

# Pupil premium strategy statement

## School overview

Detail	Data
School name	Wainwright Primary Academy
Number of pupils in school	378
1	34%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2020-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jon Chapman
Pupil premium lead	Sarah Whitmore
Governor / Trustee lead	Pete Edwards

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,580
Recovery premium funding allocation this academic year	£24,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£244,940
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## Part A: Pupil premium strategy plan

### Statement of intent

At Wainwright Primary Academy, we are committed to raising the attainment of pupils who are eligible for Pupil Premium, providing them with fair and equal opportunities to achieve and excel in all areas of the curriculum, by focussing on the following objectives:

Developing reading skills, with an emphasis on phonics in EYFS and KS1, and reading comprehension strategies in KS2.  
Deepening oracy and vocabulary acquisition, so that our pupils are able to express themselves clearly and confidently.  
Explicitly developing and monitoring the wellbeing and attendance of our Pupil Premium children, building their resilience, confidence and social skills.

While these objectives form a key part of our strategy, they are in no part exhaustive. We will monitor the progress of these pupils rigorously, tracking their attainment at frequent intervals and making adjustments to strategies and interventions in response to data. All staff are responsible for tracking the data of our Pupil Premium children, and relevant CPD will ensure that staff are confident to respond quickly to this.

Our strategy is based on the tiered approach, and we will meet these objectives by providing high quality CPD for all staff, ensuring quality first teaching is central to our strategy. Following the in-depth analysis of data, intervention will be applied where necessary and in a manner that allows them to access our wide and varied curriculum to its full extent. Thirdly, we will provide access for Pupil Premium children to resources and experiences that will enrich their lives and broaden their aspirations.

Our strategy aims to equip our Pupil Premium children with the skills necessary to achieve their aspirational outcomes regardless of their starting points. By concentrating on developing reading and oracy skills, our Pupil Premium children will be well-equipped for the challenges of a rich, knowledge-based curriculum and our focus on pupil wellbeing ensures we consider the needs of the whole child, developing well-rounded pupils with high aspirations, who are equipped to face the challenges of later life.

## Challenges

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

Challenge number	Detail of challenge
1	A variety of sources (assessment, observations and discussions with pupils) indicate that FSM6 children have greater difficulties in phonics than their peers. Assessments from 2021 demonstrate that the gap in attainment between FSM6 and non FSM6 in phonics, with 52.2% of FSM6 children passing the phonics screening test in comparison to non-FSM (68.4%). This has a negative impact on their progress in reading throughout school.
2	Assessments show that at both KS1 and KS2, outcomes are lower for FSM6 children in reading. In the academic year 2020/2021, 50% of FSM6 children achieved the expected standard in reading at KS1, in comparison to 62.9% of non FSM6 children (12.9% gap). While at KS2, the gap was marginally smaller (8.9%), FSM6 children still performed worse than their peers. Within this, observations and discussions with pupils indicate that the comprehension skills of our disadvantaged pupils are less developed than that of their peers. This gap remains steady through to the end of KS2, meaning that their ability to understand more challenging texts across the curriculum is impacted also.
3	KS2 progress and attainment outcomes show that the greatest attainment gap for PP pupils is in writing (FSM6/Non FSM6 31.2% gap) and maths (FSM6/Non FSM6 22.5% gap). In maths, conversations with disadvantaged pupils across school show there are gaps in their understanding of foundational number concepts, which has been exacerbated by school closures.
4	In EYFS, data for 2021 highlights a significant gap between WB FSM boys and non-FSM boys achieving GLD. <b>Pupils achieving GLD 2021:</b> (current year 1) WB FSM boys (11) <b>36.4%</b> /WB Non-FSM boys <b>66.7%</b> Gap for FSM6 <b>57.9%</b> /Non-FSM6 <b>60.6%</b> (gap 2.7%)

