

Pupil premium strategy statement

Wentworth Primary School 2023-2024



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help raise 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	
Number of pupils in school	652
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2021 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	L.Pollock
Pupil premium lead	J.Baker
Governor / Trustee lead	V Churchill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,188
Recovery premium funding allocation this academic year	£14.065
<i>Pupil premium (and recovery premium) funding carried forward from previous years.</i>	None
Total budget for this academic year	£173,253

Part A: Pupil premium strategy plan

Statement of intent

At Wentworth we have high aspirations for all of our pupils, to ensure that they are challenged effectively in order to reach their full potential. 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 therefore raise the attainment of our disadvantaged pupils (including those who are already high attainers) by supporting them to become better learners.

We will use an evidence-based approach to forensically research the challenges and barriers faced by our disadvantaged pupils, seeking to understand and remove them. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted to address these barriers are based on extensive research on the most effective strategies provided by the Education Endowment Foundation (EEF) and follow a tiered approach. The activity we have outlined in this statement is also intended to benefit all pupils within our school, regardless of whether they are disadvantaged or not.

To ensure our strategy is successful, we will adopt a whole school, co-ordinated approach in which all stakeholders in our school community seek to fully understand the impact of disadvantage, raise expectations of what our disadvantaged pupils can achieve and take responsibility for the outcomes of our disadvantaged learners. We closely track overlapping groups (SEND, young carers, EAL) and consider how these factors may pose additional challenges to disadvantaged learners.

High-quality teaching and effective CPD is at the heart of our approach, with a focus on areas in which disadvantaged pupils will benefit the most. (Developing effective learning behaviours - metacognition and self-regulation, social and emotional learning, early speech and language development, oracy, phonological awareness, reading comprehension and maths mastery.) This is proven to have the greatest impact on disadvantaged pupils, through supporting them to become 'better learners' in order to accelerate progress and raise attainment. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Quality-first teaching approaches will be supported by high quality, targeted academic support. A wide range of diagnostic assessment tools will be used and results analysed regularly in order to ensure appropriate intervention is delivered at the point needs are identified and that these interventions impact on pupil attainment in a positive and sustained way.

A key component of our strategy is to understand and champion 'whole child' development to ensure all of our pupils are 'Achieving Happily'. Central to this, we ensure that our pupils gain the social and emotional skills and effective learning behaviours needed to access the curriculum and to develop a life-long love of learning. This is vitally important to improve the long-term aspirations and outcomes of our disadvantaged pupils.

We aim to deliver a broad and balanced curriculum to celebrate our pupils' varying talents, complemented by the offer of a wide range of enrichment activities to which our disadvantaged pupils are signposted. We also strive to offer a robust and extensive programme of pastoral support for our vulnerable pupils and their families, while assisting financially where possible, to ensure we support the Wentworth community as a whole.

Challenges

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

Challenge number	Detail of challenge
1	<p>Mental Health and Wellbeing</p> <p>Many children across the school have gaps in their Social and Emotional development.</p> <p>Boxall Profile assessment data, pupil observations and feedback from staff, pupils and families have highlighted increased social and emotional difficulties for many of our pupils. Referrals for mental health and wellbeing support for pupils and parents have markedly increased recently.</p> <p>Boxall Profile data has shown that particular difficulties include:</p> <ul style="list-style-type: none"> • Poor self-esteem (underdeveloped sense of self / self negating) • Poor emotional self-regulation skills (internalised standards) • Lack of coping mechanisms (resilience) • Difficulties in showing empathy and understanding towards their peers (accommodating to others). <p>Evidence suggests that these challenges may particularly affect disadvantaged pupils and can negatively impact their current attainment and long-term prospects.</p> <p>Boxall Profile data has shown that 55% of our disadvantaged pupils (Year 1-6) displayed a high or moderate level of difficulty compared to 33% for our non-disadvantaged pupils (Years 1-6).</p>
2	<p>Effective Learning Behaviours</p> <p>Children across the school are not consistently applying effective learning behaviours:</p> <p>Focused observations and data gathered from pupils, staff and parents suggest that many of our pupils have difficulty applying effective learning behaviours, creating a barrier to learning which can result in low attainment and can limit future opportunities. In particular:</p> <ul style="list-style-type: none"> • Self-regulation (self control and managing emotions). • Metacognitive skills. (self assessment and reflection) • Motivation - (active listening and participation) • Appropriate focus and attention <p>Strong evidence suggests that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these skills.</p>
3	<p>Speech, Language and Communication</p> <p>Low attainment on entry to the Early Years Foundation Stage in speech, language and communication.</p> <p>Assessments, observations and discussions with teachers/pupils indicate under-developed oral language skills and vocabulary gaps among many of our pupils. This is particularly evident in the Foundation Stage (NELI Language Screen data indicates that 44% of the cohort need targeted SLC support - 31% Non PP, 13% PP) This is also evident in Key Stage 1 and to a lesser extent, in KS2. This negatively impacts pupil outcomes within wider curriculum areas and can also negatively impact their social and emotional wellbeing and associated behaviour.</p>

