

Pupil Premium Strategy Statement – Spalding Parish CE Day School

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

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

School overview

Detail	Data
Number of pupils in school	536
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	Termly – next review April 2025
Statement authorised by	Diane Mulley, Head Teacher
Pupil premium lead	Emily Hill, Deputy Head Teacher
Governor / Trustee lead	Emma Rains (Governor) Sam Eden (EDA) Tamara Allen (DCEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220241
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£220241

Part A: Pupil premium strategy plan

Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement powered by equity. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allows them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally).

At Spalding Parish we aim to be an outstanding inclusive church school embodying the love and care of God the Father for everyone, striving to help all in our school prosper and fulfil their unique potential in the fullness of Christ, and co-operating with the Holy Spirit for the flourishing of every person through the principles of wisdom, hope, community and dignity.

Wholly inclusive, striving for fulfilment, empowering the flourishing of our world.

Our Christian values-based school celebrates curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all we do. Our children learn to become resilient and self-assured in a safe, inclusive and nurturing community. Everyone, including the most vulnerable, is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Every vulnerable and eligible child has the right to be privileged and it is our intention to address any social divide and inequality. This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining. Strategies also include supporting children who are young carers; those that have a social worker; looked after and previously looked after children; pupils in receipt of FSM and those not on FSM but may be on the poverty line; and service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as in receipt of PP and SEND or EAL. There is an expectation that all can achieve.

We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations, high challenges and high ambitions for all children, and particularly for those experiencing socio-economic disadvantage. We have received bespoke training from the Trust that has secured our understanding that if we get teaching and learning right for our most vulnerable pupils, then we are getting it right for all.

Research identifies quality-first teaching as being the most effective way to close the attainment gap between eligible children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure eligible pupils' attainment will be accelerated and sustained in line with their non-eligible peers.

Our decision-making has taken into account a thorough diagnostic assessment of our children's challenges and individual needs. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- > be uncompromising in our belief that all pupils and staff should be supported and challenged to be the best that they can be.
- > adopt a whole-school approach in which all staff take responsibility for monitoring the wellbeing of children (if this is at the heart of what we do, then this should have a positive impact on attainment)
- > adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve: First and Best!
- > ensure there are no 'capped ceilings' on learning
- > address any further barriers as soon as they arise to mitigate against any additional negative impact on progress

This statement of intent is in line with our school development plan and existing practices to ensure sustained impact. School leaders will continually monitor the progress of the PP Strategy, adapting approaches when and where appropriate. As actions and approaches are implemented support will be provided for staff so that they can take ownership of them and deliver them successfully. As challenges (barriers to learning) emerge these will be addressed through flexible and motivating leadership. We aim to respond to implementation data to tailor and improve approaches throughout the period of the strategy.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, book study, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many eligible pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our eligible pupils than our non-eligible pupils, particularly within KS1.
2	Assessments, observations, and discussions with pupils suggest 22% of eligible pupils did not meet the expected standards in phonics. Subsequently this negatively impacts their development as readers, as well as their accessibility in other curriculum areas.
3	Internal and external assessments (both formative teacher assessment and summative) indicate that maths attainment among eligible pupils is below that of non-eligible pupils, specifically within Year 1, Year 4 and Year 6. On entry to Reception class in the last 3 years, between 40-45% of our eligible pupils arrive below age-related expectations with the focus clearly on increasing the number of pupils achieving expectations within a given year group.
4	Internal and external assessments (both formative teacher assessment and summative) indicate that reading and writing attainment among eligible pupils is below that of non-eligible pupils, specifically within Year 1, Year 4 and Year 6. On entry to Reception class in the last 3 years, between 60-65% of our eligible pupils arrive below age-related expectations with the focus clearly on increasing the number of pupils achieving expectations within a given year group.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to low self esteem and a lack of enrichment opportunities at home. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for pastoral support remain relatively high. Over 10% pupils (60% of whom are disadvantaged) currently receive additional support with social and emotional needs directly with the pastoral team, in addition to in class support.

