# Pupil premium strategy statement

## This statement details our school’s use of pupil premium funding for 2023 to 2024 academic year to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| School name | Cavendish Close Infant School |
| Number of pupils in school | 253 |
| Proportion (%) of pupil premium eligible pupils | 33% |
| Academic years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022  2022/2023  2023/2024 |
| Date this statement was first published | October 2021 |
| Date this statement was reviewed | November 2023 |
| Statement authorised by | Christina Diffin  Headteacher |
| Pupil premium lead | Caroline Howett  Deputy Headteacher |
| Governor / Trustee lead | Carol Moore, Governor for disadvantaged pupils |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £100,972 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £100,972 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| **Our intention** is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.  We have unwavering ambition.  A number of our children don’t have the stability, guidance and support needed to thrive. Instead, they face a life of insecurity, unpredictability, neglect and chaos.  We are aspirational about all our children. Intelligence can grow. We are prepared to do something different to get a different outcome. Every child should experience success every day. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.  **Our context**  Our definition of disadvantage: An unfavourable circumstance that reduces the chances of success.  We view disadvantage as a broad spectrum. We have a number of children at our school who are not on the PP register but can be described more broadly as ‘disadvantaged’. We identify CARD children (Children At Risk of Disadvantage).  We work with a number of children who face significant barriers to educational achievement. These barriers can also affect a child’s wellbeing and ultimately life chances. Many vulnerabilities are linked.  Some children are more disadvantaged than others. Some children are persistently disadvantaged. Our ‘Index of Disadvantage’ will allow us to demonstrate the depth of disadvantage our PP children experience. We seek to understand and embrace children’s vulnerabilities.  **Our approach** will be responsive to the context of the school, the challenges faced by disadvantaged and vulnerable families in our school community, alongside EEF research and analysis of school data and identification of pupil premium children rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:   * ensure disadvantaged children are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged children’s outcomes and raise expectations of what they can achieve |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | **Gaps in phonics attainment**  2023 end of year data for EYFSP shows;   * 79% children met expected level for Word Reading in school. * 66% children met expected level for Literacy in school compared to 67% in LA and 70% nationally. * 53% FSM children met expected level compared to only 54% LA and 54% national. Value gap between school and national is -1% * Comparison between 53% FSM and 72% non FSM pupils’ shows gap of 19% within school.   2023 PSC data shows;   * Disadvantaged children passing the PSC at the end of Year 1 is a strength at our school compared to LA and National. More disadvantaged children passed the Year 1 Phonics Screening Check at our school compared to LA and National outcomes. * 73% FSM children passed the PSC compared to 67% nationally and 70% in LA. The gap between school and regional data for FSM children in 2022 was 21%. * Comparison between FSM and non FSM pupils’ shows non FSM children gap of 13% within school compared to a 33% gap in 2022. * The gap between boys and girls is 5% compared to a 7% gap in LA and 6% gap nationally. This has improved from 14% gap in 2022.   2023 end of KS1 data shows;   * Both girls and boys do better at our school compared to LA and national. 75% girls and 70% boys meet expected level or above in reading at our school compared to 68% girls and 63% boys in LA and 72% girls and 65% boys nationally. * Disadvantaged children achieved good outcomes at the end of Year 2. At the end of Year 2 more disadvantaged children reach the Expected Standard or above for writing and reading, writing and maths combined at our school compared to LA and National outcomes.   Internal Little Wandle data from 2022.23 shows;   * The gap between non disadvantaged and disadvantaged reception children at age related expectation was 19%. * The gap between non disadvantaged and disadvantaged year 1   children at age related expectation was 6%. |
| 2 | **Speech, language and communication needs**  Disadvantaged children arrive at our school with underdeveloped oral language skills and vocabulary gaps compared to non-disadvantaged children.  2023 end of year data for EYFSP shows;   * 74% children met expected level for Communication and Language in school compared to 77% in LA and 78% nationally. * 63% FSM children met expected level compared to only 69% LA and 69% national. Value gap between school and national is -6% * Comparison between 63% FSM and 78% non FSM pupils’ shows gap of 15% within school.   2023 data on entry shows;   * 59% non-disadvantaged children were at ARE for speaking compared to 39% disadvantaged children on entry to nursery. * 71% non-disadvantaged children were at ARE for speaking compared to 58% disadvantaged children on entry to reception.   Current SEND data shows;   * 45% (39/84) of disadvantaged children are on the SEND register. * 10% (8/84) of disadvantaged children have an Education Health Care Plan. * 33% (28/84) of disadvantaged children have Speech and Language support. * 11% (9/84) of disadvantaged children have a medical diagnosis. * 8% (7/84) of disadvantaged children have been referred to a paediatrician for assessment through Single Point of Access referral. * 5% (4/84) of disadvantaged children have received Educational Psychologist referrals.   Comparison to previous years;   * 56% (48/85) of disadvantaged children are on the SEND register. * 40% (34/85) of disadvantaged children have Speech and Language support. * 12% (10/85) of disadvantaged children have a medical diagnosis. * 11% (9/85) of disadvantaged children have been referred to a paediatrician for assessment through Single Point of Access referral. * 6% (5/85) of disadvantaged children have received EP involvement. * 5% (4/85) of disadvantaged children have had Educational Psychologist referrals. |
| 3 | **Attendance and punctuality**   * Our attendance data from 2022.23 indicates that attendance among disadvantaged pupils was 91% compared to 94% for the school as a whole. * 2021.22 data indicated that attendance among disadvantaged children was 89%. * Persistent absence (90% or less) of disadvantaged children was 31% compared to 13% of non-disadvantaged children (18% gap). Severely persistent absence for non-disadvantaged and disadvantaged children was 0%. |
| 4 | **Social, emotional and mental health needs**   * 26/84 - 31% of disadvantaged children currently require additional support with social and emotional needs. * 19/84 - 23% of disadvantaged children currently require additional support with social and emotional needs are boys. * 7/84 - 8% of disadvantaged children currently require additional support with social and emotional needs are girls. * 1 PLAC child has been referred to Behaviour Support Derby. |
| 5 | **Access to wider opportunities**  Our observations and discussions with children and families have identified social and emotional needs for many children, partly linked to a lack of enrichment and socialisation opportunities. These challenges particularly affect disadvantaged children, including their attainment. |