	This data suggests that on entry to KS1, PP boys are already at an educational disadvantage in many areas of the curriculum.
5	Assessments and observations at EYFS indicate that the attainment of our disadvantaged pupils is lower than that of their peers across several key areas. In 2021, outcomes in the EYFS for PP pupils show gaps in attainment in listening and attention (FSM 59.3%), reading (FSM55.6%), writing (FSM 59.3%) and mathematics (FSM 59.3%). If left unattended, this could result in these pupils falling further behind age related expectations in several core-curriculum areas as they progress through school.
6	Attendance data shows that average attendance among disadvantaged pupils last year (94.3%) was lower than for non-disadvantaged pupils. Persistent absenteeism among disadvantaged pupils was also high (16.5%), and observations indicate this is negatively impacting their progress throughout school. Currently, the percentage of persistent absenteeism is high for all pupils, (23.59%), with the percentage for Pupil Premium children sitting higher still, (25.14%) in part due to the lasting effects of Covid-19. Our assessments and observations suggest that the attendance of our pupil premium children is having a negative impact on their progress throughout school.
7	In 2021, the end of KS1 data suggests that for vulnerable groups (WB FSM boys in particular), the gap in attainment that existed at the end of EYFS still exists. Observations throughout the pandemic showed that our disadvantaged pupils were most heavily impacted by school closures in their education, which meant that for these pupils, there were significant gaps in knowledge that led to them falling further behind their peers.

## 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
Higher attainment in phonics for disadvantaged pupils, through the rigorous implementation of the RWI scheme.	<p>At least 63% of year 1 pupils and 71% of y2 pupils pass the PST. Outcomes for disadvantaged children are to be in line with their peers. Progress data in KS1 show pupils making accelerated progress through the RWI scheme. This will be achieved by:</p> <ul style="list-style-type: none"> <li>• Staff receive effective training and coaching to enable them to deliver the RWI phonics programme to the highest standard. All teachers of phonics have access to the relevant training and resources to ensure provision is consistently good or better across all groups.</li> </ul>

	<ul style="list-style-type: none"> <li>• Leaders continue to implement and review RWI phonics across EYFS, KS1 and LKS2.</li> <li>• Phonics screening for all pupils Y3 and below to ensure that pupils who require intervention are identified. Phonic interventions are in place across KS2 to close the gap in attainment for identified pupils.</li> <li>• All children have access to high quality phonic-based reading books, through Bug Club and the RWI reading spine. The adult responsible for the child's RWI group will ensure they read with the child. Where this is not possible, the class teacher will ensure the child is read with on a regular basis.</li> </ul>
Improved outcomes in reading for disadvantaged pupils.	<p>At least 52% of pupils at KS1 and 57% at KS2 achieve the expected standard for reading in the year 2021. By the year 24/25 we are aiming for 63% of disadvantaged children to reach the expected standard at the end of ks2. Furthermore, it is our intent that a greater percentage of disadvantaged children will also reach greater depth in reading at the end of KS2. These outcomes will be achieved by:</p> <ul style="list-style-type: none"> <li>• Providing access to phonetically decodable books for all children still on the programme ensure that children are given the opportunity to practise reading with adults in school and parents at home regularly.</li> <li>• In EYFS and KS1, teachers model reading through the sharing of high-quality texts across the curriculum. Quality first teaching of reciprocal reading is used consistently across all year groups. Questioning strategies being used are linked to the PIXL QA.</li> <li>• Promoting a love of reading using engaging, high-quality texts across the curriculum.</li> <li>• Providing challenge for higher attaining pupils in reading lessons, informed by data analysis from PIXL and STAR reader assessments.</li> <li>• Creating an open discourse with parents around reading, providing the relevant support for parents through newsletters and parent workshops.</li> <li>• Providing CPD on reading strategies for EAL pupils for new staff, enabling children with both EAL and PP to receive bespoke support that meets their needs.</li> </ul>
Improved outcomes in reading and writing for White British Pupil Premium boys, specifically those	<p>The gap in attainment between WB PP boys in years 1 and 3 is diminished, with at least 43% of the current year 1 WB PP boys achieving the expected standard in reading and writing at KS1, and 46% of the current year 3's to reach this goal for the end of KS2. We will achieve this by:</p> <ul style="list-style-type: none"> <li>• Using termly data discussion meetings, which will have a focus on what is being done to close the gap to ensure pupils are of high priority for teachers in those year groups and targeted support is in place.</li> </ul>