6	<p>Our attendance data indicates that attendance among eligible pupils, whilst more or less in line with non-eligible pupils, still remains lower than our school target for attendance. As such it remains an area of focus.</p> <p>16% of disadvantaged pupils have been 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress in some instances.</p>
7	<p>Emotional readiness for learning can also be a barrier to progress for our eligible pupils as a result of both personal and environmental issues. This has resulted in some gaps in knowledge resulting in some pupils falling behind age-related expectations. In correlation with this, some pupils have lost their resilience to tackle challenging tasks and are struggling to retain previous learning into long term memory (knowing more, remembering more), particularly within Key Stage 1 and Lower Key Stage 2.</p> <p>Some pupils who are disadvantaged can find it harder demonstrate metacognitive strategies and to self-regulate.</p>
8	<p>The proportion of children in receipt of PP who speak EAL has risen. A large proportion of these children are not yet meeting end of year expectations.</p>

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments, Pupil Book Study and observations indicate significantly improved oral language among eligible pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	<p>Phonics outcomes in 2024/25 show that outcomes for eligible pupils are improving and exceed National figures for all.</p> <p>KS1 reading outcomes in 2024/25 show that outcomes for eligible pupils are improving and exceed National figures for all.</p> <p>KS2 reading outcomes in 2024/25 show that outcomes for eligible pupils are improving and exceed National figures for all.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>EYFS maths outcomes in 2024/25 show that outcomes for eligible pupils are improving and exceed National figures for all.</p> <p>KS1 maths outcomes in 2024/25 show that outcomes for eligible pupils are improving and exceed National figures for all.</p> <p>KS2 maths outcomes in 2024/25 show that outcomes for eligible pupils are improving and exceed National figures for all.</p>
To achieve and sustain improved wellbeing for all pupils in our school,	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil wellbeing surveys, parent surveys and teacher observations

<p>particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • behaviour incidents are rare • continued high levels of participation in enrichment activities, particularly among eligible pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils and the attendance figure for all pupils, both eligible and non-eligible are at least in line with national figures, with attendance of eligible pupils in line with attendance of all. • the percentage of all pupils and eligible pupils who are persistently absent is below national PA figure for both with no gap evident between PA figure for eligible pupils and for all.
<p>To improve pupils' retention of knowledge (knowing more, remembering more) and to develop metacognition and self-regulation, particularly for our disadvantaged pupils.</p>	<p>Through lesson visits and pupil book study:</p> <ul style="list-style-type: none"> • pupils are able to articulate learning that has been retained in long term memory • tier 3 vocabulary is explicitly taught to support understanding and pupils are able to use this vocabulary to explain what they have learned • eligible pupils will be able to demonstrate or articulate metacognitive strategies that help to improve their learning • eligible pupils are able to show an increased level of concentration for longer periods of time • eligible pupils and teachers are able to provide examples where the children persevered with a challenging task • there is a noticeable increase in the quality and quantity of work as pupils progress across the year.
<p>To support pupils with additional complexities to meet age related expectations, including pupils who may be disadvantaged but also speak English as an additional language</p>	<p>Outcomes in 2024/25 show that outcomes for identified pupils are improving.</p>

NB: Below is the DfE’s Menu of Approaches to help ensure your chosen activities are effective. This has been added here to help you check against the decisions you make. Delete this from your website copy.

Approaches that you could implement	
High-quality teaching	Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils
	Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning
	Mentoring and coaching
	Recruitment and retention of teaching staff
	Technology and other resources focussed on supporting high quality teaching and learning
Targeted academic support	Interventions to support language development, literacy, and numeracy
	Activity and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions
	One to one and small group tuition
	Peer tutoring
Wider strategies	Supporting pupils’ social, emotional and behavioural needs
	Supporting attendance
	Extracurricular activities, including sports, outdoor activities, arts, culture and trips
	Extended school time, including summer schools
	Breakfast clubs and meal provision
	Communicating with and supporting parents
<p>Schools may be justified in funding items not listed where this is necessary to overcome specific barriers to student attainment, for example to meet acute needs around student equipment to ensure readiness to learn.</p> <p>Across all tiers, schools should also consider how funding is used to support:</p> <ul style="list-style-type: none"> • Effective identification of pupil needs, for example through diagnostic assessment • Successful implementation of approaches • Effective monitoring and evaluation of approaches 	

