



Pupil Premium

Analysis Report 2022/23

Number of FSM Pupils 2021-22	
Number eligible for Pupil Premium at Oct 2020 census	70
Number of LAC pupils eligible for Pupil Premium	0
Number of service children eligible for Pupil Premium	0
Number of pupils for 2021-22	213
Amount received per pupil	£1455
Indicative Pupil Premium spend	£101,850

Pupil Premium - Key Notes

- *By the end of the academic year a further 13 children were identified to be eligible, however we could not claim for them. The children were however able to continue to access the Free School Meal Vouchers.*
- *70 pupils are 32.8% of the school population*
- *Of the 70 PP pupils 21 identify as SEND and PP –30%*
- *26% of PP children have attended a club this academic year. This figure is 8.5% of ALL pupils*
- *PP attendance in 2021/22 was 91.9%. This was lower than overall attendance for this year (92.5%) This includes children with significant medical/physical needs.*
- *PP Attendance by year group:*

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Pupil Premium	87.0%	91.7%	91.6%	95.7%	91.2%	94.4%	91.8%
Whole Cohort	87.5%	91.8%	92.3%	94.1%	92.2%	95.2%	92.7%



Impact of the Plan

Teaching (for example, CPD, recruitment and retention)

£ 47,839 salaried cost

Activity	Intended Impact	Review
Implement 3 year Voice 21 programme. Each stage will last for a year and containing a carefully-constructed blend of professional development and bespoke support. We will work with our oracy teaching and learning experts from Voice 21 to identify and address your specific needs and ambitions for oracy, both in classrooms and across school, supporting us to meet the <u>Oracy Benchmarks</u> .	To improve speaking, fluency, vocabulary and hence reading and writing across all year groups.	This has been hugely successful. The staff are completely invested in the programme and the pedagogy. All staff have had significant training by the Oracy leads and champions. We extended the programme to be embedded in the curriculum, with the focus on developing tiered vocabulary in each subject. Children are much more confident in the use of tiered vocabulary and this is evidenced in the books.
Use of school PE coaches to increase the amount of physical activity opportunities for all children with a focus on disadvantaged children. Clubs will be 80% sport focused	To increase the amount of physical activity opportunities for all children. To ensure that children are accessing high quality extracurricular sports activities that may not be available to them outside school.	24% of PP children attended clubs and 5 clubs per week were either sports or outdoor learning clubs. Clubs were offered to families rather than individual children to help with pick up for families. We also offered Karate to children and paid for those families who were eligible for PP.
Book scrutinies to take place to monitor the level of challenge disadvantaged children are experiencing and ensuring high expectations across all subjects.	That disadvantaged children are held back by low expectation and that lessons and work is pitched so that good or better progress is made.	We have had half termly book scrutinies take place over the year, focusing on reading, writing, maths and foundation subjects. We have checked the books of a random selection of PP children on



		<p>each occasion to ensure that progress was being made and if not follow up action took place.</p> <p>Outcomes show that disadvantaged children overall make good progress and in 61% of subjects out perform the whole cohort.</p>
<p>To create an effective learning environment to improve the learning outcomes of PP and PP with SEND.</p> <ul style="list-style-type: none"> • Working walls are used effectively and reflect current working • Embed RRSA displays that are child-centred • Visual timetables are used daily • Growth Mindset displays to develop behaviour for learning • Additional table/class resources are available and directed to children with SEND. 	<p>That the learning environment is conducive to independent learning, increased pace of learning, better interaction with peers and good or better progress.</p>	<p>Learning walks have evidenced the consistent approach to the learning environment including the use of working walls. This has supported the children in developing their independence but also contributing to it.</p> <p>All classes have an RRSA class charter. We have amalgamated the RRSA display with our Student Leadership board to ensure that pupil voice is linked through our school parliament and are child friendly.</p> <p>All classes use the visual TTs/Growth Mindset displays and they are monitored by the phase leaders the SENCo through learning walks and also self-assessment using the Environmental checklist.</p>
<p>To undertake termly learning walks with a focus on disadvantaged children.</p>	<p>Disadvantaged children are making good or better progress in class and their books evidence good progress.</p>	<p>Some highlights include:</p> <p>Year 6 disadvantaged children made significantly better progress across all core subjects. Progress in reading across all of KS2 was higher than the rest of the cohort</p> <p>Year 2 is the class where PP children did not make the progress we had hoped for.</p>
<p>Pupil progress meeting action plans with a focus on disadvantaged children.</p>	<p>Targeted support for disadvantaged children is timely and has a positive impact on progress.</p>	<p>All Pupil progress meeting have led to an action plan being created and we have supported PP and SEND children, both on a 1-1 and within the classroom. Book scrutinies showed that targeted</p>