## 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 |
| Improved reading among disadvantaged children. | Expected outcome of 60% of disadvantaged children meeting expected level for word reading in July 2024 at the end of nursery from 39% baseline.  Expected outcome of 79% of disadvantaged children meeting expected level for word reading in July 2024 EYFSP from 47% baseline.  Expected outcome of 73% of disadvantaged children passing the PSC in 2024. |
| Improved oral language skills and vocabulary among disadvantaged children. | 70% of disadvantaged children meet ARE for Communication and Language EYFSP 2024.  Assessments and observations using ‘Universally Speaking’ and ‘Early Talk Boost and ‘Talk Boost’ indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged children. | Sustained high attendance demonstrated by:   * The overall attendance rate for all pupils is 96% or above, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced by 2%. * The overall and the ‘persistently absent’ attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced by 10%. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged children. | * Qualitative data from pupil voice, parent surveys and teacher observations evidence improved well-being and involvement among disadvantaged children. * Quantitive data using Leuven Scales and Emotional Literacy Support Assistant intervention evidences improved well-being and involvement among disadvantaged children.   Equal access enrichment activities demonstrated by;   * All PP children access at least one after school club during 2023.24 |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **in 2023.24** to address the challenges listed above.

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

Budgeted cost: £2809

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Embedding secure implementation of Little Wandle Letters and Sounds Revised Programme**  **Phonics Action Plan implemented effectively**  -Flying High English Hub support from Clare Hallam for Little Wandle.  -Half termly monitoring and feedback to staff teams.  -Analysis of formal and informal assessments to identify if there are gaps in pupils’ knowledge and understanding which mean planning needs refinement  -Analysis of formal assessments, to identify attainment and progress of different pupil groups | **Little Wandle Letters and Sounds Revised reflects the latest evidence-based understanding of how children learn;**  Little Wandle Letters and Sounds Revised pedagogy ensures optimum learning for the maximum number of children. Taught with fidelity, in parallel to the committed development of vocabulary and comprehension, and in a context that embraces Reading for Pleasure, it can provide reading success for all children, regardless of their background.  November 2022 survey of Little Wandle members revealed that **over 96%** of respondents believed that Little Wandle was having a significant impact on the consistency of practice across their school.  Ofsted report that Little Wandle is a **‘rigorous phonics programme’** which is **‘consistent, well-resourced and effective approach to early reading’**.  Ofsted have also identified how the Little Wandle programme has supported schools to develop a love of reading, ensure decodable texts are well-matched to children’s developing phonics knowledge and to ensure that early reading is prioritised.  **EEF Teaching and Learning Toolkit evidence-Phonics;**  Some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.  Phonics has a positive impact overall (+5 months) and is an important component in development of early reading skills, particularly from disadvantaged backgrounds. | 1,2 |
| **Word Aware**  **Early Word Aware** **CPD**  -Embedding systematic approach to teaching vocabulary across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  -Specific vocabulary from year group core books and quality texts is planned and identified on the core book and quality text lists. | **- Word Aware evidence research ‘Thinking, Talking’**  Promotes vocabulary development of all children and is of particular value for those who start at a disadvantage through a structured whole school approach.  Word Aware has been developed by combining up to data research with extensive classroom practice.  Effective and time efficient method.  **EEF Preparing for Literacy and EEF Improving Literacy in KS1 recommendations;**  Prioritise the development of communication and language.  Develop pupils’ speaking and listening skills and wider understanding of language  Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children’s language and thinking during interactions.  **EEF Improving Literacy-Supporting oral language development October 2021;**  Evidence shows the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is to be more important than the quantity. (2017)  [Preparing for Literacy | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years)  [Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)  DFE Reading Framework | 1,2,4 |