Activities in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£117,450.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training and moderation opportunities at regular intervals throughout the year within and across schools to ensure accurate teacher assessment.</p> <p>£5400.00</p> <ul style="list-style-type: none"> - Moderation training with Keystone (£700) - Moderation release time (£1400) - Moderation of practice (in school, within or across hubs schools) (£1400) - T&L Lead to run moderation sessions (£1900) <p>Training and release time to support high quality teaching and learning, including feedback policies and practices and to carry out fortnightly conference feedback with disadvantaged children.</p> <p>£22750.00</p> <ul style="list-style-type: none"> - TA CPD (£1900 – 5 days T&L Lead) - Monitoring practice (£4500.00 - 2 day per term T&L Lead) - Coaching (£6750) 18 days T&L Lead + (£7200) 0.5 hours a week coaching for each teacher - Pupil conferencing – 20 hours HLTA cover (£2400.00 – release time) - PP children first ethos - Share, monitor and review good practice/use of evidence-based strategies <p>Total £28,150.00</p>	<p>A system that places significant emphasis on achievement in national tests at various key stages contradicts the need for teachers to think deeply about assessment. Numerous past papers and their associated marking schemes have dominated schools' practices for years, leading many professionals to side-line the importance of getting to grips with core assessment principles.</p> <p>Accurate teacher assessment that does not wholly rely on test outcomes requires dedicated ongoing professional development to ensure its accuracy. However, a balance between ongoing formative assessment, then teacher assessment that is confirmed by test outcomes is good practice. We know that, especially for younger children, that the results of a test don't always reflect pupils' progress and attainment seen within the classroom.</p> <p>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall. Impacts are highest when feedback is delivered by teachers.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p> <p>https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better</p>	<p>1, 2, 3, 4</p>

<p>Purchase of standardised diagnostic assessments. (Pira, Puma and GPS) £6000.00</p> <p>Termly updates re assessment including use of Insight. Time for Assessment Lead to review assessments/diagnostic information with CTs plus outcomes for eligible pupils are improving and exceed National figures for all. £3300.00</p> <p>Total £9300.00</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Fund ongoing training and release time for EYFS staff to maximise learning</p> <p>Opportunities to observe good practice across the hub.</p> <p>£2000.00 (Release time – 1/2 day a term for teaching staff)</p> <p>Update resources so that the provision includes all 7 areas of development that enriches adult-child interaction in the outdoor area. £1200.00</p> <p>Bespoke training to ensure consistent approach to meeting children's needs (In school professional development). £600.00</p> <p>Total £3800.00</p>	<p>Evidence that cognitively challenging classroom talk can lead to gains for pupils in language, maths and science.</p> <p>https://www.birhto5matters.org.uk/wp-content/uploads/2021/04/Birhto5Matters-download.pdf</p>	<p>1, 3, 4, 5, 7, 8</p>
<p>Embedding explicit teaching of vocabulary and language across the school curriculum. This can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. £11000.00</p> <ul style="list-style-type: none"> - Peer Observations (£1200.00 – Weekly release time – schedule in place) - Reading language resources (£600.00 – Widget) 	<p>There is a strong evidence base that suggests explicit teaching of vocabulary and oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence that cognitively challenging classroom talk can lead to gains for pupils in language, maths and science.</p>	<p>1, 4, 8</p>

<p>(£600.00 – Additional Language resources)</p> <ul style="list-style-type: none"> - Active Spelling CPD/Resources and follow up support (£500.00 – release time further CPD/review) (£500.00 – Resources) - Subject Leader/Curriculum Leader Time (£5600.00) - SENCo Time (£2000.00) <p>Further development of the Reading Spine £3000.00</p> <ul style="list-style-type: none"> - CPD/Coaching (£1000.00) - Subject Leader Time (£2000.00) Reading Lead/T&L Lead/ Curriculum Lead <p>We will purchase resources (such as high-quality non-fiction texts) and fund ongoing teacher training and release time. This also includes curriculum planning and support from subject leaders. £2800.00</p> <ul style="list-style-type: none"> - High Quality Non-Fiction texts - Ongoing CPD/Release Time <p>Total £16800.00</p>		
<p>Ensure fidelity to a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. £2600.00</p> <ul style="list-style-type: none"> - £1600.00 (Subscription to Monster Phonics and related resources, including newly released non-fiction books) - £1000.00 (TA CPD linked to Phonics) <p>Release time for phonics lead to coach, team teach, deliver training, create CPD pathways for individual practitioners to improve practice. £1600.00</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 8</p>