<p>currently in years 1 and 3.</p>	<ul style="list-style-type: none"> <li>• Providing CPD around the teaching of phonics to ensure highlighted pupils are receiving quality-first teaching. A teacher will be responsible for supporting the bottom 20%.</li> <li>• Providing opportunities for children to write at length across the curriculum and considering text choice to engage these boys in reading.</li> </ul>
<p>Improved outcomes in reading, writing and maths for FSM6 pupils, with a focus on FSM6 WB boys at KS2.</p>	<p>At the end of KS2, outcomes for FSM6 pupils (WB PP boys in particular) should move in line with the national average. This will be achieved with a focus on robust data analysis systems. Across school, data will be used formatively to ensure that ALL learners are challenged and targeted intervention, through quality first teaching, accelerates the progress of Pupil Premium pupils. We will ensure our teachers are highly skilled in using data analysis to target these children by:</p> <ul style="list-style-type: none"> <li>• Providing CPD on use of Data Dashboard and use of PiXL tools to identify and target gaps in pupils' learning through QFT and targeted interventions.</li> <li>• Ensuring collaborative data discussions take place termly and are focused on the needs of PP pupils. Progress conversations focus on the needs of the whole child and the barriers that prevent them from progressing further. Guidance and support for early career teachers from senior leaders during data analysis is provided.</li> <li>• Ensuring all phase leaders have a good understanding of the outcomes of PP/FSM pupils within their phase and support their team to improve outcomes and progress for these pupils through regular data meetings (Achievement Team).</li> <li>• Ensuring Teachers can explain the strategies which they have implemented to reduce barriers in learning for PP children, including providing scaffolding/bespoke support for higher attaining pupils who will receive the correct level of stretch and challenge.</li> </ul>
<p>Improved vocabulary and oral language skills, meaning pupils can express themselves fluently and confidently in a range of contexts, applying subject</p>	<p>In EYFS, 73% of pupils achieve the expected standard for communication and language (in line with the local authority). Across school, assessments, learning conversations and regular QA by curriculum leaders shows that vocabulary is being taught and embedded, and children have a greater understanding of tier 3 vocabulary for each curriculum area. End of year assessments demonstrate strong progress from starting points. To enable these outcomes, we will:</p>