| **Quality First Teaching CPD**  PP Lead, Inclusion Lead, Behaviour Lead and Teaching and Learning Champion to contribute to half termly staff meetings leading to improved practice;  -Teaching is accessible. How do you know?  -Further develop whole school strategies for memory, recall and retrieval  -Children talk about their learning  -Effective feedback  -Teaching and Learning handbook is reviewed and updated in line with current EEF research and agreed retrieval strategies to support children to know and remember more. | **EEF Teaching and Learning Toolkit evidence-Metacognition and self-regulation;**  Evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective (+7 months).  Evidence suggests that disadvantaged pupils are less likely to use meta cognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of meta cognitive and self-regulatory strategies could encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges for themselves in the future.  [Metacognition and Self-regulated Learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=/education-evidence/guidance-reports/metacognition&utm_medium=search&utm_campaign=site_search&search_term=metacognition)  **EEF Teaching and Learning Toolkit evidence-Feedback;**  Feedback appears to have slightly greater effects for primary school age pupils (+7 months) than for secondary (+5 months).  Effects are high across all curriculum subjects; with slightly higher effects in Maths and Science  Low attaining pupils benefit more from explicit feedback than higher attainers.  The evidence which informed the EEF’s [**​‘Special Education Needs in Mainstream Schools’ guidance report**](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send) indicated that there are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their classmates.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send> | 1,2,4 |
| **Engaging with National Professional Qualifications currently funded by DFE**  -NPQEYL programme completed by CB.  -NPQLL programme completed by AD and RC. | **EEF Effective Professional Development;**  Supporting high quality teaching is pivotal in improving children’s outcomes.  High quality teaching can narrow the disadvantage gap.  Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development> |  |
| **Developing PP leadership**  -Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.  -Qualitative impact is measured – work scrutiny and pupil interviews**.**  -Feedback from monitoring leads to improved practice, ensuring same opportunities and challenge for PP | **EEF Putting Evidence Work – School’s Guide to Implementation**;  Treat implementation as a process, not an event; plan and execute it in stages.  Create a leadership environment and school climate that is conducive to good implementation.  Define the problem you want to solve and identify appropriate programmes or practices to implement.  Plan for sustaining and scaling an intervention from the outset and continually acknowledge and nurture its use.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation> | 1,2,  4,5 |
| **Principles into Practice and child development CPD** | **Julien Grenier-Principles into Practice**  The Best for Every Child  High Quality Care  The Curriculum  Pedagogy  Assessment  Self-Regulation  Partnership with Parents  <http://development-matters.org.uk/wp-content/uploads/2020/10/Working-with-the-revised-Early-Years-Foundation-Stage-Principles-into-Practice-.pdf> | 1,2,4 |
| **Continuous provision-training for subject leaders to monitor and improve the quality of learning environment.** | **EEF Metacognition and Self-Regulated Learning**  Teachers should acquire the professional understanding and skills to develop their pupils’ metacognitive knowledge.  Explicitly teach pupils how to organise and effectively manage their learning independently.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition> | 1,2,4 |

