.</p> <p>The WellComm programme continues beyond EYFS/Year 1 and will also allow children better methods to communicate.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2,3,5
Additional phonics sessions targeted at pupils who require further phonics support. This will be directed by our phonics leader. Phonics training to be given to all staff (RWI)	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Teaching phonics is more effective on average than other approaches to early reading</p> <p>In order to accelerate the progress of our EYFS/KS1 cohort we realised the need for an additional TA to work 1:1 with targeted children for WellComm and/or phonics.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2,5
Small group maths interventions from qualified maths teacher to build confidence in pupils	<p>Having analysed our KS2 cohorts we identified a number of children whose confidence remains low with some gaps of basic concepts still impacting on attainment. These small groups (UKS2) allows the opportunity for deep seated misconceptions/gaps to be addressed. The KS2 teachers also works alongside the Y6 teacher and TA to support targeted children in writing and reading.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,5
Individualised maths interventions through Third Space Learning (digital)	<p>There is evidence that digital technology can be used effectively to provide individualised instruction, which can have a positive impact of 4 months over the course of a year.</p>	2

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>In a trial with Rising Stars (the Third Space Learning programme developer), pupil receiving individualised instruction for maths from Third Space Learning made 7 months progress in 14 weeks</p>	
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. The proportion of pupils receiving tuition is in proportion to the schools overall percentage of pupil premium pupils	<p>One to one tuition and small group tuition are both effective interventions when targeting specific needs and knowledge gaps.</p> <p>Small groups evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>One to one evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,2,5
Intervention groups based on Shine reports	<p>Small group tuition has an average impact of four additional months progress over the course of a year</p> <p>Diagnostic assessments in Maths and Reading produce individualised or group intervention suggestions complete with resources to address particular needs. These interventions are then carried out in small groups. Evidence show that the small group is more effective when the pupils' specific needs are targeted.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2,5
Speech and language support	<p>There is evidence that the rate at which children develop language is more effective if the quality of input that children receive from the adults around them is high quality.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p>	2, 3, 5
Phonics coordinator	<p>Teaching assistants have the highest impact when delivering a specific intervention. Our phonics coordinator assesses and manages interventions and resources to support the interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2, 5

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

Budgeted cost: £ 92,704.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional and literacy support assistants (ELSA)</p>	<p>We have evaluated the SEMH needs of our children and trained 2 staff members in Emotional Literacy Support. The specialised ELSA programme is targeted at students with particular social or emotional needs. A large proportion of these children are eligible for pupil premium (73% December 2022 60% December 2021).</p> <p>Targeted SEL interventions focussing on improving social interaction, according to research, tend to have an impact of 6 months progress over the year. Evidence shows that children from disadvantaged backgrounds have weaker SEL skills than their peers, so these interventions support them to build positive relationships with peers and develop emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2, 3, 5</p>
<p>Creation of our regulation room 'Bottled Room', our emotionally honest space which is manned by 2 staff members every day. If children are not able to self-regulate using the regulation station in the classroom they can ask to go to the bottle room where they can co-regulate their emotions. This will get them back to the green zone and then back into the classroom</p>	<p>Having introduced Regulation stations into classrooms it became apparent through teacher and pupil voice that an additional space was needed to support pupils regulate their emotions. The evidence indicates that explicitly teaching strategies of self-regulation can potentially have an impact of +7 months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Evidence shows that being able to effectively manage emotions will be beneficial to children and young people - we do need to carefully monitor the impact of our room</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2</p>
<p>Pupil Premium Coordinator to ensure that the pupil premium funding reaches the groups of pupils for whom it is needed and that it makes a</p>	<p>Research suggests that a pupil premium strategy is more likely to be effective if school leaders plan how to sustain it from the outset and monitor practice in an annual cycle. School leaders should not assume that strategies which have been effective in one year will continue to be effective in another.</p>	<p>1,2,4,5</p>

