

## Pupil premium strategy statement – Bourne Abbey CofE Primary Academy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	617
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs Sarah Moore, Executive Headteacher
Pupil premium lead	Mr Peter Bellamy, Head of School
Governor / Trustee lead	Mr Stephen Haigh, Chair of LGB and Trustee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,885
Recovery premium funding allocation this academic year	£21,315
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£229,200  Actual budgeted cost: £234,251.40

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

**We have a vision of a community in which each person is offered the opportunity to fulfil their potential and to understand themselves to be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all members of the school community. As an inclusive and caring church school, our commitment is to help pupils become thoughtful, open-minded and compassionate human beings who have the knowledge, skills and motivation they need to bring about positive transformation in the world.**

**“Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can.”**

**John Wesley**

Our work and vision is based on five core values of:

- Integrity
- Equality
- Respect
- Care
- Inclusion

We recognise that children are created in the image of God but also value their individuality as they explore their own God given talents and are treated with respect and dignity at all times. We understand that a curriculum is the totality of a child’s experience during their entire time at school. It is not isolated to subjects or viewed solely within small timeframes. It is all-encompassing. It is for this reason that our aims and curriculum drivers extend well beyond the individual subjects, showing our commitment to giving all of our children every opportunity to achieve in all aspects of their life. Our mission statement reflects this.

**‘Striving for excellence, caring for all’ within a loving and caring Christian environment.**

We believe that our broad and balanced curriculum, underpinned by British and Christian values, plays a major part in delivering excellence which permeates through every element of school life.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the EEF, highlights that common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence and attendance issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and professional discussions indicate that attainment and, in some cohorts, progress of PP pupils falls behind non-PP pupils in school (not service).
2	Our assessments, observations and professional discussions indicate that a number of PP pupils are on the SEND register. In some cases, their emotional needs and behaviour can affect their attainment and progress.
3	Assessments, observations and professional discussions indicate that oral language skills and communication in Reception (and in other year groups) are lower for some pupils eligible for PP than others.
4	Our monitoring of attendance data indicates that a number of PP pupils are persistent absentees. Attendance for pupils eligible for PP is below the whole school average. This reduces their school hours and causes them to fall behind.
5	Our observations and discussions with staff, pupils and teachers have identified social and emotional issues for some pupils. These include a lack of confidence compared to many others in school and the impact this has on mental and emotional wellbeing.
6	Our observations and discussions with staff, pupils, parents and teachers have identified social and economic barriers to children developing themselves in the arts and sport.

## 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 rates of attainment and achievement for ALL of the Pupil Premium pupils, including those that are more able and who have SEND.	<p>The difference is diminished or closed between pupils eligible for PP and other pupils in school and nationally. KS2 maths, reading and writing outcomes show increased % of pupils meeting expected standard and beyond. All PP pupils make at least good and better progress. The needs of SEND children who are PP are met. All pupils have access to high quality first teaching across the school.</p> <ul style="list-style-type: none"> <li>• GLD in EYFS</li> <li>• Y1 Phonics screen</li> <li>• KS1 R,W,M, GPS</li> <li>• Y4 MTC</li> <li>• KS2 R, W, M, GPS</li> </ul>
Improved oral language skills for pupils eligible for Pupil Premium (especially in Reception and Year 1) which impacts on their reading and writing ability.	At least 80% of pupils eligible for PP achieve GLD. PP pupils in Year 1 pass the phonics test. Pupils are more articulate and are involved in discussions in lessons. More PP children (at least 80%) meet the expected standards in reading, writing and maths.
Increased confidence of Pupil Premium pupils within their class and around school. Increased involvement in wider school activities (including clubs) and responsibilities e.g. Mini Police, Student Council, UNICEF Ambassadors, Peer Mediators, clubs and visits.	Self-esteem is improved for all PP pupils and their individual profile in school is more visible. Increased participation by individuals in after school activities and wider school activities, some taking on key roles in school.
Ensure all Pupil Premium pupils attend well. Increase attendance of persistent absentees to be more in line with whole school average.	All Pupil Premium pupils attend school well. Improve overall PP attendance to be more in line with the whole school attendance figure. Reduce the number of persistent absentees among pupils eligible for PP.
Improve the range of cultural capital activities and experiences which PP pupils would otherwise be unable to access.	Access to high quality cultural capital opportunities for all PP children (including educational visits) to ensure a broad and balanced curriculum and a wide variety of experiences.
Ensure that Pupils Premium children are provided with strategies and, if required additional support, to promote positive social, emotional and mental wellbeing.	Pupil Premium are provided with a range of collective and individual strategies to help them build their confidence, resilience and emotional literacy.

