

# St Barnabas' Pupil Premium Strategy Statement 2022-25

1. Summary information					
School	St Barnabas' CEP Primary School				
Academic Years	2022-25	Total PP budget	£96,950	Date of most recent PP Review	Sep 2022
Total number of pupils	198	Number of pupils eligible for PP	59	Date for next internal review of this strategy	Sep 2023

2. Current attainment						
	Pupils eligible for PP (your school)		All pupils in our school		Pupils eligible for PP in Kent	
	2019	2022	2019	2022	2019	2022
KS2 R/W/M % Expected Standard +	22%	27.3%	50%	50%	52.1	40.2
Reading Progress	-6.6	-3.6	-3.0	-2.0	-0.9	-2.0
Reading Attainment % Expected Standard +	33.3%	54.5%	60%	63.3%	62.4	58.8
Writing Progress	-4.7	-4.7	-1.3	-2.6	-0.5	-1.1
Writing Attainment % Expected Standard +	44.4%	54.5%	70%	66.7%	69.8%	56.5
Maths Progress	-7.4	-4.3	-3.7	0.0	-1.5	-2.3
Maths Attainment % Expected Standard +	33.3%	36.4%	67%	70%	67.4%	51.6
KS1 Reading % Expected Standard +	100%	40%	81.5%	62.1%	58.3%	48.5
KS1 Writing % Expected Standard +	83.3%	33.3%	77.8%	55.2%	52.3%	37.7%
KS1 Maths % Expected Standard +	100%	53.3%	96.3%	72.4%	61.2%	49.4%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Multiple needs. The proportion of pupils who are eligible for Pupil Premium with SEN is higher than amongst non-disadvantaged pupils within the school. Many disadvantaged pupils are also EAL.
B.	Mobility. A large proportion of pupils who are eligible for Pupil Premium have joined the school later.
C.	Low Prior Attainment. Many pupils who are eligible for Pupil Premium have low prior attainment, either at the start of EYFS or upon a later entry into the school.
D.	Language Proficiency. Many pupils who are eligible for Pupil Premium have lower language proficiency than their non-disadvantaged peers.
E.	Behaviours for Learning. Many pupils who are eligible for Pupil Premium do not yet possess learning attributes such as perseverance, reflection and resilience required to be successful learners.
F.	Self Image. Many Pupil Premium eligible pupils have developed a negative self-image relating to their capacity to learn.

<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>G.</b>	Pupil Attendance. Although generally good, rates of absence are higher among PP eligible pupils compared to non-disadvantaged pupils.
<b>H.</b>	Home Environment. Some pupils eligible for Pupils Premium live in an environment not conducive to school readiness.
<b>I.</b>	Life Experience. Some pupils eligible for Pupils Premium have limited life experience when compared to their non-disadvantaged peers.
<b>J.</b>	Parental Engagement. Some of the parents of children eligible for Pupils Premium struggle to engage with their child's education in a meaningful and positive way. As a result, pupils eligible for Pupils Premium often have less parental support than their non-disadvantaged peers.
<b>K</b>	Disproportionate Impact of lockdown. Pupils eligible for Pupil Premium were adversely affected by school closure then their non-disadvantaged peers.
<b>4. Desired outcomes</b>	
<b>A.</b>	To make all teaching staff aware of the specific needs of the pupils eligible for Pupil Premium under their care.
<b>B.</b>	To closely monitor the progress and attainment of all pupils eligible for Pupil Premium and make timely interventions when sufficient progress is not made.
<b>C.</b>	To close the gap in attainment between pupils eligible for Pupils Premium and their non-disadvantage peers (both within the school and nationally).
<b>D.</b>	To raise the attainment of all pupils eligible for Pupils Premium.
<b>E.</b>	To close the attendance gap between pupils eligible for Pupils Premium and their non-disadvantages peers.
<b>F.</b>	To ensure that all pupils eligible for Pupil Premium are supported to develop the personal, social and emotional attributes required to be successful learners.
<b>G.</b>	To enrich the school experience of pupils eligible for Pupil Premium and close the 'experience gap' between themselves and their non-disadvantaged peers.
<b>H.</b>	To increase the engagement of the parents of pupils eligible for Pupils Premium.