significant impact on their education. Their role is also to identify hard to reach families and put processes in place to build relations.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	
Educational Psychology services	On average, SEL interventions have an identifiable and significant impact on attitudes to social relationships in school and attainment itself. Our child psychologist works with targeted pupils and their families. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,6
Subsidising educational visits; including residential visits	Whilst there is limited evidence on the impact on academic outcomes there is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Participation can stop feelings of isolation and help to develop more positive opinions and attitudes towards school. Educational visits, residential or otherwise, do provide our disadvantaged pupil with activities that they may not otherwise experience and highlight places they can visit and activities they can participate in or develop later in life.	1,4
Building an inspirational curriculum based around our core curriculum drivers	Research shows that pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment. Our WOW sessions and workshops (ie. Indian dancing) are used to create a hook and purpose to learning, creating engagement and motivation for pupils to learn and continue learning.	1,2,4, 5
Instrumental music lessons	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2,4
Subsidising out of school care (before and after school clubs)	The revised EEF report on the impact of breakfast clubs still find that the impact for KS1 pupils is an additional 2 months progress over the year, whereas the KS2 outcome has been reduced to 0 months. https://educationendowmentfoundation.org.uk/news/ef-statement-republication-of-the-evaluation-of-school-breakfast-clubs Our subsidies for out of school care are grounded in preparing some of our most disadvantaged pupils for learning. By spending time in our breakfast club particularly we have found that the transition from home to school is a more positive one.	1,2,4,6

	We ensure that no child starts their learning hungry by providing breakfast bagels for all (see Magic Breakfast below).	
Extra-curricular sports	Evidence shows that there is a positive impact of +1 month on academic attainment. However, our reasons for offering free after school sports clubs are not just based around their academic attainment. We know our disadvantaged pupils are less likely to be involved in clubs outside of school for many reasons. By offering free access, we are allowing our children to discover other areas they can be successful at, develop teamwork and belonging and enjoy structured physical activity. All of these help develop the self-efficacy of our children. Being involved in extra-curricular sporting activities may also increase attendance and retention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1,2,4
Magic Breakfast annual membership	In order that no child is too hungry to learn we offer bagels first thing in the morning on the playground. Pre-Covid this reduced the lates/absences particularly of our disadvantaged pupils. Our membership also supports disadvantaged families through the school holidays by offering a breakfast provision delivered directly to their homes fortnightly. Our membership has also provided us with four class sets of books and introduced us to the Reading Champions programme (see further information) https://educationendowmentfoundation.org.uk/news/ef-statement-republication-of-the-evaluation-of-school-breakfast-clubs	1,2,3,4,5,6
Safeguarding DSL team case management and supervision	Evidence in our school safeguarding system highlights the correlation between children that are in receipt of PPG, and children with safeguarding concerns. Of the (15 in Dec 21) 21 children we have currently in tier 4 and tier 3 (40 and 5 in Dec 21 14 and 7 respectively), all of these pupils are eligible for pupil premium (with the exception of those in our Nursery setting). The DSL and DDSLs conduct safeguarding meetings fortnightly to review open concerns and plan actions needed to ensure continued safety for all pupils.	6

Total budgeted cost: £ 179,603.59

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Progress towards Outcome 1: To reduce behavioural incidents and achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils

Progress towards outcome 1 (December 22)

The beginning of the 2021/22 academic year was still disrupted with 'bubble' closures due to COVID19. Apart from Bubble closures there was also a high level of staff absences during the Autumn term which meant an inconsistency for our pupils. Our disadvantaged pupils, in particular, need the consistency of teacher and support staff in order to build the positive relationships that are essential to develop good learning behaviours and succeed at school.

In Spring 1 we introduced a KS2 nurture group (The Den) for 5 mornings per week. This class was made up of 71% PP pupils. 2 of these PP pupils are now fully reintegrated into their respective classrooms and are accessing the appropriate curriculum for full days. Two new pupils have joined the group - both PP children (disadvantaged children in the group now 86%). The impact has been seen during the morning sessions in the KS2 classes, as children are able to access their learning with less low level disruption. For the children in The Den, The Boxall profiles for all of these children have seen some improvements but there have been vast improvements in many. The children who have shown 'some but limited' improvements are partly due to changes in home environment. Because of these changes, the fact that they have made some improvements can be viewed as positive.