<p>Address any vocabulary deficits through early language acquisition and phonic development</p> <p>£1800.00</p> <ul style="list-style-type: none"> - £1800.00 (SENCo/Subject Leader time) <p>Total £6000.00</p>		
<p>Enhancement of our English curriculum and teaching delivery in line with DfE and EEF guidance.</p> <p>£1500.00</p> <ul style="list-style-type: none"> - Early transcription follow up work/coaching/CPD (£500.00) - Trust English Subject Leader Termly CPD (£1000.00) – Course costs/cover for Reading and Writing lead - Whole school CPD linked to reading into writing approach - Whole School CPD linked to Early Transcription (within planned CPD) <p>We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD.</p> <p>£1600.00</p> <ul style="list-style-type: none"> - Subject Leader Time <p>Funding will also be used to buy high-quality texts for children to use and study from rather than having to rely on photocopies (if there are budget restraints, ensure disadvantaged children have access to the real texts first).</p> <p>£1000.00</p> <p>Total £4100.00</p>	<p>The EEF reports offer seven practical evidence-based recommendations that are relevant to all pupils, but particularly to those struggling with their literacy. To develop the recommendations, the EEF reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching.</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	2, 4, 8
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>£1500.00</p> <ul style="list-style-type: none"> - Mastering Early Number resources (£500.00) 	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3

<ul style="list-style-type: none"> - Whole school CPD linked to approach to Maths (Within planned inset) - Peer observations/Sharing of good practice in house (£500.00) - Trust Maths Subject Leader Termly CPD (£500.00 - Course costs/cover) <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>£1600.00</p> <ul style="list-style-type: none"> - Subject Leader Time <p>To ensure children in all classes have access to high quality concrete maths resources.</p> <p>£1000.00</p> <ul style="list-style-type: none"> - Resources to support the Build it, Draw it, Write Approach - Additional resources <p>Total £4100.00</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>£8700.00</p> <ul style="list-style-type: none"> - CPD led by SLT/SEMH Lead/External (£600.00) - CPD for Pastoral Lead (£600.00) - Mental Health and Well-Being support for staff/pupils (HT, SENCO and Pastoral Lead time) (£7500.00) 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5, 7</p>

<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>£5500.00</p> <ul style="list-style-type: none"> - SEMH support for pupils at lunchtime (Pastoral Lead/SENCo) (£5000.00) - SEMH resources (regulation Stations etc.) (£500.00) <p>Total £14200.00</p>		
<p>Ongoing whole school CPD for all staff to ensure QFT (LAAT subject leaders updates, effective questioning, teaching development, embedding of T&L toolkit)</p> <p>£31000.00</p> <ul style="list-style-type: none"> - Whole school CPD line to SIP priorities - PP Champion to ensure PP high profile with clear focus on monitoring and review (£7200.00 - 0.5 day a week) - T & L lead driving improvements within QfT (£7200.00 – 0.5 day a week) - Bespoke mentoring and coaching (£7200.00 – 0.5 day a week) - TA CPD (£4000.00 – DHT/SENCo 1 day a term) - Participation in work with Sue Arnold focussed on vulnerable pupils (£2000.00) - Subject/Curriculum Lead time (£3400.00) <p>Total £31000.00</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning.</p> <p>Teachers should be mindful of the differing needs within their classes – it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported. Similarly, we know that retrieval</p>	<p>7, 8</p>

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

Budgeted cost: **£61350.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Reading Fluency Program, including purchase of YARC, focused on Reading ensuring that children are developing their reading skills and are able to read fluently and understand the text</p> <p>£7600.00</p> <ul style="list-style-type: none"> - Relevant staff - CTs/TAs/ trained in delivering interventions (£600.00 - CPD/cover/release time to train others) - Bespoke resources to support specific interests (£500.00 - Resources) - Learning with Parents digital reading log (£500.00) - Pre Teaching/Reading Intervention – 121/small group sessions (£6000.00 - Release time within year groups to deliver sessions) <p>Total £7600.00</p>	<p>The EEF reports offer seven practical evidence-based recommendations that are relevant to all pupils, but particularly to those struggling with their literacy. To develop the recommendations, the EEF reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching.</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1, 2, 4, 8</p>
<p>Funding for key staff to deliver the Elklan programme so that the school can increase its capacity to support and meet the communication needs of all pupils, but especially those disadvantaged children who may also have SLCN or are EAL.</p> <p>£4750.00</p> <ul style="list-style-type: none"> - Elklan Training (£1000.00) - Elklan Delivery (£2000.00) - SEND Support (£1750.00 – 1 hr a week) <p>Total £4750.00</p>	<p>Elklan 5-11 is an externally accredited level 3 course which will improve practitioners' ability to communicate with their pupils and their ability to communicate with them. It equips practitioners with innovative tools and methods to enhance children's learning in the classroom and promotes quality first teaching.</p> <p>We know that the Elklan approach works because an increasing body of evidence is available. Structured evaluation and independent research confirm the positive impact it has had on both professional practice and children's development. See link below for detailed case studies.</p> <p>https://www.elklan.co.uk/OurWork/</p>	<p>1, 4, 8</p>