## 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: £162,563.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD on high quality feedback, Teaching and Learning strategies and metacognition. Staff release and training costs.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><b>Rosenshine’s Principles In Action.</b> Tom Sherrington Cognitive Load Theory explored through modelling in the practical classroom. 2019</p> <p><b>Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching.</b> Kirschner, Sweller and Clark Educational Psychologist, 41, 75-86. 2006.</p> <p><b>Metacognition, self-regulation and self-regulated learning:What’s the difference?</b> James Mannion. Impact Issue 8 Spring 2020</p> <p><b>Cognitive Load Theory explored through modelling in the practical classroom.</b> Journal of the chartered college of teaching. Josie Morgan Impact September 2019</p> <p><b>Identifying instruction moves during guided learning</b> Nancy Frey and Douglas Fisher The Reading Teacher, 64(2) pp84-95</p> <p><b>Cognitive load theory, learning difficulty and instructional design.</b> Learning and instruction, 4, 295-312. Sweller, J. (1994)</p> <p><b>How I wish I’d taught Maths.</b> Craig Barton (2018)</p>	<p>1, 2</p>

<p>Investment in a high level of teaching assistant support throughout the school to ensure quality interventions can take place</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1, 2</p>
<p>Staff CPD regarding high quality phonics teaching and learning from EYFS throughout the school, including investment in training for teaching assistants and specific leadership development days</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p> <p><i>'Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improve learner outcomes...'</i></p>	<p>1,2,3</p>
<p>Additional TA employed in KS1 to support early language development and PSED</p>	<p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> <li>• targeted reading aloud and book discussion with young children;</li> <li>• explicitly extending pupils' spoken vocabulary;</li> <li>• the use of structured questioning to develop reading comprehension; and</li> <li>• the use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul>	<p>1,2,3</p>

	<p>Oral language interventions have some similarity to approaches based on Metacognition (which make talk about learning explicit in classrooms), and to collaborative learning approaches which promote pupils' interaction in groups.</p> <p>Researchers have studied UK children born at the millennium. They found that at age three, the language skills of children in the poorest 20% of the population were, on average, more than 17 months behind children in the wealthiest 20%.</p> <p>These gaps grow as children move through school. Widening from just a few months aged six, to five years' difference by the age of 14. (Voice 21 <a href="https://voice21.org/why-oracy-matters/">https://voice21.org/why-oracy-matters/</a>)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_-_Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_-_Poster.pdf</a></p> <p>Closing the vocabulary Gap. Alex Quigley. 2018</p>	
<p>High quality and targeted CPD for curriculum leaders to enhance teaching and learning in line with DfE and EEF guidance – including the effective utilisation of the expertise of Abbey Academy Trust's 'Director of Curriculum and Standards' for staff development and CPD</p>	<p>Effective formative assessment – Dylan Willam</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback#nav-downloads">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback#nav-downloads</a></p> <p>'Eliminating unnecessary workload around marking - Report of the independent teacher workload review groups – 2016</p> <p><a href="http://primarypercival.weebly.com/blog/no-written-marking-job-done">http://primarypercival.weebly.com/blog/no-written-marking-job-done</a></p> <ul style="list-style-type: none"> <li>• Back on Track. Fewer things greater depth. 2020 Mary Myatt</li> <li>• Teach like a Champion 3.0 Doug Lemov 2021</li> <li>• Rosenshine's Principles in Action Tom Sherrington 2019</li> <li>• Reflect, Expect, Check, Explain: Sequences and behaviour to enable mathematical thinking in the classroom Craig Barton 2020</li> <li>• Simplicitus: The Interconnected Primary Curriculum &amp; Effective Subject Leadership 2022</li> </ul>	<p>1,2,3</p>
<p>Continued Investment and CPD in the development of feedback and marking at the school</p>	<ul style="list-style-type: none"> <li>• Back on Track. Fewer things greater depth. 2020 Mary Myatt</li> <li>• Teach like a Champion 3.0 Doug Lemov 2021</li> <li>• Rosenshine's Principles in Action Tom Sherrington 2019</li> <li>• Reflect, Expect, Check, Explain: Sequences and behaviour to enable mathematical thinking in the classroom Craig Barton 2020</li> <li>• Simplicitus: The Interconnected Primary Curriculum &amp; Effective Subject Leadership 2022</li> </ul>	