A KS2 pupil wellbeing survey that was carried out in May 2021/22 evidenced a trend that we knew existed; that children were often coming into school tired. We had observed children coming into the regulation room (our Bottled Room) and falling asleep on a regular basis. The survey showed us that 40% of PP (13% non PP) children always had a problem getting to sleep and 24% of PP (23% non PP) children sometimes had a problem getting to sleep. It also showed us that 35% of PP pupils (11% non PP) always woke in the night and 25% of PP pupils (29% non PP) sometimes woke in the night. In summary 63% of our PP children at least sometimes had problem getting to sleep, as opposed to 36% of non PP pupils.

As a result of the pupil wellbeing survey we sent a sleep survey out to all parents. From 46 responses we discovered that 54% of parents said their children at least sometimes have problems getting to sleep (13% always, 13% often) and that 52% of parents would consider attending a Sleep Hygiene Workshop run by our local Mental Health Support Team (MHST). As these surveys were anonymous we can't quantify how many of these responses were from families eligible to Pupil Premium.

work with pupils. This will be implemented in Spring 2022/23 and will, we believe, have a further positive impact on behaviour incidents during lunchtimes.

There is still a higher level of recorded behaviour incidents amongst Pupil Premium children and this remains an important target for next academic year.

Progress towards outcome 1 (December 23) *To reduce behavioural incidents and achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils*

A relational and restorative system towards behaviour management started to be introduced during 22-23. With a new leadership team starting in September 23, further CPD was provided for all staff to ensure a consistent behaviour system was being used to support all pupils in school but particularly our disadvantaged pupils. Building relationships with our pupils has been a key factor as the EEF says that 'regularly and intentionally focusing small amounts of time working on relationships with individual pupils can have a big impact.' (Improving behaviour in schools: Guidance report.) To reduce behaviour instances and to continue to improve pupil well-being we encourage all staff to 'check in' with their pupils in the morning. We have already seen a reduction in behaviour instances with 213 instances being reported during one week in September to 63 instances at the beginning of December.

We still employ two full time members of staff in our 'quiet room' where pupils will be invited for pastoral intervention, as well as introducing a Forest School intervention to support pupils. 78% of children who attend the Forest School Pastoral intervention are disadvantaged and 60% of children who work with our ELSA trained staff are disadvantaged.

We have a strong relationship with the Mental Health Support Team to support pupils in school with their wellbeing and mental health. Currently 75% of the pupils they are supporting are disadvantaged.

We continue to support behaviour at lunchtime by always having a member of SLT or the SENCO on duty. This allows this member of staff (Who is also a DSL) to support the disadvantaged pupils with their behaviour choices. We also provide a forest school club for targeted PP children at lunchtimes. We now track behaviour instances at lunchtime to allow for us to identify any children who are struggling on the playground and offer a quiet room during lunchtimes to support those children who struggle outside.

Progress towards outcome 1 August 2024 *To reduce behavioural incidents and achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils*

There has been a striking reduction in behaviour instances over the course of the year for all our pupils. In September there were 213 instances over one week, compared to 10 instances during the week before May half term. All staff have implemented, and have continued to follow, the consistent behaviour system across all areas of school life. This consistent model has supported our pupils to self-regulate, knowing what the rewards and consequences will be to their behaviour choices.

Two members of staff have continued to work on the Pastoral team offering ELSA or Forest School interventions to those children selected. We have moved our Quiet Room to a different

space in school allowing for a more private space for those children who need additional support or a private space for ELSA sessions.

Behaviour instances at lunchtime have also decreased significantly due to the introduction of OPAL (Outdoor Play and Learning). After gathering pupil voice (via the school council) it was apparent that pupils were bored during their break and lunch times. The introduction of OPAL, and the themed zones, has seen an increase in concentration on tasks during lunch breaks, cooperation and teamwork amongst all year groups and collaboration on various problem-solving tasks.