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

Budgeted cost: £53,295

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Class teacher is responsible for deploying all support staff and students/volunteer effectively**  Targeted deployment of teaching assistants  Where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.  **Speech and Language Interventions;**   * **Early Talk Boost** * **Talk Boost** * **Speech Link** * **Language Link**   *ETB 90 hours intervention plus 54 hours assessment*  *TB cost 1620 hours intervention plus 486 hours assessment*  *Speech and Language Link package*  *Speech Link and Language Link*  *228 hours assessment*  *Speech Link and Language Link*  *931 hours intervention* | **EEF Making Best Use of Teaching Assistants;**  Teaching assistants should not be used as an informal teaching resource for low attaining pupils.  Use TAs to deliver high quality one-to-one and small group support using structured interventions.  Adopt evidence-based interventions to support TAs in small group and one-to-one instruction.  Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.  [Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants)  **EEF Teaching and Learning Toolkit evidence-Small group tuition;**  Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact  Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. (+4 months) impact.  Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds  **EEF Teaching and Learning Toolkit evidence-Oral language interventions;**  Oral language interventions supported or led by trained teaching assistants have broadly similar impact as those by teachers  Impact of oral language interventions is approximately an additional 6 months progress over the course of a year. Early years is +7months.  Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.  Language interventions with frequent sessions (3 times a week or more) over a sustained period may have a larger impact, overall.  Given that oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with their peers, particularly when provided one-to-one.  <https://ican.org.uk/media/2928/tb-data-statements-0311.pdf>  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/)  **EEF Preparing for Literacy and EEF Improving Literacy in KS1 recommendations;**  Prioritise the development of communication and language.  Use high quality targeted support to help struggling children.  Small group support is likely more effective when the children with the greatest needs are supported by the most capable adults; adults have been trained to deliver the activity being used; and the approach is evidence-based and has been evaluated elsewhere.  [Preparing for Literacy | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years)  [Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)  **Early Talk Boost evaluation evidence ‘I Can’ 2015**  Evidence-based targeted intervention aimed at 3–4 year old children with delayed language development, boosting their language skills to help narrow the gap between them and their peers.  Children make statistically significant progress in their early language development.  On average, children make six months’ progress after the nine-week intervention, helping them to narrow the gap between them and other children their age. This is twice the rate of progress of children not having the intervention.  95% of parents felt that Early Talk Boost had made a difference to their children’s language and communication. Parents felt they had learnt something by being involved in the programme, and would change how they talked to their child.  76% of children said that they were happy telling stories (compared with 31% before the intervention).  Samples of children’s talking showed they used longer and more complicated sentences.  After Early Talk Boost training, all early years practitioners surveyed felt more confident in supporting children’s language, and 94% said it would change the way they worked.  **Talk Boost evidence research ‘I Can’ 2015**  Boosts the language and communication skills of children who have not had the opportunity to develop their language skills either through lack of good language models or because they have EAL.  Evidence shows statistically significant results to show on average, children made between 9-18 months progress in language levels over the 10 week period.  Children who have intact language learning ability but who have not had the opportunity to develop their language benefit most from Talk Boost KS1. | 1,2,4 |
| **Literacy interventions;**  **Little Wandle ‘Keep Up’ and ‘Catch Up’ intervention**  -‘Little Wandle Letters and Sounds’ ‘Keep-Up’, ‘Catch-Up’ interventions are monitored and feedback from monitoring leads to improved practice.  -TA appraisal 2024 targets focussed on improved practice in ‘Little Wandle Letters and Sounds’ ‘Keep-up and ‘Catch-up’ interventions.  **Pre-teach to support maths whole class teaching**  Targeted deployment of teaching assistants  *LW – 5,700 hours ‘Keep Up’ and ‘Catch Up’ interventions* | **EEF Preparing for Literacy and EEF Improving Literacy in KS1 recommendations;**  Effectively implement a systematic phonics programme.  Use high quality structured interventions to help pupils who are struggling with their literacy.  Small group support is likely more effective when the children with the greatest needs are supported by the most capable adults; adults have been trained to deliver the activity being used; and the approach is evidence-based and has been evaluated elsewhere.  [Preparing for Literacy | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years)  [Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)  **Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best;** how to ensure learning stays in children’s long term memory and how best to enable children to apply their learning to become highly competent readers.  <https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/05/LS-KEY-GUIDANCE-EFFECTIVE-PHONICS-PRACTICE-FINAL.pdf>  Application of phonics to reading using matched decodable books guidance.  <https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/09/LS-KEY-GUIDANCE-APPLICATION-OF-PHONICS-EXTERNAL.pdf> | 1,2,4 |