		children made good progress over the course of the year.
Outdoor Learning (OL) lead to complete training and deliver training and sample lessons to all staff and support outdoor learning activities going forward	That children use the outdoor space developing their creativity, problem-solving, independence and confidence.	This is ongoing and we have invested heavily in the Outdoor learning area, and hope to make better use of it this year.

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

Budgeted cost: £21,233

Activity	Intended Impact	Review
To implement the School Led tutoring programme to support children who require catch up following COVID disruption.	That targeted children make good or better progress and narrow the gaps in learning due to COVID closures and disrupted learning time. The focus of the gaps will be reading, writing and maths.	32 children accessed School led tutoring, of who 20 were PP eligible. Each child was tracked by the tutor focusing on particular skills and areas of development. There was evidence of clear progress and no child slipped further behind. The focus of SL tutoring was more about closing gaps that had been found post pandemic. 66% made good or better progress in reading 56% made good or better progress in writing 47% made good or better progress in maths
Teacher led targeted small group PM tuition supported by Junior Jam (Catch up/recovery premium)	That targeted children make good or better progress and narrow the gaps in learning due to COVID closures and disrupted learning time. The focus of the gaps will be reading, writing and maths	KS1 children made the most progress across R/W/M. Children in KS2 made some good progress, however this was no consistent across all subjects.



<p>Targeted disadvantaged pupils to have regular reading, phonics, writing and maths intervention. Regular monitoring of intervention groups or 1-1 to ensure quality of delivery to inform next steps.</p>	<p>Targeted children in both KS1 and those who did not pass the phonics screener in KS1 make good or better progress in reading and phonics.</p>	<p>90% of Year 1 disadvantaged children passed the phonics screener and 100% of disadvantaged children in year 2 passed the phonics check.</p>
<p>To use our Nurture Room to provide a safe, predictable and structured space to further the child with their emotional and social development.</p>	<p>That SEND and children who require additional SEMH or Language and Communication support have access to high quality provision and make progress in relations to their small step targets.</p>	<p>This has been an invaluable space for our high needs SEND children, which includes children who were PP eligible. Small step targets were met for all the children who accessed this support.</p>
<p>TAs to deliver small group intervention to reinforce classroom learning.</p>	<p>Children who may have not fully understood or made progress in core subject sessions will make progress once learning has been reinforced.</p>	<p>This was not as consistent due to high staff absence. Phonics intervention took place and phonics outcomes show impact.</p>



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

Budgeted cost: £ 35,088

Activity	Intended Impact	Review																
<p>To develop a well-being strategy for children that will support their health and well-being both in school and at home.</p>	<ul style="list-style-type: none"> Promote positive mental and emotional wellbeing by providing information and support. Create a shared understanding of all aspects of mental health Enable those with mental health related issues to self-disclose and seek support in a safe confidential manner. Offer guidance and strategies, along with the support of our Mental Health First Aider, to support pupils and staff to be mentally healthy. Create a culture to support and maintain positive mental health and wellbeing. 	<p>A well-being strategy was completed and shared at the beginning of the year. The focus being 5 ways to well-being which also links in with our parental engagement programme.</p> <p>Children who require support are identified on the Leuven's scale.</p> <p>Following this, outcomes for children at the end of the year :-</p> <table border="1" data-bbox="1527 715 1924 1131"> <thead> <tr> <th>Year</th> <th>Improved score on Leuven's scale</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>6</td> </tr> <tr> <td>1</td> <td>9</td> </tr> <tr> <td>2</td> <td>8</td> </tr> <tr> <td>3</td> <td>9</td> </tr> <tr> <td>4</td> <td>7</td> </tr> <tr> <td>5</td> <td>6</td> </tr> <tr> <td>6</td> <td>15</td> </tr> </tbody> </table> <p>Our FSW supported a number of children across the school on a 1-1 basis through our Drawing and talking Therapy</p>	Year	Improved score on Leuven's scale	Rec	6	1	9	2	8	3	9	4	7	5	6	6	15
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<p>Ensure that extra-curricular activities are offered to disadvantaged children, to support their physical and learning needs and support creativity</p>	<ul style="list-style-type: none"> To help children to develop their social skills and learn how to work in a team to achieve a shared goal. 	<p>26% of PP children attended an extracurricular activity. This is lower than we would hope, and we need to relook at how we improve take-up.</p>																