Targeted support for those pupils who were consistently struggling outdoors has allowed these pupils to be more regulated then in afternoon sessions. Support has been given at lunchtimes for them to spend time in a quiet space with calm activities with the support of a member of the pastoral team.

The local Mental Health Support Team have continued to support the school with the wellbeing of pupils by conducting some class sessions in year 6 focused on transitions and exam stress.

Progress towards Outcome 2: Increasing outcomes for all and diminishing the difference in outcomes between disadvantaged and non-disadvantaged

Progress towards outcome 2 (December 22)

The 2022 data is compared to the last set of national/external data collection; 2019. **Reading:**

In KS1 the attainment gap within school has **reduced for PP pupils** from -12% to -4%

In KS2 the attainment gap within school has increased from +8% to -8%, however the overall attainment level has risen by 12% within school.

Reading has been a focus area this year and we expect to see greater impact in next year's attainment levels, particularly in KS1. Whilst there is no national data available for PP pupils, we know that these pupils are the ones most negatively affected by lockdowns and home learning.

Writing:

In KS1 the attainment gap within school is **broadly in line** with 2019 results showing that our PP children made good progress as these gaps were considerably larger when they returned after lockdowns.

In KS2 the attainment gap within school has increased from +4% to -12%, however the overall attainment level has remained constant from 2019.

Writing was the most challenging subject to teach during lockdown and the subject that had least engagement across all year groups. This year has been about reigniting the love for writing and re-establishing our writing journey across school.

Maths

In KS1 the attainment gap within school has **decreased** from -12% to -4%, In KS2 the attainment gap within school has increased from +4% to -12%, however the overall **attainment level has increased** by 13%

In maths this year we have started to use Power Maths as a Mastery Scheme of work and our work continues with the Maths Mastery course with the Maths Hub. We expect to see the impact of the fluency, problem solving and reasoning throughout all year groups within the next

couple of years as these schemes become embedded and practised. In 2022/23, Reception and KS1 are also starting the Mastering Number programme, to help embed basic number skills and concepts.

Progress towards outcome 2 (December 23) *Increasing outcomes for all and diminishing the difference in outcomes between disadvantaged and non-disadvantaged*

Reading

Reading attainment for KS2 has increased from 2022 by 6% to 62% achieving ARE. Our end of KS2 results shows that 83% of Non-disadvantaged pupils achieved ARE in Reading whereas 43% of disadvantaged pupils achieved ARE. Of the 14 pupils who are disadvantaged, 50% of them were also receiving SEN support or had an EHCP. This is a 17% difference between the National average for disadvantaged pupils.

With progress there was a -4.75 difference between the two groups, with disadvantaged pupils making -5.6 progress. As a cohort our progress has increased by 0.47 with progress now being -2.08.

Our teacher assessments in school have shown that 47% of disadvantaged pupils and 47% of non-disadvantaged pupils have achieved Age Related Expectations, showing that attainment for both groups is equal. We have ensured that we have used our assessment data to target areas to improve and to provide fluency interventions. Moving forward we will be completing some whole school CPD on teaching reading comprehension skills. In terms of progress 76% of disadvantaged pupils made expected progress across the school whereas 85% of non-disadvantaged pupils made expected progress.

Writing

Writing attainment for KS2 has increased from 2022 by 6% to 58% achieving ARE. Our end of KS2 results shows that 83% of Non-disadvantaged pupils achieved ARE in Writing whereas 36% of disadvantaged pupils achieved ARE. Of the 14 pupils who are disadvantaged, 50% of them were also receiving SEN support or had an EHCP. This is a 22% difference between our disadvantaged pupils and disadvantaged pupils nationally.

Our disadvantaged pupils made 0.46 progress in writing compared to 3.55 for the non-disadvantaged. As a cohort progress increased by 2.74 to 2.0.

Our teacher assessments in school have shown that 33% of disadvantaged pupils and 45% of non-disadvantaged pupils have achieved Age Related Expectations. This gap of 12% needs to close and we are developing our writing curriculum at the moment ensuring age-appropriate texts are used and that grammar skills are taught accurately and discreetly. In terms of progress 65% of disadvantaged pupils made expected progress across the school whereas 72% of non-disadvantaged pupils made expected progress.