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

Budgeted cost: £44,868

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Well-being and involvement- CPD**  **Zones of Regulation**  **Emotion Coaching**  **Attachment and Trauma Training**  **Emotional Literacy Support Assistant training programme**  **Leuven Scales**  **Boxall Profile**  **assessment informs teaching and intervention** | **EEF Teaching and Learning Toolkit evidence- Social and emotional learning;**  Social and emotional learning approaches have a positive impact (+4 months) additional progress in academic outcomes over the course of a year.  Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.  Evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.  [Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term)  Evidence suggests that children from disadvantaged backgrounds have, on average weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils; lower SEL skills are linked with poorer mental health and lower academic achievement.  One of the major advantages of The Leuven Scale is that it is observation based, and puts the child at the centre of their own learning. Observation based teaching has been shown time and time again to be the most effective method of teaching. By focussing on the child, and their mental, social and emotional wellbeing, the Leuven Scale ensures that the approach doesn’t fall into the trap of being a ‘one size fits all’ pedagogical method that can be blanket applied to every child. It forces practitioners to be adaptive and reactive to a child’s needs. | 1,2,4 |
| **Learning Mentors**  Under the guidance of SLT, identifying and supporting disadvantaged and vulnerable families through regular face to face engagement and working closely with social care and health professionals. | **EEF Parental Engagement**  The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.  By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 1,2,3,  4,5 |
| **Learning Mentors leading lunchtime provision**  **Children are mostly supported by our TA team over lunchtime**  -Provision for social, emotional and mental health impacts positively on lunch time provision. | **EEF Improving Behaviour in Schools**   * Know and understand pupils and their influences * Teach learning behaviours alongside managing misbehaviour * Use simple approaches as part of routine * Whole School approach   <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour> | 1,4 |
| **Attendance Leader** monitoring attendance weekly, working closely with Safeguarding Champions and EWO to proactively challenge poor attendance.  **Clearly identified Attendance Action Plan effectively implemented** | **EEF Attendance Interventions Rapid Assessment Evidence;**  Poor school attendance is a significant problem in the UK. In 2019/20, it was reported as 4.9% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).  However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. | 1,2,3,  4, |
| **Develop extended leadership team roles:**  **Personal Development Leader**  **Behaviour and Attitudes Leader**  **Safeguarding Lead Teacher** | **EEF Improving Behaviour in Schools**   * Know and understand pupils and their influences * Teach learning behaviours alongside managing misbehaviour * Use classroom management strategies to manage behaviour * Use simple approaches as part of routine * Tailor targeted approaches to meet the needs of individuals in our school * Whole School approach   <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour> | 1,2,3,  4,5 |
| **Link 2 ICT package to identify PP children** | **EEF Using Pupil Premium**  **Identifying children eligible for Pupil Premium** | 1,2,3  4,5 |
| **Wider curriculum opportunities through after-school curriculum club offer which includes sport and music. Funded enrichment opportunities for PP children**  **Discreet support with uniform and educational visits where appropriate.**  **Local offer of educational visits supports accessibility with minimised cost.** | **EEF Life Skills and Enrichment**  Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment> | 5 |