5. Planned expenditure					
Academic years		2022-25			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact/Review
For Pupil Premium eligible children with SEN to access the mainstream curriculum wherever possible.	<p>SENco time allocated to support classroom teachers in the implementation of Quality First Teaching practices for PP eligible children with SEN.</p> <p>SENco time allocated to train TAs to support PP children with SEN to access the curriculum both in and outside of the classroom.</p>	<p>When investigating PP barriers to learning it was revealed that “<i>The proportion of pupils who are eligible for Pupil Premium with SEN is higher than amongst non-disadvantaged pupils within the school</i>” In the ‘Features of Practice in Schools’ document provided by Ofsted it was stated that, “<i>Quality first provision, including teaching, is the key</i>” Furthermore, the Education Endowment Foundation Guide to Pupil Premium states, “<i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</i>”</p> <p>A highly trained practitioner such as a SENco will assist in identifying gaps in learning and helping to put in place strategies for in-class support. Currently the Education Endowment Foundation describes the impact of teaching assistants as ‘<i>Low impact and high cost</i>’ We firmly believe that in order increase the impact that TAs can have on the progress of PP eligible children with SEN, we need to provide them with enhanced training opportunities. The SENco will play a key role in facilitating such training.</p>	<p>-SENco supports class teachers and TAs to set personalised targets and implement interventions.</p> <p>-Creating and reviewing personalised provision plans.</p> <p>-Effective use of provision mapping to plan, measure and review impact.</p> <p>-SENco to facilitate CDP opportunities for TAs who work in classrooms with PP eligible children with SEN.</p> <p>-Further identification of SEN needs</p> <p>-Referral to outside agencies.</p>	SENco	

<p>To narrow the gap in attainment in KS2 Maths between PP eligible pupils and their non-disadvantaged peers.</p>	<p>To ensure that all teachers fully understand and are able to deliver sequences of lessons based around the Teaching for Mastery Approach to maths.</p> <p>To ensure the provision of high quality Maths modelling and access to manipulatives in KS2 classrooms.</p> <p>To complete collaborative planning sessions between Maths Lead and KS2 teachers with PP focus.</p> <p>To closely monitor and review attainment and progress of pupils across years 3, 4, 5 and 6</p>	<p>The KS2 Maths attainment gap has shrunk and expanded periodically over the last 3 academic years. However, the 2022 KS2 Maths results show a significant attainment gap between PP eligible pupils and their non-disadvantaged peers. In 2022 the average progress in Maths for KS2 PP eligible children was -4.3 compared to 0.0 for their non-disadvantaged peers. There was also a significant gap in attainment with 36.4% of KS2 PP eligible pupils achieving EXS+ compared to 70% of their non-disadvantaged peers.</p> <p>A 2019 Peer-to-Peer review revealed that manipulatives and modelling could be used more effectively to promote attainment- especially in KS2. Such practices have been proven to benefit disadvantaged children the most.</p> <p>A series of Maths PDMs revealed that while teachers are confident in their knowledge of the Teaching for Mastery approach- they find it a challenge to use and apply these teaching methods within the framework of the White Rose Maths Curriculum.</p>	<p>-Participation of the Teaching for Mastery Embedding Programme</p> <p>-PDMs based around developing shared understanding of the Teaching for Mastery approach.</p> <p>-Additional KS2 teacher incorporated into the Teaching for Mastery Embedding Programme</p> <p>-Continued support from Maths Coordinator and School to School support on the use of manipulatives and modelling in KS2 classrooms.</p> <p>-Additional manipulatives to be purchased in KS2 classrooms where needed.</p> <p>-Number stacks intervention in Lower KS2</p> <p>-Mastering Number Curriculum extended into Lower KS2 where appropriate.</p> <p>-Collaborative Planning sessions with PP focus.</p> <p>-Termly meetings between DHT and Maths Leader.</p> <p>-Termly review of Pupil Premium maths data.</p> <p>-Adoption of the new White Rose Schemes for 2022.</p> <p>-Adoption of a new school wide approach to Times Tables in Sep 2022.</p>	<p>HT DHT Maths Coordinator KS2 Teachers</p>	