Maths

Maths attainment at ARE has decreased slightly this year by 2%. Our end of KS2 results shows that 58% of Non-disadvantaged pupils achieved ARE in Maths whereas 14% of

disadvantaged pupils achieved ARE. Of the 14 pupils who are disadvantages, 50% of them were also receiving SEN support or had an EHCP. This is a 45% difference between our disadvantaged pupils and disadvantaged pupils nationally.

Our teacher assessments in school have shown that 40% of disadvantaged pupils and 49% of non-disadvantaged pupils have achieved Age Related Expectations. We have continued to use Power Maths to support out teaching for Mastey and work on improving children's fluency has been completed with a timetable of when to teach certain skills being introduced by our maths leader. We complete the mastery number programme in Reception, Y1, Y4 and Y5.

In terms of progress 68% of disadvantaged pupils made expected progress across the school whereas 85% of non-disadvantaged pupils made expected progress. This is the largest gap that we aim to close this academic year.

One of our areas on our SDP is to improve standards in Teaching and Learning, with CPD being offered to all staff. These skills being implemented correctly will allow for outcomes to improve for all pupils.

Progress towards outcome 2 (August 24) *Increasing outcomes for all and diminishing the difference in outcomes between disadvantaged and non-disadvantaged*

Reading

KS2- Our 23-24 Year 6 cohort consistent of 28 pupils- Disadvantaged- 17, Non-disadvantaged- 11.

At the end of this academic year 64% of all of our pupils achieved ARE or above in reading.

52.9% of the disadvantaged pupils achieved ARE. Compared to 62% nationally.

81.8% of non-disadvantaged pupils achieved ARE. Compared to 79% nationally.

This is compared to last year where:

43% of disadvantaged pupils achieved ARE.

83% of Non-disadvantaged pupils achieved ARE

This means there has been a 9.9% increase in disadvantaged pupils achieving ARE. This has seen the difference decrease from 40% to 28.9% between the disadvantaged and non-disadvantaged pupils achieving ARE

Maths

KS2- Our 23-24 Year 6 cohort consistent of 28 pupils- PP- 17, Non-PP- 11.

At the end of this academic year 71% of all of our pupils achieved ARE or above in maths.

64.7% of the disadvantaged pupils achieved ARE. Compared to 59% nationally.

81.8% of non-disadvantaged pupils achieved ARE. Compared to 79% nationally.

This shows our cohort of disadvantaged pupils achieved higher than the national average.

This is compared to last year where:

14% of disadvantaged pupils achieved ARE.

58% of Non-disadvantaged pupils achieved ARE

This means there has been a 50.7% increase in disadvantaged pupils achieving ARE. This has seen the difference decrease from 44% to 17.1% between the disadvantaged and non-disadvantaged pupils achieving ARE

SPAG

KS2- Our 23-24 Year 6 cohort consistent of 28 pupils- PP- 17, Non-PP- 11.

At the end of this academic year 71% of all of our pupils achieved ARE or above in SPAG.

64.7% of the disadvantaged pupils achieved ARE. Compared to 59% nationally.

81.8% of non-disadvantaged pupils achieved ARE. Compared to 78% nationally.

This is compared to last year where:

21% of disadvantaged pupils achieved ARE.

42% of Non-disadvantaged pupils achieved ARE

This means there has been a 43.7% increase in disadvantaged pupils achieving ARE. This has seen the difference decrease from 21% to 17.1% between the disadvantaged and non-disadvantaged pupils achieving ARE

Writing

KS2- Our 23-24 Year 6 cohort consistent of 28 pupils- PP- 17, Non-PP- 11.

At the end of this academic year 64% of all of our pupils achieved ARE in writing.

64% of the disadvantaged pupils achieved ARE. Compared to 58% nationally.

64% of non-disadvantaged pupils achieved ARE. Compared to 78% nationally.