4	<p>English as an additional Language</p> <p>Increased levels of EAL learners across the school community. (28%)</p> <p>An increasing number of our disadvantaged pupils are EAL learners (23%) and can lack the linguistic proficiency to fully access the curriculum to make the progress they are capable of. Pupil mobility is also greater for our EAL learners than for other groups.</p>
5	<p>Phonics and Early Reading</p> <p>Gaps in phonic knowledge - resulting in low attainment in reading.</p> <p>Assessment data (internal and external), lesson observations, and discussions with staff indicate that our disadvantaged pupils may have greater difficulties with learning phonics than their peers. This negatively impacts their development as readers and limits access to other curriculum areas.</p>
6	<p>Maths</p> <p>Gaps in mathematical knowledge (basic fluency) leading to low attainment in maths.</p> <p>Internal and external assessments indicate that attainment in maths among our disadvantaged pupils is below that of non-disadvantaged pupils. Previous school closures have impacted on levels of attainment in maths for disadvantaged pupils to a greater extent than for their non-disadvantaged peers. This has been seen nationally.</p>
7	<p>Attendance</p> <p>Good progress has been made with attendance over the last 3 years in general and in narrowing the attendance gap between disadvantaged and non-disadvantaged pupils. However, to sustain and build upon this progress, intervention systems for attendance continue to be a priority to maintain this progress and therefore minimise any negative impact on progress. We must also look beyond attendance as just being present at school and consider pupil participation whilst in school.</p>
8	<p>Enrichment</p> <p>Reduced opportunities to participate in enrichment activities outside of school.</p> <p>Some of our pupils' life experiences, beyond their home life and immediate community, may have been limited. Increased financial hardship due to the cost of living, now also creates greater challenges for some of our families in providing enriching opportunities for their children.</p>
9	<p>Increased levels of financial hardship and mental health issues within families.</p> <p>Referrals for emotional support for pupils and parents have markedly increased in recent years. Increased financial hardship now also creates greater emotional challenges for some of our families.</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
<p>Mental health and wellbeing</p> <p>Improved wellbeing for all pupils in our school (with a focus on our disadvantaged pupils) by enhancing social and emotional learning and providing targeted support.</p> <p><i>To implement a whole-school Nurture culture within routine educational practices to improve the quality of social and emotional (SEL) learning to improve wellbeing.</i></p> <p><i>(Nurturing Kent Programme - NurtureUK).</i></p> <p><i>To embed The Boxall Profile assessment tool at a whole school level to identify and address gaps in pupils' SEL development.</i></p> <p><i>To train class teachers to interpret the Boxall assessment data for their class and adapt their planning to address whole class gaps.</i></p> <p><i>To ensure the whole school approach to Nurture and wellbeing is represented in relevant whole school policies (Wellbeing, behaviour policy) and is shared and understood by all stakeholders.</i></p>	<p>Improved levels of wellbeing demonstrated by qualitative data from pupil voice, teacher observations, pupil, teacher and parent surveys and supported by quantitative data, including Boxall Profile data.</p> <p>All stakeholders have a secure understanding of the 6 Principles of Nurture and how they benefit the mental health and wellbeing of our pupils and the Wentworth community.</p> <p>SEL approaches become embedded into routine classroom practice, supported by ongoing CPD for staff.</p> <p>Gaps in pupils' SEL development addressed using the graduated approach.</p> <p>Targeted interventions will demonstrate impact on pupil mental health and well-being. Improved Boxall Profile scores.</p> <p>Interventions have clear impact for groups and individuals as shown by monitoring and other evidence.</p> <p>Pupil questionnaires will show that pupils feel happy and safe in school.</p> <p>Behaviour interventions will show that pupils use the strategies they are taught and that these strategies make an impact on their day-to-day experiences.</p>
<p>Emotional Literacy</p> <p>Improved emotional literacy for pupils across the school.</p> <p>All stakeholders have a secure understanding of the Colour Monsters / Zones of Regulation Curriculum and how it benefits our learners.</p> <p><i>To embed the Colour Monsters / Zones of Regulation curriculum across the school.</i></p> <p><i>To teach pupils to identify feelings, energy and alertness levels in themselves and others.</i></p> <p><i>To provide pupils with a toolbox of strategies to support them to independently regulate their emotions to support wellbeing.</i></p>	<p>Pupils are able to name their emotions and use strategies to self-regulate.</p> <p>Self-Regulatory strategies are embedded in routine classroom practice, supported by regular staff CPD, pupil assemblies and parent workshops. (In alignment with whole school behaviour policy)</p> <p>Pupils can recognise and better regulate their own emotions, behaviour and motivation towards learning, using their personal Zones of Regulation toolbox. (Qualitative data from pupil voice, teacher observations and pupil, teacher and parent surveys.)</p>