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<p>To narrow the attainment gap in KS1 Maths</p>	<p>To refine and further develop the effective use of models and manipulatives for teaching the KS1 Maths curriculum.</p> <p>To ensure PP children have access to, and understand how to use, models and manipulatives across the KS1 curriculum.</p> <p>To share best practice, high quality first teaching across the Key Stage.</p>	<p>Over the last 5 years there has been a sustained increase in the proportion of PP eligible children attaining the expected level in Maths. Such significant improvements can be largely attributed to the implementation of recommendations from the 2019 peer-to-peer review, effective use of models/manipulatives and a focus on high quality first teaching. However, in 2022 the proportion of PP eligible pupils dropped to 53.3% compared to 72.4% of their non-disadvantaged peers. While the proportion of PP eligible children achieving the expected standard is higher than the Kent Average- it is lower than non-disadvantaged peers in the school.</p>	<ul style="list-style-type: none"> <li>-Termly review of Pupil Premium maths data.</li> <li>-Termly meetings between DHT and Maths Leader.</li> <li>- Participation of the Teaching for Mastery Embedding Programme</li> <li>-PDMs based around developing shared understanding of the Teaching for Mastery approach.</li> <li>-Continued support from Maths Coordinator and School to School support on the use of manipulatives and modelling in KS1 classrooms.</li> <li>-Additional manipulatives to be purchased in KS1 classrooms where needed.</li> <li>-Collaborative planning sessions with all KS1 teachers with PP focus.</li> <li>-Mastering Number programme introduced in EYFS, Yr1 and Y2.</li> <li>-3x class sets of rekenreks purchased.</li> <li>-Adoption of the new White Rose Schemes for 2022.</li> <li>-Adoption of a new school wide approach to Times Tables in Sep 2022.</li> </ul>	<p>Deputy Head Teacher Maths Coordinator KS1 Teachers</p>	
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<p>To improve the oral fluency of PP eligible pupils in KS1.</p>	<p>To implement strategies designed to improve oral fluency in all KS1 classrooms.</p>	<p>When investigating PP barriers to learning it was revealed that, "<i>Many pupils who are eligible for Pupil Premium have lower language proficiency than their non-disadvantaged peers.</i>" Furthermore, The Education Endowment Foundation identified 'Oral Language Interventions' as an area with the potential for achieving significant progress for a minimal cost. The CPRT/IEE Education Endowment Foundation project on dialogic teaching 2014-17 led by Robin Alexander and Frank Hardman identified that over 2 terms, pupils made on average 2 months accelerated progress in Science and English and 1 month accelerated progress in Maths. In its guide to KS1 and KS2 Literacy, the EEF stated '<i>Speaking and listening skills are at the heart of language, not only as foundations for reading and writing, but also as essential skills for thinking and communication.</i>' We will aim to improve PP children's oral fluency as a means of driving forward further academic progress across the curriculum.</p>	<ul style="list-style-type: none"> <li>-Introduction of whole class guided reading in KS1.</li> <li>-Sets of whole class reading books purchased.</li> <li>-New Reading Curriculum mapped and introduced to ensure access to high quality reading for all.</li> <li>-Ensure PP children read books and stories aloud and are encouraged to have conversations about them with their teacher and peers.</li> <li>-KS1 teachers given training on how to model the process of making inferences by asking relevant questions aloud and answering them themselves.</li> <li>- PP children given additional opportunities to engage in paired or group work so they can share the thought processes that lead them to make inferences.</li> <li>-PP children provided with additional activities that extend their spoken and receptive vocabulary related to current topics in the curriculum.</li> <li>-Additional opportunities for performance for KS1 pupils- Nativity and Class Assemblies.</li> <li>-Books purchased for all PP eligible pupils to take home and keep to ensure that they have access to high quality literature at home.</li> <li>-Two members of EYFS staff trained to deliver NELI programme.</li> <li>-Perform' added to whole school intent document</li> </ul>	<p>Deputy Head Teacher English and Communicati on Leader Class Teachers KS1 Teachers</p>	