	<ul style="list-style-type: none"> To allow children the opportunity to explore different areas of interest, increase self-confidence, build leadership skills and improve learning outcomes. 	
<p>Family Support worker - Well-Being worker to support behaviour/Breakfast Club and lunchtime provision and parents</p>	<ul style="list-style-type: none"> The disadvantaged children have a nutritious breakfast so they are ready for the school day Children and families who are experiencing long- or short-term difficulties access emotional and practical help and advice. Relationships built mean that children are confident attending school every day and making good progress and that families are able to support their children and access support for themselves. 	<p>Despite the offer of a free breakfast club, not many parents of PP eligible children attended our breakfast club. The vast majority were working parents, with only 10% attending being PP eligible. We did target parents through our Family Support Worker but most did not require the offer.</p>
<p>Implement an effective parental engagement plan focusing on home learning. Behaviour support, mental health and well-being and healthy lifestyles.</p>	<ul style="list-style-type: none"> Children feel connected to their parents/carers, families and communities Children feel safe, secure, supported and are ready to learn. Parents/carers supported by the school and other agencies, they feel connected to their child and more prepared to support their child. 	<p>The workshops offered included :-</p> <ul style="list-style-type: none"> Y4 Swimming Supporting home learning Health and well-being coffee morning and engagement event (Autumn and Summer term) Read Write Inc targeted support Story telling workshop Anti bullying Homework Internet Safety Y6 residential Supporting mental health and well-being Y6 transition support Y5 high school applications <p>Although this was offered to all parents, our Family Support Worker did target families to attend. The</p>



		SWOT analysis showed that the home learning and Internet Safety were well received and made a difference to parenting at home.
Daily attendance monitoring and fortnightly PA monitoring. Plans and support and rewards for disadvantaged children	<ul style="list-style-type: none"> • That children attendance school regularly and are in line or above the whole cohort. • That children have positive relationships with adults and are motivated to learn • Swift action prevents children becoming a persistent absentee. 	<p>Please see above data.</p> <p>HOS/FSW met on a weekly basis and for those families who required an attendance plan, the attendance to school did improve. 22% of the children who were on an attendance plan were PP eligible. 22.5% of disadvantaged children were PA, compared to the whole cohort of</p>
All children who require uniform or school wear will have access to complementary clothing.	<ul style="list-style-type: none"> • Children feel confident attending school and their uniform needs are met. 	This has always is effective. We do also have free second hand uniform available to the children.
Year 6 Residential to Ghyll Head March 2022. This will be fully paid for through PP funding.	<ul style="list-style-type: none"> • Provide inspiration and help to improve creativity amongst pupils across a whole range of subjects. • Student leadership skills emerge in a residential environment to move pupils out of their perceived comfort zones and facilitate a new learning and social environment. • Impact they can have on the progress of lower-attaining pupils, who may have difficulties with concentration and engaging in a classroom environment. 	<p>Another hugely successful trip. There were so many new opportunities and experiences for all our children including 15 PP children.</p> <p>Children with PP and additional needs were exceptional in their motivation and courage when faced with difficult challenges during the trip.</p>
Use the FSM tracker to ensure all families who could be eligible to apply for FSM funding	FSM tracker to identify FSM and increase funding to support disadvantaged children.	Increased the number of eligible to 83 over the course of the year, which meant that more children were able to access free school meals and free school meal vouchers over the holidays.