

Dec 2022

## Part B: Review of outcomes in the previous academic year 2021-2

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-2 academic year.

Income: £34083

Teaching: Budgeted cost: £3000 Actual Cost: £2983.75

Targeted Support: Budgeted cost: £27,000 Actual Cost: £34653.30

Wider Strategies: Budgeted cost: £4000 Actual Cost: £391

School Budget Share for overspend.

### Activity in this academic year

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

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

Budgeted cost: £3000 Actual Cost: £2983.75

Reason	Spend
Purchase of NTS assessments for Reading Comprehension	633
Purchase of RWI Phonics Scheme	0
Training costs for RWI Phonics Scheme & English	2350.75

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Purchase of NTS assessments for Reading Comprehension.	Standardised tests provide accurate and consistent measures of achievement that have improved school accountability, classroom practices and learning. <a href="#">Standardised tests EEF</a>	1, 2, 3 and 4	<ul style="list-style-type: none"> <li>• Consistent approach to assessments enabled subject leaders to evaluate strengths and areas for development in their subject.</li> <li>• 100% teachers used the Reading assessments to inform future planning and targeted approach to support.</li> </ul>
Purchase of DfE validated Systematic Synthetic Phonics Programme 'Read, Write Inc' Training to secure stronger phonics teaching for all pupils.	<p>Read, Write Inc is a SSP programme. Seven key features have been identified as characterising phonics teaching in highly successful schools, no matter which validated programme is being used. These are:</p> <ul style="list-style-type: none"> <li>• direct teaching in frequent, short bursts</li> <li>• consistency of approach</li> <li>• secure, systematic progression in phonics learning</li> <li>• maintaining pace of learning</li> <li>• providing repeated practice</li> <li>• application of phonics using matched decodable books</li> <li>• early identification of children at risk of falling behind, linked to the provision of effective keep-up support.</li> </ul> <p>To ensure the above are features of our phonics delivery we have invested in high quality training for staff. We now deliver this scheme in pre-school to ensure continuity for pupils.</p> <p><a href="#">EEF: Phonics Letters and Sounds improving rates of progress 2021</a></p>	1, 2 and 3	<ul style="list-style-type: none"> <li>• Scheme in place and used consistently across school.</li> <li>• 100% staff trained in the use of RWI.</li> <li>• Phonics – 71% July 2022</li> </ul>
Early Years CPD and leadership and in class support (focus C and L)	Improved Early Years outcomes, improved practitioner knowledge of the changes in the new EYFS Framework 2021. <a href="#">DfE Development Matters (September 2020, Revised July 2021)</a>	1	EYFS reforms in place. 100% PP children achieved GLD July 2022.

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

Budgeted cost: £27,000 Actual Cost: £34653.30

National Tutoring Programme - 60% funded by tutor fund - 40% PP	£3352.80
Intervention - teaching asst salaries	£27575.50
Wordaware Training / Intervention subscriptions	£725
Pastoral TA TG salary (inc on costs)	£3000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Using the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils.	Use of targeted tuition to support pupils with specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One-to-one tuition EEF (education endowment foundation.org.uk)</a> and in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition toolkit strand EEF (education endowmentfoundation.org.uk)</a>	2, 3 and 4	60% funded by COVID CATCH UP grant. 40% from PP = £3352.80
Purchase and training so that practitioners can deliver to	Chn are supported using Word Aware, this is a whole school approach to promote the vocabulary development of	I	This was not undertaken. But additional subscriptions to support targeted support in place.

<p>EYFS and KSI pupils. Cost of intervention per pupil. 'Wordaware training'</p>	<p>pupils. This approach helps to extend word learning for pupils. <a href="#">Closing the Vocabulary Gap</a> <a href="https://ican.org.uk/media/1932/6_speech_language_and_communication_needs_and_primary_school_aged_children.pdf">https://ican.org.uk/media/1932/6_speech_language_and_communication_needs_and_primary_school_aged_children.pdf</a></p>		<p>100% children had access to retrieval practice activity to support them to remember more.</p>
<p>SEND/ CLASS TAs</p>	<p>TA's work in structured settings with high quality support and training. This enables smaller groups and some, one-to-one interventions when required. To raise the profile for SEN/PP interventions and targeted therapies. (Word Aware, Phonics) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> Teachers identify pupils needing support through AfL and Pupil Progress Meeting.</p>	<p>1, 2, 3 and 4</p>	<p>Children had access to support for key areas of their learning in English and Maths Smaller groups in place – linked to need. AS £10,260 KR £10500 KJ £15,875 LW £9778 CS £8738 = £27575.50  Individual cases studied were carried out and individual progress identified.</p>
<p>Pastoral TA</p>	<p>TA Mentor support provided to pupils to support their mental and emotional health. Exploration of The Trauma Informed Schools Approach. Purchase of a Volcano in my Tummy' <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p>	<p>6</p>	<p>£3000. 100% of children who required support for their nurture had access to TA.</p>

Dec 2022

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

Budgeted cost: £4000 Actual Cost: £391

Increased Cultural Capital - music lessons / clubs paid for / trips paid for PP children	Guitar lessons (O.T) =£90.00
	Swimming (A.H.) = £16
	Pioneer Centre Oct 2021 - (M.P. & R.H) = £285

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Increase cultural capital of disadvantaged pupils.	In a school where a large proportion of pupils have access to extra-curricular opportunities we feel that supporting disadvantaged pupils to benefit from a wider curriculum such as individual and group music lessons and outdoor learning helps to provide equality of opportunity. Wider curriculum opportunities increase pupil's cultural capital and help to provide opportunities for specific language and vocabulary development. <a href="https://culturallearningalliance.org.uk/what-is-cultural-capital/">https://culturallearningalliance.org.uk/what-is-cultural-capital/</a>	7	PP children had access to additional cultural capital.

Total budgeted cost: £34000

Dec 2022

## 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
Read, Write Inc	Oxford University Press

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Providing pastoral support Intervention strategies and support are put into place to support pupil learning. Outdoor learning opportunities: pupils have enjoyed being able to learn outdoors and this has provided an outlet for emotional support.
What was the impact of that spending on service pupil premium eligible pupils?	Improved pupil wellbeing and confidence knowing they had access to appropriate support and opportunities that have a positive impact on pupil mental health and wellbeing.