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<p>To improve the oral fluency of PP eligible pupils in KS2.</p>	<p>To implement strategies designed to improve oral fluency in all KS2 classrooms.</p>	<p>When investigating PP barriers to learning it was revealed that, "<i>Many pupils who are eligible for Pupil Premium have lower language proficiency than their non-disadvantaged peers.</i>" Furthermore, The Education Endowment Foundation identified 'Oral Language Interventions' as an area with the potential for achieving significant progress for a minimal cost. The CPRT/IEE Education Endowment Foundation project on dialogic teaching 2014-17 led by Robin Alexander and Frank Hardman identified that over 2 terms, pupils made on average 2 months accelerated progress in Science and English and 1 month accelerated progress in Maths. In its guide to KS1 and KS2 Literacy, the EEF stated '<i>Speaking and listening skills are at the heart of language, not only as foundations for reading and writing, but also as essential skills for thinking and communication.</i>' We will aim to improve PP children's oral fluency as a means of driving forward further academic progress across the curriculum.</p>	<ul style="list-style-type: none"> <li>-Introduction of whole class guided reading in KS2</li> <li>-Sets of whole class reading books to be purchased for all KS2 classrooms.</li> <li>-Purposeful speaking and listening activities introduced into all classrooms Including:               <ul style="list-style-type: none"> <li>→reading books aloud and discussing them;</li> <li>→activities that extend pupils' expressive and receptive vocabulary;</li> <li>→collaborative learning activities where pupils can share their thought processes;</li> <li>→structured questioning to develop reading comprehension;</li> <li>→teachers modelling inference-making by thinking aloud;</li> <li>→pupils articulating their ideas verbally before they start writing.</li> </ul> </li> <li>-New Reading Curriculum mapped and introduced to ensure access to high quality reading for all.</li> <li>-Books purchased for all PP eligible pupils to take home and keep to ensure that they have access to high quality literature at home.</li> <li>-Additional opportunities for performance for KS2 pupils- Productions, Class Assemblies, Debates, Presentations.</li> <li>-‘Perform’ added to whole school intent document.</li> </ul>	<p>Deputy Head Teacher English and Communication Leader Class Teachers</p>	
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<p>To narrow the attainment gap in Reading between PP eligible pupils and their non-disadvantaged peers in KS2</p>	<p>To provide high quality reading material and experiences which appeal directly to the interests and needs of PP eligible children.</p> <p>To closely monitor PP attainment and progress in reading across KS2</p>	<p>In 2022, in reading 54.5% of pupils achieved the expected standard compared to 63.3% of their disadvantaged peers. The amount of progress made by PP eligible pupils was also much lower than their non-disadvantaged peers -3.6 compared with -2.</p> <p>The EEF Guidance Report entitled 'Improving Literacy in Key Stage 2' identified recommendations to support pupils to develop fluent reading capabilities as well as recommendations to support the teaching of reading comprehension strategies through modelling and supported practice. Such recommendations will form the basis of our drive to promote reading in KS2</p>	<ul style="list-style-type: none"> <li>-Introduction of whole class guided reading in KS2.</li> <li>-Sets of whole class reading books to be purchased for all KS2 classrooms.</li> <li>-Books purchased for all PP eligible pupils to take home and keep to ensure that they have access to high quality literature at home.</li> <li>-new reading curriculum to map our coverage and progression.</li> <li>-Fluency promoted via guided oral reading instruction and repeated reading</li> <li>-Reading comprehension promoted by teaching specific strategies to monitor and overcome barriers to comprehension: prediction; questioning; clarifying; summarising; inference; activating prior knowledge</li> <li>-Increased pupil engagement via the selection of desirable reading material.</li> <li>-Reading events with PP focus.</li> <li>-Termly analysis of PP data for Reading.</li> <li>-Termly NFER assessments for all KS2 classes-standardised score calculated.</li> <li>-English subject leader action plan to include PP focus.</li> <li>-Release time for English and Communication subject leader.</li> <li>-Termly meetings between HT and English and Communication leader.</li> <li>-Introduction of text based focus to begin each academic year.</li> </ul>	<p>HT DHT Literacy Coordinator Class Teachers</p>	