	<ul style="list-style-type: none"> <li>• High Quality teaching '5 a day'</li> </ul>	
<p>Full time, non-teaching SENCo to support pupils who are PP and also SEN.</p> <p>SENCo to co-ordinate and monitor impact of interventions</p>	<p>Whilst the attainment and achievement of PP pupils is a collective responsibility, having a full time SENCo will support further those pupils who are PP and SEN and will help support strategic decisions which can impact positively upon SEN pupils who are also PP. School internal data suggests that there are some SEN pupils who are also PP that are behind their peers in attainment and progress. The role of the SENCo will be to narrow this gap, supporting these pupils with their academic as well as social and emotional needs helping them work towards their potential.</p>	2
<p>Employ library assistant. Part of their role will be to work with PP pupils, supporting choosing books, additional reading time and vocabulary development.</p>	<p>An engaging library with up to date books, lending library, e-readers and other IT resources will further develop enjoyment of reading, reading ability and subsequently raise attainment.</p> <p>Availability of the library for all pupils, particularly PP pupils, enables access to text, discussion and experience.</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> <li>• targeted reading aloud and book discussion with young children;</li> <li>• explicitly extending pupils' spoken vocabulary;</li> <li>• the use of structured questioning to develop reading comprehension; and</li> <li>• the use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul> <p><a href="https://voice21.org/wp-content/uploads/2021/07/Voice-21-Impact-Report-2016-2021.pdf">https://voice21.org/wp-content/uploads/2021/07/Voice-21-Impact-Report-2016-2021.pdf</a></p>	1, 2, 3
<p>Purchase of New Group Spelling Test (NGST) is an adaptive assessment which allows termly monitoring of spelling skills, benchmarked against the national average.</p> <p>Purchase of New Group Reading Test</p>	<p>Spelling- Questions are delivered via audio and the assessment is adaptive – meaning that questions change based on pupil's responses, so more able pupils can be challenged while weaker pupils are kept engaged. The reports provide the Standard Age Score (SAS), allowing you to compare each pupil's performance with other children of the same age, and track progress. Reports also provide customised implications for teaching and learning as well as offer practical help with next steps in the classroom</p> <p>HIGHLIGHTS:</p> <ul style="list-style-type: none"> <li>• It's adaptive, responding to a pupil's ability as they complete the test so more able readers are challenged and weaker ones remain engaged</li> <li>• Provides you with a Standard Age Score (SAS), a reading age, Key Stage 2 and progress measures</li> </ul>	1,2

<p>standardised, adaptive, termly assessment to measure reading skills against the national average.</p>	<ul style="list-style-type: none"> <li>• Includes practical guidance for next steps</li> <li>• Standardised on over 11,700 pupils with its national benchmarks verified each year based on data from half a million pupils</li> <li>• Widely used in Education Endowment Foundation (EEF) reading intervention projects</li> </ul> <p>Both programmes are used to ensure accurate assessment that feeds into intervention and classroom support strategies to support individual pupils and then to monitor impact and progress made.</p> <p><a href="https://www.gov.uk/guidance/identifying-and-addressing-gaps-in-pupils-understanding#strategies-for-identifying-attainment-gaps">https://www.gov.uk/guidance/identifying-and-addressing-gaps-in-pupils-understanding#strategies-for-identifying-attainment-gaps</a></p>	
<p>Continued investment in RWInc resources to ensure appropriate provision is available to all pupils, especially PP, maximising progress. (£6,000)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>The Reading Framework July 2021</p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p>	
<p>Continue investment in improving social and emotional provision through CPD. This includes two TA assistants completing ELSA training and implementing provision with PP children to support their emotional development and consequently academic achievement.</p> <p>Employment of two teaching assistants with dedicated MHWB time</p>	<p><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> <p>Improving Social and Emotional Learning in Primary Schools</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p>Yes, I Can”: the protective role of personal self-efficacy in hindering counterproductive work behavior under stressful conditions  Roberta Fida, Marinella Paciello, Carlo Tramontano  Claudio Barbaranelli, Maria Luisa Farnese  <a href="https://www.tandfonline.com/doi/abs/10.1080/10615806.2014.969718">https://www.tandfonline.com/doi/abs/10.1080/10615806.2014.969718</a></p> <p>Self-efficacy in the classroom: the roles of motivation, positivity and resilience  <a href="http://irep.ntu.ac.uk/id/eprint/42424/">http://irep.ntu.ac.uk/id/eprint/42424/</a></p> <p>Metacognition and self-regulation  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	