<p>specific vocabulary across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Provide high quality CPD on speaking and listening, questioning strategies and strategies for enabling discussion ensures all staff have a consistent understanding of how to explicitly teach and model oracy skills.</li> <li>• Provide quality interactions and modelled talk in EYFS. The Nuffield Early Language Intervention (NELI) is implemented to target the early language skills of children in reception.</li> <li>• Use the Bells Assessment to identify learning targets for EAL pupils across school each term, which then feeds into curriculum and grouping. Teachers have access to a range of resources to support these children.</li> <li>• Use the Talk 4 Writing scheme in English lessons across the school, enabling children to internalise the language structures and vocabulary needed to write.</li> <li>• Support vocabulary acquisition through vocabulary organisers across all curriculum subjects ensure the teaching of specific language in contexts.</li> </ul>
<p>Improved wellbeing for all, with a focus on disadvantaged pupils, enabling them to come to school, ready to learn.</p>	<p>In the year 2021,2022, we aim for the average attendance of our FSM6 pupils to be no less than 95% with an aim to be closer to 97% by the year 2024/2025. While our current attendance data is still being impacted by Covid-19, rigorous tracking, analysis and intervention will be used to reduce the attendance gap between disadvantaged pupils and that of their peers. Current pupil voice demonstrates that our pupils are happy and well supported at school, and targeted intervention supports our disadvantaged pupils in their wellbeing. We will drive pupil wellbeing further through:</p> <ul style="list-style-type: none"> <li>• Providing a forest schools intervention, which enables PP children to develop skills in resilience that can be transferred to the classroom.</li> <li>• Identifying pupils to be supported through daily check in's; some children come via reception and have additional provision through after school club.</li> <li>• Tracking the behaviour of all children through Class Dojo and SIMS. To support children who struggle with their behaviour, lunchtime clubs, nurture bases and pastoral groups like mental health ambassadors provide opportunities for children to improve their emotional literacy. Emotion coaching interventions are in place for identified children, led by all TA's and midday supervisors. Staff are trained to coach children to deal with their emotions effectively.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• ELSA (Emotional Literacy Support Assistant) interventions for identified pupils lead to an improved social and emotional skills – interventions for a variety of needs (anxiety, worries, anger management, bereavement).</li><li>• The robust analysis and tracking systems for attendance identifies children at risk of persistent absenteeism. From this, a wealth of reward systems and waves of intervention are in place to boost attendance; letters, meetings, one-to-one discussions with children in ks2 and alarm clocks. (See attendance policy for further clarification). Our culture around attendance puts pupil wellbeing at the heart of its strategy. Children are educated about why attendance is important through assemblies. When necessary, attendance meetings are put in place to see the bigger picture through work with families. Intervention is put in place on a case-by-case basis.</li><li>• Breakfast and uniform provided to identified pupils for whom this will be a barrier to learning.</li></ul> |
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## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD for the teaching of phonics:</b></p> <ul style="list-style-type: none"> <li>Leadership time will be allocated for phonics lead, including phonics development days.</li> <li>Phonics lead will use learning walks to identify staff who require additional support regarding the teaching of phonics in early years, KS1 and y3.</li> <li>Models of good practice will be shared by allowing time for staff to visit phonics lessons taught by lead phonics teachers. Phonics sessions will be recorded using IRIS video technology for future reference.</li> <li>IRIS technology will be used for coaching, allowing opportunities</li> </ul>	<p>There is a wealth of evidence from EEF that suggests phonics strategies have a positive impact on pupil progress, regardless of background.</p> <p>‘Training: ensure all staff have the necessary pedagogical skills and content knowledge.’</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf</a></p> <p>Improving Literacy at ks1:  <a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf</a></p> <p>Use of IRIS video technology to reflect on teaching practice. Video Review of Lessons. John Hattie meta-analysis Effect size 0.88  <a href="https://www.visiblelearningmetax.com/influences/view/micro-teaching~video_review_of_lessons">https://www.visiblelearningmetax.com/influences/view/micro-teaching~video_review_of_lessons</a></p>	<p>1, 2, 7</p>

<p>for staff to improve their current practice.</p>		
<p><b>CPD linked to improving practice around the quality of interaction in EYFS and KS1.</b>  This will consist of:  1) Training on the effective use of EExAT assessment system to assess and record quality observations.   2) Early Excellence CPD:  Securing Foundations: Developing Literacy in the Early Years,  The Revised EYFS: Bringing Your Curriculum to Life  The Revised EYFS: Strengthening Observation and Assessment Practise  The Revised EYFS: Building your Understanding of Child Development  Child Development Schemes</p>	<p>There is a wealth of evidence for the impact of quality first teaching and direct instruction. High quality interaction in the early years is inexpensive with a high impact on reading, vocabulary acquisition and oral language development.  A tiered approach to Pupil Premium spending.  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>  Direct Instruction  <a href="https://www.visiblelearningmetax.com/influences/view/direct_instruction">https://www.visiblelearningmetax.com/influences/view/direct_instruction</a>  John Hattie meta-analysis Effect size 1.46  <a href="https://www.visiblelearningmetax.com/influences/view/teacher_estimates_of_achievement">https://www.visiblelearningmetax.com/influences/view/teacher_estimates_of_achievement</a>  Teacher Feedback to improve pupil learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	<p>4, 5</p>
<p><b>CPD of AFL strategies:</b>  1. Training will be provided linked to questioning and retrieval and providing high quality feedback.  2. Teachers will be supported by members of SLT to use QLA data effectively during progress and data discussions.  3. Teachers and support staff will be trained on the use of PIXL PLCs for intervention.</p>	<p>There is a strong evidence base for the impact of quality first teaching, of which high quality, targeted AfL strategies are one element:  A tiered approach to Pupil Premium spending.  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>  Direct Instruction  <a href="https://www.visiblelearningmetax.com/influences/view/direct_instruction">https://www.visiblelearningmetax.com/influences/view/direct_instruction</a>  John Hattie meta-analysis Effect size 1.46  <a href="https://www.visiblelearningmetax.com/influences/view/teacher_estimates_of_achievement">https://www.visiblelearningmetax.com/influences/view/teacher_estimates_of_achievement</a>  Teacher Feedback to improve pupil learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	<p>2,3,4,8</p>