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<p>To close the attainment gap in KS1 reading.</p>	<p>To provide high quality reading material and experiences which appeal directly to the interests and needs of PP eligible children.</p> <p>To closely monitor PP attainment and progress in reading across KS1</p>	<p>In 2022 40% of PP eligible children achieved the expected standard compared to 62.1% of their non-disadvantaged peers. The EEF Guidance Report entitled 'Improving Literacy in Key Stage 1' identified a set of recommendations to improve reading in Ks1. These will form the basis for our strategy to close the attainment gap in reading in KS1.</p>	<p>Introduction of whole class guided reading in KS2.</p> <ul style="list-style-type: none"> <li>-Sets of whole class reading books to be purchased for all KS1 classrooms.</li> <li>-Books purchased for all PP eligible pupils to take home and keep to ensure that they have access to high quality literature at home.</li> <li>-new reading curriculum to map our coverage and progression.</li> <li>- Use a balanced and engaging approach to developing reading, which integrates both synthetic phonics and comprehension skills</li> <li>- Effectively implement a systematic phonics programme- Twinkl programme adopted in EYFS, Yr1 and Yr2.</li> <li>-Matched phonics reading books provided for all PP children.</li> <li>-Teach pupils to use strategies for developing and monitoring their reading comprehension</li> <li>-Increased pupil engagement in the selection of desirable reading material.</li> <li>-Reading events with PP focus.</li> <li>-Termly analysis of PP data for Reading.</li> <li>-Reading ages calculated at the beginning and end of Year 1</li> <li>-English and Communication subject leader action plan.</li> <li>-Release time for English and Communication subject leader.</li> <li>-Termly meetings between HT and English and Communication leader.</li> <li>-Introduction of text based focus to begin each academic year.</li> </ul>	<p>HT DHT Literacy Coordinator Class Teachers</p>	
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<p>To promote social and emotional wellbeing for PP eligible pupils in KS1 and KS2.</p>	<p>To provide a programme of sessions designed to promote social and emotional well-being for PP eligible pupils.</p> <p>To effectively integrate emotional wellbeing into the new curriculum.</p>	<p>When investigating PP barriers to learning it was revealed that, “<i>Some pupils who are eligible for Pupil Premium do not yet possess learning attributes such as self-confidence, perseverance and resilience.</i>” and “<i>Some pupils eligible for Pupils Premium live in an environment not conducive to school readiness.</i>” We will provide a programme of social and emotional education designed to address these issues.</p>	<p>-Zippy’s and Apple’s Friends Sessions to be delivered by highly trained FLO to all Year 2 and 3 children</p> <p>-Annual review of programme.</p> <p>-Curriculum review designed to integrate social and emotional wellbeing across the curriculum.</p> <p>-Implementation of the new Wellbeing curriculum.</p> <p>-The following strands introduced into our whole school curriculum intent, ‘Develop a positive sense of self.’ and ‘Build effective relationships.’</p>	<p>FLO Subject Area Leaders Classroom Teachers</p>	
<p>To promote engagement and attainment in the Wider Curriculum amongst PP eligible children.</p>	<p>To enhance the delivery of the wider curriculum.</p> <p>To ensure all PP eligible children access quality first teaching across the curriculum.</p> <p>To ensure that lower prior attainment in Reading and Writing does not restrict pupil’s access to the wider curriculum.</p>	<p>When investigating PP barriers to learning it was revealed that, “Many pupils who are eligible for Pupil Premium have low prior attainment, either at the start of EYFS or upon a later entry into the school.” We will ensure that prior lower attainment in reading and writing does not impact PP eligible pupil’s ability to access the wider curriculum.</p>	<p>-Curriculum redesigned to incorporate curriculum areas.</p> <p>-Guiding Documents created to support the effective delivery of quality first teaching.</p> <p>-Wider Curriculum assessment documents introduced to track progress in wider curriculum areas and promote PP attainment.</p> <p>-CDP sessions based around Rosenshine’s principles of Direct Instruction.</p> <p>-Ongoing professional development focussed around an improvement of the delivery of teaching and learning in the wider curriculum.</p> <p>-Teachers trained to avoid unconscious bias when assessing PP attainment across the wider curriculum.</p>		
<p><b>Total budgeted cost</b></p>					<p>50% of total spend</p>
<p><b>ii. Targeted Intervention</b></p>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact/Review