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

Budgeted cost: £31,703

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated TA time to deliver intervention to PP pupils	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2
Dedicated time for Deputy Heads to deliver PP pupil intervention	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2
<p>PSHE Programmes purchases across the school – Zippy’s friends, Apple’s Friends,</p> <p>Passport, Spark and DART</p>	<p><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> <p>The programmes teach children how to choose positive coping strategies to deal with everyday difficulties. They learn that they can choose good solutions based on two simple rules: The solution must</p> <ul style="list-style-type: none"> <li>• help me to feel better</li> <li>• not hurt me or anyone else</li> </ul> <p>If a strategy obeys these two rules, it’s ok.</p> <p>The programmes are based on research which shows that even young children of five or six can learn positive coping strategies. The more strategies they can develop, the better able they will be to cope. So in our programmes, children practise finding solutions for different situations and settings.</p> <p><b>Coping and resilience</b></p> <p>When children learn to cope better with problems, they become more resilient. Being able to find positive solutions boosts children’s confidence and self-esteem. Learning these skills increases their wellbeing and promotes better mental health.</p> <p>Evaluation studies have found Zippy’s Friends and Apple’s Friends improve children’s coping skills, social skills, emotional literacy, improve the class climate and reduces bullying.</p>	1,2, 3

	<p>Evaluation found Passport improves children’s coping skills, social skills, emotional literacy, and academic skills.</p> <p>Spark resilience programme</p> <p>Quantitative study:</p> <ul style="list-style-type: none"> <li>• Significant increase in resilience at post-intervention, 6 and 12-month follow up</li> <li>• Significant decrease in depression at post-intervention and 6 month follow-up, not maintained at 12-month follow-up</li> </ul> <p>Qualitative study:</p> <p>Teachers perceived that the programme:</p> <ul style="list-style-type: none"> <li>• gave students an ‘emotional toolkit’</li> <li>• improved class climate</li> <li>• fostered empathy in students</li> </ul> <p>Reference: Pluess M, Boniwell I, Hefferon K, Tunariu A (2017) Preliminary evaluation of a school-based resilience-promoting intervention in a high-risk population: Application of an exploratory two- cohort treatment/control design. PLoS ONE 12(5): e0177191</p>	
<p>Support EPEP outcomes for LAC pupils by contributing to the cost of learning tutors and wellbeing support for pupils who need to make accelerated progress</p>	<p>Tutoring is one of the most effective tools for helping pupils recover lost education (DfE)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1</p>
<p>Family Learning for Reception aged pupils – focusing on early reading</p> <p>Release for key reception staff to lead Family Learning.</p>	<p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes, with the most effective approaches improving learning by as much as six months.</p>	<p>1,3</p>
<p>Support PP pupils through specific programmes of</p>	<p>Benefits of art therapy</p> <ul style="list-style-type: none"> <li>• Positive Physical Impact: improving motor skills, enhanced physical movement and feeling.</li> </ul>	<p>1,2,3,5,6</p>

art therapy both 1:1 and group sessions	<ul style="list-style-type: none"> <li>• Positive Cognitive Impact: improving memory, prioritisation, planning, problem solving, attention span and organisation.</li> <li>• Positive Psychosocial Impact: improving interpersonal skills, expression of feelings and collaboration. Fostering self-expression and communication, providing experiences that promote positive and meaningful interactions between patients, families, friends and caregivers.</li> <li>• Positive Emotional Impact: improving impaired control, easing anxiety, and easing depression from feelings of loss, loneliness, guilt and frustration. Promoting a sense of comfort and normalisation. Fostering positive self-esteem and instilling hope.</li> </ul>	
Support PP pupils through 1:1 counselling sessions	<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>	1,2,3,5,6

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

Budgeted cost: £39,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support families with purchasing uniform, school shoes, PE Kits etc.	Ensuring PP children have correct uniform and access to their own PE kit will increase confidence and enjoyment of school.	5
Funding after school clubs, visits, residential visits for PP children	Involvement in sports and arts participation (clubs) are seen to have wider benefits on attitudes and well-being as reported by EEF.	5
Planning, resourcing and delivering high quality first-hand experiences for pupils to build on their cultural capital (eg. visits out, visitors into	It is proven that there is high value to providing children inspirational activities, building on their cultural capital, in engaging pupils and improving the quality of writing and associated work.	5