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>£7000.00</p> <ul style="list-style-type: none"> - Phonics intervention (£5000.00) - Phonics resources (£1000.00) - Phonics CPD (£1000.00) <p>Total £7000.00</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Provide a blend of tuition, mentoring and school-led tutoring for identified pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>£21000.00</p> <ul style="list-style-type: none"> - Pupil conferencing (£6000.00) - Year 6 Reading Boosters (£1500.00 – after school 20 weeks 45 mins per session) - Year 6 Maths Boosters (£1500.00 – before school 20 weeks 45 mins per session) - Year 2 Reading Boosters (£1000.00 – 20 weeks x after school 30 mins per session) - Year 4 Maths Boosters (£1000.00 – 20 weeks x after school 30 mins per session) - Year 4 English Boosters (£1000.00 – 20 weeks x after school 30 mins per session) - Phonics Intervention (£1000.00 – 20 weeks x after school 30 mins per session) - Third Space Intervention (£8000.00) <p>Total £21000.00</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 4, 7, 8</p>

<p>Pre and post teaching interventions.</p> <p>£18000.00</p> <ul style="list-style-type: none"> - Pre Teaching (£13500.00 – daily sessions for identified pupils) - Post Teaching (£4500.00 – input to respond to needs) <p>Total £18000.00</p>	<p>Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundley, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006).</p> <p>Pre-teaching prevents/minimises experiences of ‘failure’ in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006).</p> <p>Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Minkel, 2015).</p>	<p>3, 4</p>
<p>Purchasing of equipment, such as technology devices to support home learning.</p> <p>£3000.00</p> <p>Total £3000.00</p>	<p>The EEF research and DfE guidance supports the use of funding to support children to catch up on any lost learning. The lack of equipment should not be a barrier to children being able to access learning at home so that they do not fall further behind.</p>	<p>2, 3, 4, 7, 8</p>

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

Budgeted cost: **£41441.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on mental health and wellbeing including relevant approaches with the aim of developing our support for all and improving social and emotional skills across school.</p> <p>£7500.00</p> <ul style="list-style-type: none"> - Ongoing mental health training (£6000.00) - Parental support for SEMH (£1000.00) - Pastoral enrichment club (£500.00) <p>Total £7500.00</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>£8500.00</p> <ul style="list-style-type: none"> - Attendance Officer work (£4000.00 – 5 hrs per week) - Supplementary Attendance Work by Attendance Lead (SAP meetings, etc.) (£4000.00) 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>

<ul style="list-style-type: none"> - LA Attendance Support Offer (£500.00) <p>Total £8500.00</p>		
<p>Increase parental engagement through reading cafes and other workshops so that they know how they can support their children's learning.</p> <p>£4000.00</p> <ul style="list-style-type: none"> - Parish Parents Support Sessions (£4000.00 – SLT time) <p>Develop strong relationships with parents and families through the pastoral lead in order to foster trust</p> <p>£2000.00</p> <ul style="list-style-type: none"> - Parental support (£2000.00 - 1/2 day a week) <p>Use funding to release teachers to carry out structured conversations (AfA strategies) with parents.</p> <p>Focus on supporting academic achievement and highlighting the opportunities available for their children.</p> <p>£4000.00</p> <ul style="list-style-type: none"> - Structured Conversations (£4000.00 – Release Time) <p>Total £10000.00</p>	<p>The EEF research states there is moderate impact for very low cost based on extensive research. The right approach is key to improved outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Enrichment activities.</p> <p>Use of funding to allow disadvantaged children access to unique experiences, such as a trip to a university or to visit a city or art gallery.</p> <p>£6000.00</p> <ul style="list-style-type: none"> - Enrichment activities (£2000.00) - World of Work initiative including relevant visits and Careers Day 	<p>Widening children's experiences will support cultural capital and enrich the learning experience of all learners so that vulnerable children can become as privileged as their non-disadvantaged peers.</p>	<p>5</p>