To close the attainment gap in KS1 reading.	<p>To provide highly targeted, short-term programmes of reading intervention for selected Pupil Premium eligible children.</p> <p>To further refine systems for measuring and tracking the attainment and progress of PP readers in KS1.</p>	<p>In 2022 40% of PP eligible children achieved the expected standard compared to 62.1% of their non-disadvantaged peers. The EEF Guidance Report entitled 'Improving Literacy in Key Stage 1' identified a set of recommendations to improve reading in Ks1. These will form the basis for our strategy to close the attainment gap in reading in KS1.</p> <p>The EEF Guide to Pupil Premium stated that, <i>'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.'</i> Therefore targeted reading intervention will be used to close the attainment gap between PP children and their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> <li>-Screening for all PP children's reading age as they enter Year 1 and Year 2.</li> <li>-Pupil Premium meetings to identify pupils in need of additional reading support.</li> <li>-Experienced practitioner to provide timetabled 1:1 support.</li> <li>-Detailed entry, progress and exit data recorded to accurately measure progress</li> <li>-Introduction of the Words First programme for PP eligible pupils.</li> <li>-Introduction of Twinkl Phonics scheme- small group intervention based around Twinkl phonics resources.</li> <li>-Access to matched phonic reading material for all PP children engaged in 1:1 and small group intervention.</li> </ul>	DHT Class Teachers	
To narrow the reading attainment gap in KS2 reading.	<p>To provide highly targeted, short-term programmes of reading intervention for selected Pupil Premium eligible children.</p> <p>To further refine systems for measuring and tracking the attainment and progress of PP readers in KS2.</p>	<p>In 2022 only 27.3 of PP eligible children reached the expected standard in reading compared to 50% of their non-disadvantaged peers. The progress made by PP eligible children in reading is also significantly lower (-3.6) compared to their non-disadvantaged peers (-2.0).</p> <p>The EEF Guide to Pupil Premium stated that, <i>'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.'</i> Therefore targeted reading intervention will be used to close the attainment gap between PP children and their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> <li>-Screening for all PP children's' reading age as they enter KS2.</li> <li>-Termly NFER Reading Assessments for PP children in Yr 3,4 and 5.</li> <li>-Short term, high impact interventions to be led (wherever possible) by classroom teachers.</li> <li>-Entry and Exit data to be collected to measure impact of intervention</li> <li>-Review of each intervention upon completion</li> </ul>		

To narrow the KS1 attainment gap in Writing and Maths.	To provide highly targeted, short-term programmes of Writing and Maths intervention for selected Pupil Premium eligible children.	<p>In 2022, in Writing 33.3% of PP eligible children reached the expected standard in reading compared to 55.2% of their non-disadvantaged peers. In Maths 53.3% of PP eligible children reached the expected standard in reading compared to 72.4% of their non-disadvantaged peers</p> <p>The EEF Guide to Pupil Premium stated that, <i>'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.'</i> We will use targeted, small group intervention to ensure that the attainment gap does not open in future.</p>	<p>-Termly Pupil Premium meetings to identify pupils in need of additional Writing and Maths support.</p> <p>-Qualified teacher to deliver bespoke intervention programmes designed to complement classroom learning.</p> <p>-Entry, progress and exit data recorded to accurately measure progress.</p> <p>-Annual review of every PP child completed by DHT and Class Teacher. Findings to be passed to child's next Class Teacher.</p>	DHT Year 1 Teacher Year 2 Teacher	
To narrow the KS2 attainment gap in Writing and Maths.	To provide highly targeted, short-term programmes of Writing and Maths intervention for selected Pupil Premium eligible children.	<p>In 2022, in Writing 54.5% of PP eligible children reached the expected standard compared to 66.7% of their non-disadvantaged peers. Progress for PP eligible children in writing was also significantly lower -4.7 compared to -2.6.</p> <p>In Maths 36.4% of PP eligible children reached the expected standard compared to 70% of their non-disadvantaged peers. Progress for PP eligible children in writing was also significantly lower -4.3 compared to -0.0.</p> <p>The EEF Guide to Pupil Premium stated that, <i>'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.'</i> We will use targeted, small group intervention to ensure that the attainment gap in Writing and Maths narrows over the next 3 academic years.</p>	<p>-Termly Pupil Premium meetings to identify pupils in need of additional Writing and Maths support.</p> <p>-Qualified teacher to deliver bespoke intervention programmes designed to complement classroom learning.</p> <p>-Entry, progress and exit data recorded to accurately measure progress.</p> <p>-Annual review of every PP child completed by DHT and Class Teacher. Findings to be passed to child's next Class Teacher.</p>		