This is compared to last year where:

36% of disadvantaged pupils achieved ARE.

83% of Non-disadvantaged pupils achieved ARE

This means there has been a 28% increase in disadvantaged pupils achieving ARE. This has seen the difference decrease from 47% to 0% between the disadvantaged and non-disadvantaged pupils achieving ARE

Progress towards Outcome 3: *Improved oral language skills and vocabulary among disadvantaged pupils*

Progress towards outcome 3 (December 22)

We have seen improvements in vocabulary skills particularly in foundation subjects. Changes in planning, pupil knowledge organisers and teacher knowledge organisers have enabled the children to be much more confident in using subject specific vocabulary. This vocabulary continues to litter the classrooms having an impact on children's explanations and talk within the classroom. This has been evidenced in learning walks, pupil voice and book scrutiny.

The sentence stems and individual vocabulary that is used in Power Maths is beginning to have an impact - particularly lower down in the school. We expect to see a greater impact over the next couple of years as the scheme becomes embedded.

Vocabulary and improved oral language will continue to be a high priority for all, put particularly our disadvantaged children, as we move into next year.

Progress towards outcome 3 (December 23) *Improved oral language skills and vocabulary among disadvantaged pupils*

We have previously identified that pupils enter school at a lower level in their speaking and listening skills and with the amount of vocabulary they know. A big focus in the EYFS settings is to improve the children's vocabulary. They use words of the week, focus on weekly nursery rhymes and use interactions/ questioning to its fullest value to ensure skills in this area are improving for all.

We still focus on key vocabulary across our curriculum and classrooms allow for children to access a wide range of vocabulary. Key words are identified and shared in the foundation subjects on working walls and in exercise books for children to refer to. In reading, unknown vocabulary is identified by the teacher, introduced and explained and then children can identify this in the text and understand the word in context.

We encourage all pupils to use a range of vocabulary in their written work. A session in our writing journey is dedicated to vocabulary where words are shared and generated through a stimulus and then referred to throughout the unit to encourage children to use it in their own writing.

CPD on Teaching and Learning has introduced a range of questioning styles. One of these techniques is to support children to 'Say it again better'. This means we accept the pupils first response but then encourage and support them to rephrase this using correct vocabulary and it is structured into a coherent response. This raises the expectation we have over oral

responses and will encourage to improve oral language skills. There will be further Cpd planned for this year.

Progress towards outcome 3 (August 24) *Improved oral language skills and vocabulary among disadvantaged pupils*

Improvements have continued with pupils' oral language skills and vocabulary. After evaluating our reading and writing teaching sequences and completing research, we decided to change the structure to help pupils develop their skills further. This has meant in our reading sessions that staff are identifying key tier two words pupils must have taught to them to ensure they understand but also so they can apply in their own writing. We also specifically teach Root words weekly to further expand pupil's knowledge of words and vocabulary.

A similar pattern has been adopted in KS1 and teaching pupils specific words in writing sessions to aid their composition has been applied.

Progress towards Outcome 4 (December 22): *To provide opportunities for children to experience a range of activities*

As in pre-COVID years we have returned to offering children as many opportunities as possible for all children, but in particular our disadvantaged children. The year began with a return to our residential for years 5 and 6 (year 6 trip could not go ahead in the previous year). The self-belief, independence and confidence that grew in many of our disadvantaged children was clearly visible. Children that didn't want to attend at all, ended up sleeping over and everybody participated in all the activities, after some encouragement. Year 3 and 4 experienced a trip to the beach for a day. At least 15% of these pupils (all disadvantaged) had never been to the beach or experienced the sea before. Their delight and longing to return made the trip one that will be in the school calendar again. We reopened our doors to educational visitors such as Egyptian workshops, Indian dance workshop, 'Bringing books to life' dance workshop; and we took children out on educational visits to our local parks, Ancient buildings, castles, town centres, churches, pottery workshops, Cadbury World. All of these trips and visits were heavily subsidised for our disadvantaged pupils.

Our free enrichment sessions continued giving children the opportunity to try out new skills such as archery, laser tag and martial arts.