school, theme days in school etc)		
Use of expert Mental Health and Wellbeing First Aider HLTA, in order to ensure children have regular access to a 'listening ear' in order to share worries/concerns.	<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>	5
Teacher trained in Level 3 Counselling to work with children and families – cost of release cover ½ a day per week to work with specific PP pupils	<p>This programme of counselling has a huge impact on children at times of difficulty. There have been marked improvements for pupils who have attended.</p> <p>A teacher (who is part of the Safeguarding Team) trained as a counsellor will provide children and families with additional access to a counsellor</p> <p>Ongoing pastoral support, closely tailored to the needs of the child, has a positive impact on emotional needs and hence academic achievement.</p>	5
Designated Deputy Head responsible for monitoring attendance, including PP pupils. Analyse attendance, meet with parents/carers, feedback to teachers, meet with pupils.	<p>Pupils with good attendance records generally <b>achieve higher grades and enjoy school more</b>. Regular school attendance patterns encourage the development of other responsible patterns of behaviour.</p> <p>The Department for Education (DfE) published <a href="#">research</a> in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage (KS) 2 the lower the likely level of attainment at the end of KS2</li> </ul>	4 and 5
Provide additional incentives for PP pupils who are persistent absentees to attend school regularly	<p>Pupils with <b>no absence</b> are 1.3 times more likely to achieve the end of year expectation at Year 6 and 3.1 times more likely to achieve above national expectation, than pupils that missed 10-15% of all sessions</p>	
PP pupils invited to attend Breakfast Club from 7:30am	<p>The EEF Research 'Magic Breakfast' scheme found that schools who ran breakfast clubs before school made an average of +2 months additional progress for pupils.</p> <p>This research also suggested that where these clubs took place, there was also an improvement in the behaviour of pupils. It argued that breakfast clubs provide an</p>	4 and 5

	<p>opportunity to improve outcomes for all children not just those who attend breakfast club, through better classroom environments. 84% of schools who took place in the trial believed that it had an overall positive impact.</p> <p>The research also suggested benefits socially for children, as they provided children with an opportunity to mix with a new group of peers and make new friends. This can have a positive impact on their self-esteem.</p>	
Appointment of outside providers to provide longer and a wider variety of after school activities eg. Inspire+ Prioritisation of pupils selected for roles.	Involvement in sports and arts participation (clubs) are seen to have wider benefits on attitudes and well-being as reported by EEF.	4, 5
Contingency fund for acute issues	Based on our experience and those of schools similar to us and within our Trust, we have identified a need to set a small amount of funding aside to needs that have not yet been identified	All
Investment in CPD contributing to further refinement of whole school culture (NPQLBC), enhancing leaders in the school to make evidence-based decisions to implement proven behaviour management processes and a culture of high expectations	<p>Disadvantage, behaviour and cognitive outcomes: Longitudinal analysis from age 5 to 16  <a href="https://www.eif.org.uk/report/disadvantage-behaviour-and-cognitive-outcomes">https://www.eif.org.uk/report/disadvantage-behaviour-and-cognitive-outcomes</a></p> <p>EEF 2019 Improving Behaviour in Schools</p>	1,2,3,5,6

**Total budgeted cost: £234,251.40**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

The DfE will share our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils.

To help us gauge the performance of our disadvantaged pupils we will compare our results to those for disadvantaged and non-disadvantaged pupils at a national and local level when the DfE data is available.

Our observations and assessments demonstrated that pupil behaviour, including attitudes to learning, were maintained at high standards for our disadvantaged children. Challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

In Year 6, data from tests and assessments suggest that there were some strong individual performances and whilst reading attainment was in line with non-disadvantaged, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

In Year 2, data from tests and teacher assessments show that disadvantaged attainment is broadly in line with non-disadvantaged pupils at EXP+ in Reading and Maths. There is a more significant gap in writing and is in part due to the Covid-19 pandemic.

Due to the quality and consistency of the phonics and early reading provision across EYFS, Year 1 and Year 2 (including a raft of staff CPD to teach Read, Write, Inc), 67% of Pupil Premium children in Year 1 passed the phonics screen. In Reception, 59% of Pupil Premium children achieved GLD.

Attendance of disadvantaged pupils was slightly lower than the whole school average. Our Service Pupils' attendance was 99.5%. Apart from service pupils, all of our attendance was lower than usual due to ongoing COVID 19 absences. We will continue to focus on attendance in the next academic year to ensure that all PP Pupils attend well.

**So What?** See Pupil Premium Strategy Plan for 2022-2023, which includes actions following rigorous monitoring of every year group across the school.