<p><b>CPD of oral language development in EYFS:</b></p> <ul style="list-style-type: none"> <li>• Training on the use of the Nuffield Early Language intervention received by EY staff so that they can provide support to pupils individually and in small groups to improve C&amp;L skills.</li> <li>• Oracy to be a focus for development across school with oracy skills being taught in all year groups.</li> <li>• Key vocabulary will be taught across the curriculum in all year groups.</li> </ul>	<p>Evidence from the EEF states that ‘On average, oral language approaches have a high impact on pupil progress outcomes of 6 months additional progress.’ Furthermore, the impact in Early years (+7 months) is particularly effective.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>4, 5</p>
<p><b>Termly data informed discussions about PP attainment and progress:</b></p> <ul style="list-style-type: none"> <li>• All data discussion meetings will have a focus on PP children, in which teachers are asked what they are doing to accelerate the progress of identified children.</li> <li>• Training for identified staff to ensure assessments are interpreted accurately.</li> <li>• Teaching interventions and strategies will be put in place quickly to respond to data.</li> </ul>	<p>Hattie’s research on collective teacher efficacy demonstrates that through collective effort, teachers can positively impact pupil outcomes.</p> <p><a href="https://www.visiblelearningmetax.com/influences/view/collective_teacher_efficiency">https://www.visiblelearningmetax.com/influences/view/collective_teacher_efficiency</a></p>	<p>1,2,3,4,5,8</p>

<p><b>Development of a Coaching Champion to lead on creating a coaching culture.</b></p> <ul style="list-style-type: none"> <li>○ Coaching champion will be trained to implement coaching strategies as a key method for CPD across the school.</li> <li>○ Teachers will consider what areas of practice they wish to develop further. Key groups (PP, WB boys FSM6 etc) will be a focus when developing practise.</li> </ul>	<p>Effective teacher coaching leads to conditions that underpin school improvement.</p> <p><a href="https://www.visiblelearningmetax.com/influences/view/coaching">https://www.visiblelearningmetax.com/influences/view/coaching</a></p>	<p>1,2,3,4,5,8</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 72,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Provision of reading interventions targeted at disadvantaged pupils who require further support.</b></p> <p>Pupils identified for reading interventions receive group/1:1 reading. Teachers and TAs using Running records to identify gaps in knowledge and develop comprehension.</p> <p>From year 2, reciprocal reading is used with small groups in order to</p>	<p>Reading comprehension strategies have a high impact with relatively little cost. This will be provided with support from teaching assistants, who will target reading skills. Evidence from the EEF suggest that these strategies can add 4-6 months progress when used on a regular basis.</p>  <p>Improving literacy at Ks2:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>1,</p>

<p>develop children’s comprehension skills.</p> <p>Each phonics teacher reads weekly with all children in their RWI group to ensure the appointed adult has a good understanding of the child’s current targets in phonics.</p>		
<p><b>Purchase of the Oracy intervention in EYFS (NELI), and support staff required to lead this effectively.</b></p> <p>Children who are at risk of not reaching the expected level for communication and language in EYFS will be targeted with intervention.</p> <p>1:1 and small group tuition, through the implementation of NELI, will be used to support children’s oral language development in EYFS.</p>	<p>There is a strong evidence base for the impact of oral language interventions from the EEF, ‘On average, oral language approached have a high impact on pupil progress outcomes of 6 months additional progress’ and the impact in the Early years (+7 months) is particularly effective.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1,5
<p><b>Quality first teaching of systematic synthetic phonics to smaller groups, with use of additional support staff.</b></p> <p>Read, Write Inc. Programme is used systematically to teach phonics in EYFS and KS1.</p>	<p>Evidence from EEF suggests that regular and sustained phonics teaching has a high impact on reading development at KS1:</p>  <p>Improving Literacy at ks1:</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf</a></p>	1,2