All of the above have provided children with different opportunities to be successful, but also the opportunities to see the places that can be visited and the vast range of jobs that can be followed up.

We have developed links with businesses such as Avanti, Arla and Stafford Technical College; links we aim to develop further next year.

Our School Council worked hard to establish lunchtime clubs which are well attended. Our aim to ensure proportional representation for our disadvantaged children has been achieved at these clubs; on average 61% of all attendees are disadvantaged children. These clubs offer children activities they may not have access to at home such as; Lego, chess, model making,

jigsaw, reading, computing and colouring, and are offered every day to children from Year 1 to Year 6

In June this year we received the news that we were successful in our bid for funding as part of the Turing Scheme. This scheme is the UK government's programme to provide funding for international opportunities in education and training across the world. It supports Global Britain by providing an opportunity for schools and other educational establishments to offer their students, learners and pupils life-changing experiences to study or work abroad. This funding will allow us to help build our children's cultural capital yet further by offering them a chance to travel to France for a period of time next year. We are currently in the process of securing a partner school in France and drawing up an itinerary for the visit.

Progress towards Outcome 4(December 23): *To provide opportunities for children to experience a range of activities*

The School council this year have focused on the after-school clubs we offer. They asked all classes which clubs they would like and the staff have arranged to offer these. Currently we have a very active choir, reading clubs in both key stages, a football club and a computing club. Our future offer will include a gardening club, a homework club and a dance club.

Y5 went on the annual residential trip to Laches Wood. This year we tried some different activities as well as the favourites from previous years including caving, canoeing, bushcraft skills and high ropes. 30% of the pupils in year 5 are disadvantaged and all attended.

At the end of academic year 22/23 a group of y5/6 pupils embarked on a residential trip to France- 67% of the children who attended were disadvantaged. The children flew to where they were staying, attended a French school and visited local landmarks- an opportunity many children wouldn't have had the chance to experience.

At the start of academic year 23/24 a member of staff has been dedicated to this role of monitoring and assisting in planning a range of opportunities for children to experience a range of activities. They are required to ensure links with existing partners are ongoing such as with Avanti and Magic Breakfast, and to explore further opportunities. They will monitor the participants who take part in these events to ensure there is a proportionate representation.

Progress towards Outcome 4(August 24): *To provide opportunities for children to experience a range of activities*

Our trips coordinator has worked hard this year to ensure pupils were able to experience a range of activities. The Laches Wood trip in Year 5 went ahead with the cost for PP pupils being subsidised.

Trips to Think Tank in Birmingham for Y1 and Y5 took place with pupils expanding their love of science.

All after school clubs are open to all pupils with no charges being passed on to families.

Progress towards Outcome 5 (December 22): *Improved reading attainment among disadvantaged pupils*

As part of the Magic Breakfast we have continued to work with sponsors from Arla to develop a love of reading throughout school. A group of readers from Year 6 have created their own logo, display board, run an assembly and are going to create a video for parents and children about reading. The employees from Arla will be coming to visit the group to help them with the video in 2022_23. This will all help to develop a love of reading and hence impact on reading attainment. This year Arla also sponsored a 'Bringing books to life' workshop.

The Magic Breakfast Group have also provided us with 4 class sets of books that have been sent home for children to read and keep. These books have all been recommended by Marcus Rashford and have been talked about a lot by the children.

Our volunteer readers were unable to return in 2021/22 due to COVID concerns but will be returning in 2022/23 and targeting our younger disadvantaged readers.

Our internal data shows that our reading attainment data has improved since the return from COVID in 2020 and that KS2 data has increased from 2019 however our disadvantaged children are still further behind National Averages than our non-disadvantaged children.

Progress towards Outcome 5 (December 23): *Improved reading attainment among disadvantaged pupils*

Our internal school data showed that in summer 23 47% of PP pupils and 47% of non-PP pupils achieved Age Related Expectations. We have identified that in some cohorts we need to close the gap between the attainment of PP and non-PP pupils. (Current y5 and y3 have the largest gaps at present.)