To ensure PP eligible pupils are provided with the emotional and social support required to succeed in the classroom.	To provide programmes of play therapy designed to promote well-being, resilience and emotional intelligence.	When investigating PP barriers to learning it was revealed that, <i>“Some pupils who are eligible for Pupil Premium do not yet possess learning attributes such as self-confidence, perseverance and resilience.”</i> and <i>“Some pupils eligible for Pupils Premium live in an environment not conducive to school readiness.”</i> Play therapy will help to address these issues and promote school readiness.	-Meetings between Parents, Class Teachers and FLO to identify pupils who would benefit from play therapy. -Entry, progress and exit data collected to show progress. -Case studies to show progress.	Head Teacher HLTA WD	
To ensure PP eligible pupils with SEN make progress against personalised targets.	To assess the needs of PP children with SEN and adapting the curriculum to make it appropriate for them.  Support and mentor TSAs to deliver personalised curriculum.  Reviewing targets and measuring progress towards outcomes.	When investigating PP barriers to learning it was revealed that: <i>“The proportion of pupils who are eligible for Pupil Premium with SEN is higher than amongst non-disadvantaged pupils within the school.”</i> and <i>“Some pupils eligible for Pupils Premium live in an environment not conducive to school readiness.”</i> The SENco will act as an important role for coordinating strategies designed to address these barriers for learning.	-Personalised Provision Plan Reviews 3x per year with key staff -Continue to assess need -Facilitate termly meetings -Weekly meetings to continuously review PP SEN provision. -Deliver training for TSAs. -Classroom observations	SENco TSAs	

To improve the oral fluency of PP eligible pupils across the school.	To provide 1:1 or small group speech and language intervention to targeted PP eligible children.	When investigating PP barriers to learning it was revealed that, “ <i>Many pupils who are eligible for Pupil Premium have lower language proficiency than their non-disadvantaged peers.</i> ” The Education Endowment Foundation identified ‘Oral Language Interventions’ as an area with the potential for achieving significant progress for a minimal cost. The EFF concluded that “ <i>on average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year.</i> ” Furthermore, it was added that, “ <i>some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds.</i> ” We will start oral language interventions in EYFS and target pupils throughout the school.	-Meetings between class teachers, TAs, and SENco to identify targeted pupils. -Entry, progress and exit data collected. -Review of speech and language programme to ensure effectiveness.	Deputy Head Teacher MJ CB																									
To ensure that able PP eligible pupils meet their full academic potential.	To provide extension and enrichment opportunities for gifted PP eligible children.	<p>Analysis of school data reveals that the proportion of PP eligible pupils achieving GDS is significantly lower than their non-disadvantaged peers. In 2022 in the following table clearly demonstrates this trend in KS1:</p> <table><tr><td></td><td>FSM GDS</td><td>ALL GDS</td></tr><tr><td>Reading</td><td>16.7%</td><td>29.6%</td></tr><tr><td>Writing</td><td>0%</td><td>11.1%</td></tr><tr><td>Maths</td><td>0%</td><td>29.6%</td></tr></table> <p>In 2022 in the following table clearly demonstrates this trend in KS2:</p> <table><tr><td></td><td>FSM GDS</td><td>ALL GDS</td></tr><tr><td>Reading</td><td>0%</td><td>20%</td></tr><tr><td>Writing</td><td>0%</td><td>20%</td></tr><tr><td>Maths</td><td>0%</td><td>13%</td></tr></table>		FSM GDS	ALL GDS	Reading	16.7%	29.6%	Writing	0%	11.1%	Maths	0%	29.6%		FSM GDS	ALL GDS	Reading	0%	20%	Writing	0%	20%	Maths	0%	13%	-Pupil Premium Progress meetings to identify talented PP eligible pupils. -Bespoke provision put in place to meet the needs of targeted pupils. -Enrichment activities for talented PP pupils. -Annual review of every PP child completed by DHT and Class Teacher. Findings to be passed to child’s next class teacher.	Deputy Head Teacher Class Teachers	
	FSM GDS	ALL GDS																											
Reading	16.7%	29.6%																											
Writing	0%	11.1%																											
Maths	0%	29.6%																											
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### iii Wider Strategies

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Actions Taken
To increase the engagement of PP eligible	To provide enhanced feedback and metacognitive	The Education Endowment Foundation identified Metacognition and Self-Regulation as areas with the potential to have significant positive effects on pupil	-Facilitate opportunities for Teachers to acquire the professional understanding	Head Teacher	