<p>(£4000.00 – PP Lead time plus funding for enrichment element)</p> <p>No financial barriers to participate in an outward bound residential that develops self-esteem and identifies talents.</p> <p>£2000.00</p> <ul style="list-style-type: none"> - Increase participation funding (£2000.00) <p>Use of funding to nurture talents and interests e.g., playing a musical instrument; sports at a higher level; participating in dance classes or Taekwondo.</p> <p>£1000.00</p> <ul style="list-style-type: none"> - Enrichment activities (£1000.00) <p>Total £9000.00</p>		
<p>Purchasing of equipment, such as technology devices or other equipment, such as a dictionary, phonics guides, mathematical resources and stationery to support home learning.</p> <p>£2000.00</p> <ul style="list-style-type: none"> - Home Learning Resource packs / reading books (£750.00) - Uniform/Parish Pioneer Provision (£1250.00) <p>Total £2000.00</p>	<p>The EEF research and DfE guidance supports the use of funding to support children to catch up on any lost learning. The lack of equipment should not be a barrier to children being able to access learning at home so that they do not fall further behind.</p>	<p>1, 2, 3, 4, 5, 8</p>
<p>Contingency fund for acute issues.</p> <p>Total £4441.00</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £220,241.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key Stage 1 and 2 data, phonics check results and internal assessments.

Data from tests and assessments evidences clear improvements in the outcomes for disadvantaged pupils with the gap clearly narrowing when compared to All and also non-disadvantaged pupils. This is evident in the vast majority of areas.

	Reading			Writing			Maths		
	All	PP	Gap	All	PP	Gap	All	PP	Gap
EYFS	67.1% (GLD)	71.4% (GLD)	+4.3%						
Year 1	71.2%	70.6%	-0.6% < 1 chd	64.4%	58.8%	-5.6% < 1 chd	74.6%	82.4%	+7.8%
Year 2	69.7%	65.4%	-4.4% < 2 chd	66.3%	65.4%	-0.9% < 1 chd	71.9%	73.1%	+1.2%
Year 3	73.3%	65.2%	-8.1% < 2 chd	64.0%	52.2%	-11.8% < 3 chd	80.0%	73.9%	-6.1% < 2 chd
Year 4	63.8%	65.4%	+1.6%	61.7%	57.7%	-4.0% < 1 chd	67.0%	69.2%	+2.2%
Year 5	73.2%	70.8%	-2.4% < 1 chd	63.4%	50.0%	-13.4% < 3 chd	74.4%	62.5%	-11.9% < 3 chd
Year 6	63.2%	50.0%	-13.2% < 3 chd	75.3%	55.6%	-19.7% < 4 chd	75.0%	61.1%	-13.9% < 3 chd

KS2 Combined All 57.4%, PP 50.0%

Year 1 Phonics All 78.3%, PP 76.5% < 1 chd Year 2 Phonics All 86.5%, PP 76.9% < 2 chd

For both KS1 and KS2 figures for disadvantaged pupils are above National figures for disadvantaged pupils in all areas.

Whilst there remains a clear focus on ensuring all disadvantaged pupils reach their potential it is evident through the plan that progress has been made in all areas with clear impact evident within all aspects of school life. Whilst some gaps do still exist, analysis evidences that this is often related to complexity of need, for example pupils who are in receipt of PP but also with diagnosed addition needs. This also includes areas such as wellbeing and mental health where challenges for some of our disadvantaged pupils are particularly acute.

Having analysed the impact from the previous academic year we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year based on the identified priorities. These are clearly identified within the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Third Space Maths Intervention	Third Space
Number Stacks	Number Stacks

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Additional activity

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by Pupil Premium or Recovery Premium. That will include:

- improving outcomes in Phonics closing the gap to national figures. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.
- further develop reading into writing sequence in order to raise attainment, particularly by the end of Key Stage 1 and for vulnerable pupils. The EEF reports offer seven practical evidence-based recommendations that are relevant to all pupils, but particularly to those struggling with their literacy. To develop the recommendations, the EEF reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching.
- implementing and embedding the school's revised assessment processes, ensuring a consistent approach to assessment across both Core and Foundation subjects. Accurate teacher assessment that does not wholly rely on test outcomes requires dedicated ongoing professional development to ensure its accuracy. However, a balance between ongoing formative assessment, then teacher assessment that is confirmed by test outcomes is good practice. We know that, especially for younger children, that the results of a test don't always reflect pupils' progress and attainment seen within the classroom.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- ensuring all pupils have the skills, knowledge and understanding to make a difference in a modern, diverse world and so that pupils are ready for the next stage in their education and their lives.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also participated in a pupil premium workshop led by the Trust's SEA with the opportunity to engage in collaborate professional dialogue and planning with schools from a similar context to get an external perspective on our strengths and areas for development. This has enabled us to broaden the pockets of good practice and revisit our whole school ethos in ensuring we meet the needs of disadvantaged and SEND children through quality first teaching, then we are getting it right for all our children.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.