Our volunteer readers have returned to school in the academic year 22/23 and at the start of 23/24. These readers have targeted our younger disadvantaged readers to help them close the attainment gap with their peers.

In the academic year 22-23 the school paid for an online reading log to encourage reading for pleasure at home and parental support. This proved to have some success but in 23-24 we have returned to paper reading logs and we have an expectation of all pupils to read nightly.

Progress towards Outcome 5 (August 24): *Improved reading attainment among disadvantaged pupils*

Our internal school data for reading for the end of 23-24 is:

Year 5

Disadvantaged pupils achieving ARE or above: 80%

Non-Disadvantaged pupils achieving ARE or above: 86%

Year 4

Disadvantaged pupils achieving ARE or above: 50%

Non-Disadvantaged pupils achieving ARE or above: 43%

Year 3

Disadvantaged pupils achieving ARE or above: 57%

Non-Disadvantaged pupils achieving ARE or above: 60%

Year 2

Disadvantaged pupils achieving ARE or above: 44%

Non-Disadvantaged pupils achieving ARE or above: 47%

Year 1

Disadvantaged pupils achieving ARE or above: 67%

Non-Disadvantaged pupils achieving ARE or above: 67%

It is clear to see that the gap between the attainment of disadvantaged and non-disadvantaged pupils is decreasing and in some cases both are achieving the same.

Progress towards outcome 6 (December 22): Other *Attendance of disadvantaged pupils is above 95%*

During 2021/22, attendance of our pupil premium pupils was 91% and the attendance of non-pupil premium was 92%. The national average for attendance for the year was around 89%. Whilst our attendance levels are higher than the national average we are working hard to increase our attendance levels to above 95%.

Progress towards outcome 6 (December 23): Other *Attendance of disadvantaged pupils is above 95%*

National average for 22/23 was 92.5%

Disadvantaged attendance 92.51

Non pp 92.3

Progress towards outcome 6 (August 24): Other *Attendance of disadvantaged pupils is above 95%*

National average for 23/24 was 92.8%

Disadvantaged attendance 90.1%

Non pp 93.3%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Power Maths	Pearson
Digimaps	The University of Edinburgh
Jigsaw	Jan Lever Group

Further information (optional)

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That includes:

- Use of Commando Joe's to develop Character education. This evidence-based, government-supported RESPECT (Resilience, Empathy, Self-awareness, Passion, Excellence, Communication, Teamwork) programme enables our pupils to develop life skills, character traits, attributes and behaviours which have a positive impact on their educational attainment and engagement
- Utilising a DfE grant to train a senior mental health lead. This will develop our understanding of pupils' needs, give pupils a voice in how we address wellbeing and support more effective collaboration with parents.
- Engaging in the Magic Breakfast Magic Reading Champions programme. Through this programme the children will benefit from meeting positive role models and be role models for other children in the school. The programme is designed to 'increase children's love of reading and exposure of reading, they will be equipped with life-long skills that will impact their whole lives.' [1 Sullivan and Brown (2013) Social inequalities in cognitive scores at age 16: The role of reading CLS working paper 2013/10]
- Reading volunteers in school will provide good male role models and share individual time with our disadvantaged learners.
- As a magic Breakfast member we received four class sets of text books which we were able to distribute to all children in Year 4 and 5. This ensured that all PP and non-PP pupils received a copy without any stigma being attached.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we referred to the completed training from 'Challenging Education' (Thinking Differently for Disadvantaged Learners) and focussed in on the strategies that we believe will be most effective in our setting.

We looked at a number of reports, studies and research papers about effective use of pupil premium, and read in detail around the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy to work out which activities and approaches are likely to work in our school. We will continue to use it, and additional guidance tools, through the implementation of activities.

We have a detailed system to monitor the needs and progress of all pupil premium children across the school. These challenges have been identified in this strategy and these are discussed in termly pupil premium pupil progress meetings with SLT, SENCo and teachers.

We aim to have a robust evaluation for the duration of our three-year approach and we will adjust our plan over time to secure better outcomes for our pupils.