<p>Where children did not pass the PST in year 2, they will receive phonics intervention in KS2.</p> <p>The phonics scheme will be tied into home reading; purchase of 'book bag books' will ensure all children are reading a book at the correct level at home.</p>	<p>Targeted phonics interventions have been shown to be more effected when delivered as regular sessions over a period of up to 12 weeks.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p><b>Use of the 'Bug Club' programme to support parents with reading at home</b></p> <p>Children will be provided with high quality texts aimed at their reading level.</p> <p>The bug club scheme is available to all pupils, ensuring children who do not have adult support with reading can access a text at their level which can be read digitally.</p>	<p>The EEF suggest that Parental engagement has a positive impact on pupil progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>There is also a wealth of evidence from the National literacy trust that suggests that 'the earlier parents are engaged in their child's reading practices, the longer lasting and more profound the results.'</p> <p><a href="https://cdn.literacytrust.org.uk/media/documents/2007_11_27_free_research_-_why_families_matter_review_2007_i981sEN.pdf">https://cdn.literacytrust.org.uk/media/documents/2007_11_27_free_research_-_why_families_matter_review_2007_i981sEN.pdf</a></p>	1,2
<p><b>Use of Mastery Approaches to maths through the Power maths scheme, White Rose and NCETM prioritisation materials.</b></p> <p>Maths is taught daily in all classes following the Power maths scheme.</p> <p>Teachers in KS1 have access to CPD focussed on developing mastery approaches.</p> <p>Practical resources for the teaching of maths are available in all classrooms</p>	<p>Evidence from the EEF suggests that mastery Learning in maths can add 'an additional five months' progress, on average, over the course of a year.'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Deliberate Practise. Effect size 0.79. <a href="https://www.visiblelearningmetax.com/influences/view/deliberate_practice">https://www.visiblelearningmetax.com/influences/view/deliberate_practice</a></p> <p>Improving Mathematics in Early Years and KS1  <a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-mathematics-in-the-early-years-and-key-stage-1/EEF_Maths_EY_KS1_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-mathematics-in-the-early-years-and-key-stage-1/EEF_Maths_EY_KS1_Guidance_Report.pdf</a></p>	3,5,7

to allow for deepened understanding of mathematical concepts. Mathematical interventions, I.e., Fast maths, are implemented to close the gap.		
<b>The EExAT assessment system ensures high quality observations and assessments are made in EYFS.</b> Assessment system is used formatively to identify gaps in learning and inform teachers' planning for specific learners.	Accurate observation at EYFS can provide reliable information into the specific strengths and areas for development for children to achieve the Early Learning Goals. When completed accurately, it provides a wealth of information for teachers and support staff to enable children to maximise their progress in the early years. John Hattie meta-analysis: testing. <a href="https://www.visiblelearningmetax.com/influences/view/effects_of_testing">https://www.visiblelearningmetax.com/influences/view/effects_of_testing</a>	2, 4, 5
<b>Structured data meetings</b> PIXL summative and formative data is used to inform progress meetings and planning for specific groups of vulnerable learners.	Data analysis, based on standardised tests, provides specific information to enable children to meet their goals. John Hattie meta-analysis: testing. <a href="https://www.visiblelearningmetax.com/influences/view/effects_of_testing">https://www.visiblelearningmetax.com/influences/view/effects_of_testing</a>	All

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

Budgeted cost: £ 72,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Implementation of a Forest Schools intervention.</b> Pupil Premium children are invited to partake in forest schools, promoting	Evidence from the EEF suggests that the teaching of SEL should be explicit and is linked to positive outcomes in later life as children learn to articulate and manage their emotions. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	6