children with their learning.	opportunities for PP eligible children.	attainment. The EEF concluded that, “ <i>On average pupils engaging in such strategies demonstrated 8 months accelerated progress.</i> ” The EFF created a Metacognition and Self-Regulated Learning Guidance Report detailing strategies help pupils to engage in their learning. Our approach to supporting PP children to engage more fully with their learning will be based on this guidance.	and skills needed to develop their pupils’ metacognitive knowledge. -Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning. -Teachers trained to model thinking to help pupils develop their metacognitive and cognitive skills. -Explicitly teach pupils how to organise and effectively manage their learning independently -Introduce pupil-parent-teacher conferencing for selected PP children.	Deputy Head Teacher	
To ensure PP eligible children and their families are provided with the emotional and social support required to attend and succeed at school.	To support vulnerable families and ensure the attendance and school readiness of Pupil Premium eligible children.  To ensure PP children arrive at school fully prepared for learning.	When investigating PP barriers to learning it was revealed that, “ <i>Some pupils who are eligible for Pupil Premium do not yet possess learning attributes such as self-confidence, perseverance and resilience.</i> ” and “ <i>Some pupils eligible for Pupils Premium live in an environment not conducive to school readiness.</i> ” Attendance data for 2022 also reveals that PP eligible pupils’ attendance is lower than their disadvantaged peers. Furthermore, some PP children arrive at school unfed and/or without the required equipment. We will aim to meet the individual needs of these pupils to ensure that they arrive at school ready to learn.	-FLO to laissee and support families in need of support. -Practical support offered to ensure pupils get to school. -Breakfast provided for PP children who arrive at school unfed. -Case studies to demonstrate impact -To deliver a nurture group for PP pupils to promote social wellbeing and school readiness. -Termly review of PP attendance.	DHT FLO WD	
To increase the engagement of the parents of PP eligible children.	To offer bespoke programmes of support to individual families based around their specific needs.  Selected PP eligible children to take part in parent-teacher-pupil conferences.  To provide opportunities for the parents of PP eligible children to take a more active	When investigating PP barriers to learning it was revealed that, “ <i>Some of the parents of pupils eligible for Pupil Premium struggle to engage with their child’s education in a meaningful and positive way.</i> ” As a result, “ <i>Pupils eligible for Pupils Premium often have less parental support than their non-disadvantaged peers.</i> ” The Education Endowment Foundation identified ‘Parental Engagement’ as an area which had the potential to positively impact pupil attainment. The EEF concluded that on average, programmes designed to promote parental engagement resulted in 3 months accelerated progress over an academic year. Previous endeavours based around the provision of a programme of parent workshops have had limited impact on PP families. Therefore a more family-specific and bespoke approach is to be adopted.	-Structured conversations with the parents of PP eligible children to establish need. -Bespoke support put in place to support the needs of individual families. -Trial and review of parent-teacher-pupil conferences. -Review of programme of parental engagement activities.	Head Teacher Deputy Head Teacher FLO Class Teachers	

	role in their child's education.				
To narrow the 'experience gap' between PP eligible children and their non-disadvantaged peers.	<p>To provide curriculum enrichment opportunities for PP eligible children.</p> <p>To facilitate extra-curricular activities for PP eligible children.</p>	When investigating PP barriers to learning it was revealed that, " <i>Some pupils eligible for Pupils Premium have limited life experience when compared to their non-disadvantaged peers.</i> " We will aim to close this experience gap through a programme of curriculum enrichment and extra-curricular activities.	<p>-Curriculum design incorporating the specific needs of our pupils.</p> <p>-Programme of curriculum enrichment opportunities with a focus on PP children.</p> <p>-Extra curricula opportunities facilitated for PP children through funding and other practical support.</p>	<p>Head Teacher</p> <p>Deputy Head Teacher</p> <p>FLO</p> <p>Subject Area Leaders</p>	
<b>Total budgeted cost</b>					<b>25% of total spend</b>