## Total budgeted cost: £ 100,972

# 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 2022 to 2023 academic year.

Key findings from 2022.23 data;

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Reception Good Level of Development** | | **School**  **2023** | **LA**  **2023** | **NCER National**  **2023** | **School**  **2022** | **School**  **2021** | **School**  **2019** | | **FSM** | 19/65 children (29%) | **57%** | 63% | 67% | 53% | 32% | 58% |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Year 1 Phonics Screening Check** | | **School**  **2023** | **LA**  **2023** | **NCER National**  **2023** | **School**  **2022** | **School**  **2021** | **School**  **2019** | | **FSM** | 22/62 children (35%) | **73%** | 70% | 67% | 41% | 54% | 58% |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Year 2 Expected Standard or above**  **2022** | | | **School**  **2023** | **LA**  **2023** | **NCER National**  **2023** | **School**  **2022** | **School**  **2021** | **School**  **2019** | | **FSM** | **Reading** | 29/72 children (40%)  *National Disadvantaged 19%* | **48%** | 53% | 54% | 55% | 75% | 61% | | **Writing** | **45%** | 43% | 44% | 52% | 64% | 64% | | **Mathematics** | **48%** | 56% | 56% | 55% | 68% | 64% | | **RWM** | **41%** | 40% | 40% | 48% |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Early Talk Boost and Talk Boost**  **2023** | | **School**  **2023** | **School**  **2022** | **School**  **2021** | **School**  **2019** | | **FSM** | 57 children | **20% rise in scores** | **21% rise in scores** | **32% rise in scores** | **16% rise in scores** | | **NON FSM** | 57 children | **21% rise in scores** | **21% rise in scores** | **20% rise in scores** | **26% rise in scores** |  * Internal assessment information demonstrates disadvantaged children making good progress from their starting points. * Staff are ambitious so that disadvantaged children achieve the best possible outcomes. * Disadvantaged children achieved improved outcomes at the end of EYFS compared to the previous year. * Disadvantaged children passing the PSC at the end of Year 1 is a strength at our school compared to LA and National. More disadvantaged children passed the Year 1 Phonics Screening Check at our school compared to LA and National outcomes. * Disadvantaged children achieved good outcomes at the end of Year 2. At the end of Year 2 more disadvantaged children reach the Expected Standard or above for writing and reading, writing and maths combined at our school compared to LA and National outcomes. * Disadvantaged children achieving good outcomes at the end of Year 2 for reading and maths is a weakness at our school compared to LA and National. There is a 5% gap between LA and school and 6% gap between school and National for reading and an 8% gap between school and both LA and National for maths.  |  |  |  |  | | --- | --- | --- | --- | | **Attendance Data**  **2022-2023** | **School**  **2022-2023** | **National**  **2022.23** | **School**  **2021.22** | | **Attendance** | 94% | 94% | 91% | | **PP Attendance** | 91% | 89% | 89% | | **PP Persistent Absence** | 31% |  | 34% | | **PP Severe Persistent Absence** | 0% |  |  | |

## 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 |
| Little Wandle Letters and Sounds Revised Programme | Wandle and Little Sutton English Hub |
| Early Talk Boost | I Can |
| Talk Boost | I Can |
| Speech Link | Speech Link |
| Language Link | Speech Link |