<p>resilience that can be transferred to academic learning.</p> <p>Elements of the core competencies of SEL are prevalent within forest schools.</p> <p>The intervention is targeted at pupils with multiple barriers to achievement, including those with both PP and SEND, so they can access targeted support which allows them to participate more fully once back in the classroom.</p>		
<p><b>Use of targeted attendance interventions.</b></p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice, providing attendance intervention for families and children at risk of persistent absenteeism.</p> <p>The PDBW lead is responsible for the robust tracking and analysis of patterns among our PP children, tackling the root</p>	<p>The guide from the DfE suggests a wealth of strategies for the improvement of whole school attendance, which have informed our school policy.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>6</p>

causes of these on a case-by-case basis.		
<p><b>Providing early support for families in need.</b></p> <p>The pastoral team &amp; SEND leader work to identify pupils and families who require Early Help support through external agencies and the implementation of graduated response.</p>	<p>A range of evidence sources identify the benefits to working alongside parents and providing early support for families.</p> <p>Parental Expectations John Hattie's meta-analysis effect size 0.7  <a href="https://www.visiblelearningmetax.com/influences/view/parental_expectations">https://www.visiblelearningmetax.com/influences/view/parental_expectations</a>  Parental Involvement John Hattie's meta-analysis effect size 0.42  <a href="https://www.visiblelearningmetax.com/influences/view/parental_involvement">https://www.visiblelearningmetax.com/influences/view/parental_involvement</a></p>	6
<p><b>Building cultural capital through access to school visits and experiences.</b></p> <p>All pupils access educational visits and on-site events linked to the curriculum to consolidate their knowledge and understanding, increase curiosity and levels of engagement and build upon their existing cultural capital.</p>	<p>EEF reports that SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school,  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	6
<p><b>Implementation of SEL interventions.</b></p> <p>Social and emotional learning interventions develop a positive school ethos, which also aim to support greater engagement in learning.</p>	<p>Targeted support and promotion of social and emotional skills 'support effective learning and are linked to positive outcomes in later life.'  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	6
<p><b>Contingency fund for acute issues.</b></p> <p>Poverty proofing ensures that access to resources, such as uniform, are not a barrier to learning, i.e., uniform, swimming kits and towels, and nurture</p>	<p>Based on our experiences and those of schools in similar settings to ours, we have identified a need to provide a small amount of funding towards these needs, ensuring they are not a barrier in children attending school:  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	6

breakfast. These are provided on a case-by-case basis.		
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**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## 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.

In the academic year 2020/2021, our internal assessments indicated that pupils in receipt of the Pupil Premium funding did not perform as well as in previous years. The trajectory that we anticipated for these children, therefore, was not fully achieved. Our assessment of the reasons behind this leads to the impact of Covid-19, which disrupted learning across all curriculum areas, and as evidenced in schools across the country, had a particularly detrimental effect on disadvantaged children in comparison with that of their peers, as they were unable to access many elements of provision that had been allocated to them with the pupil premium funding. The impact here was mitigated to some extent by providing targeted support for families in need, daily live lessons being provided across the school with tailored support for families who were unable to access digital resources.

This is particularly evident within the current year 3 cohort. At EYFS, a gap was identified between the attainment of the White British Pupil Premium boys, of whom 50% achieved GLD at EYFS, in comparison with non-PP boys, where 90% of that cohort achieved the expected standard. The following data indicates that this gap has not closed:

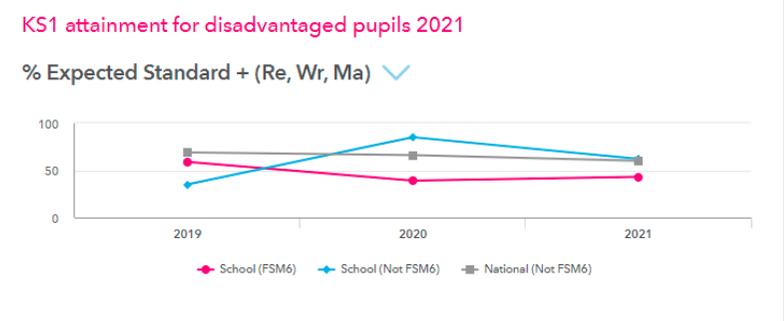
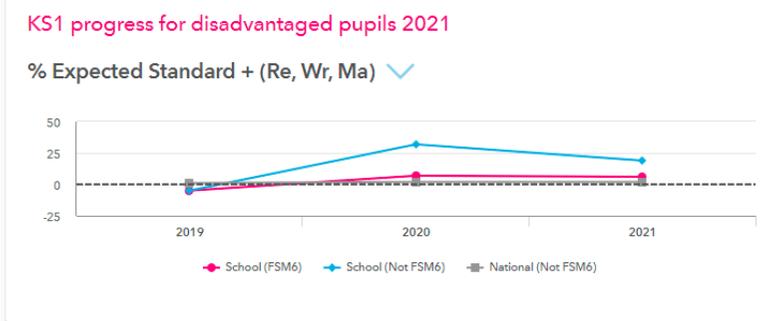
**KS1 results:** (Current year 3)

**Reading:** WB FSM Boys (8) 37.5% WB Non-FSM Boys 81%

**Writing:** WB FSM Boys (8) 37.5% WB Non-FSM Boys 81.8%

**Maths:** WB FSM Boys (8) 37.5% WB Non-FSM Boys 90.9%

In addition to this, there was a consistent gap in attainment in all core curriculum areas between FSM6 children and non-FSM6, with the largest gaps being in writing (15.7% gap) and maths (31.4%). As evidenced in the below graphs, progress for these children was more consistent with that of their peers, whereas attainment fell significantly behind.



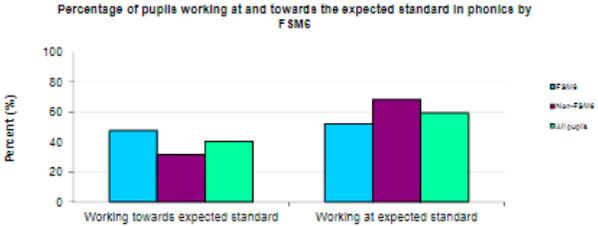
Following this, we are making the attainment of these groups a focus within our current plan, focussing on mastery approaches to maths in order to bridge gaps in knowledge and understanding, and by providing an extensive range of opportunities for children to write at length across the curriculum.

Additionally, following school closures, outcomes for disadvantaged children in phonics at KS1 was lower than that of their peers. See the table below for further clarification.

**KS1 phonics:**

Table 3: Summary of phonics outcomes by FSM6 2021

School summary	Number of pupils	Working towards the expected standard		Working at the expected standard	
		Number	Percentage	Number	Percentage
FSM6	23	11	47.8	12	52.2
Non-FSM6	19	6	31.6	13	68.4
All pupils	42	17	40.5	25	59.5
Notts FSM6	674	329	48.8	345	51.2
Notts Non-FSM6	2862	698	24.2	2164	75.8



While phonics provision was provided daily for all children in the form of live lessons following the RWI scheme, engagement with this was inconsistent and we have therefore identified gaps in phonic knowledge in this year group. Furthermore, there are also observable gaps between attainment in reading at both KS1 and KS2.

**KS1 reading (2021):**

**KS2 reading (2021):**



During school closure, across the curriculum, many opportunities were provided for children to read during their online lessons and access was provided to a range of reading material (both digital and physical) for our pupil premium children, which mitigated the effect to some degree, however, that gap still exists. During this period, it was observed that comprehension skills were affected greatly among disadvantage pupils. On return to school, a large amount of in-depth data-analysis was done following formative assessments which enabled teachers to close the gaps in understanding to some extent, however, further work still needs to be done in this area which is why reading comprehension forms a key component of our current plan.

As evidenced in schools across the country, attendance, mental health and wellbeing was affected greatly during school closures, and for all groups in 2020/2021 was lower than in previous years. Our observations and assessments indicate that the effect was particularly great for our disadvantaged pupils, hence why this is a focus for the coming year.

## 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
NELI (Nuffield Early Language Intervention)	Nuffield Foundation

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

## Further information (optional)

*No further information.*