<p>Learning behaviours</p> <p>Increased staff awareness of the importance of developing effective learning behaviours in pupils (Focus - metacognition and self regulation - reflective learning) in order to raise attainment.</p> <p><i>To implement a whole school approach to teaching metacognition and self-regulation. (Work with Thinking Matters)</i></p> <p><i>To explicitly teach pupils the metacognitive and self-regulatory skills needed to become more independent as learners.</i></p> <p><i>Work towards becoming a Thinking School.</i></p>	<p>Increased staff awareness - the importance of developing pupils' effective learning behaviours to ensure long term success.</p> <p>Teachers have a more secure understanding of how to use metacognitive strategies and how they can benefit all learners.</p> <p>Teachers enhance metacognitive learning by modelling their own thought processes.</p> <p>Pupils are aware that they are in control of their own learning</p> <p>Pupils use retrieval strategies effectively to support learning.</p> <p>Taught meta-cognitive strategies are used effectively and with increasing consistency across the school.</p>
<p>Communication and Language</p> <p>Improved oral language skills and use of varied vocabulary to enable all pupils (with a focus on disadvantaged pupils) to verbalise their thoughts, needs and understanding.</p> <p>Improvement in the skills needed to be an active listener.</p> <p><i>When oral language needs are identified, early language intervention is set up.</i></p>	<p>Communication and language is not a barrier to disadvantaged pupils achieving in line with their non disadvantaged peers in the Early Years.</p> <p>Oracy approaches are embedded across the curriculum.</p> <p>Vocabulary development and explicit teaching is embedded across the curriculum.</p> <p>Assessments and observations indicate improved oral language skills among disadvantaged pupils.</p> <p>Assessment data indicates that oral language interventions are effective in supporting disadvantaged learners.</p>
<p>EAL</p> <p>Improved assessment, whole class provision and targeted intervention to support our EAL learners. (43% of PP)</p>	<p>Barriers to learning for our EAL pupils are identified using specialist assessment.</p> <p>Whole class, group and individual EAL support is available.</p> <p>Assessment data indicates that EAL interventions are effective in raising attainment for disadvantaged learners.</p>
<p>Phonics and Early Reading</p> <p>Pupils have secure phonological awareness and can apply this effectively to reading and writing.</p> <p><i>To raise attainment in Phonics for our disadvantaged learners.</i></p> <p><i>To ensure early intervention addresses gaps in phonological awareness.</i></p>	<p>Formative and summative assessments show improved phonological awareness among disadvantaged pupils.</p> <p>Systems are in place to assess, identify gaps and close these through timely intervention.</p> <p>Internal and external data show improved phonics and early reading attainment for disadvantaged pupils.</p>

<p>Maths</p> <p>Pupils acquire a deep, long-term, secure and adaptable understanding of maths by using a mastery approach.</p> <p>Pupils have a secure knowledge of the multiplication tables.</p>	<p>Maths data (formative and summative), show that key concepts within the curriculum of each year group are prioritised to secure children’s mathematical development (place value, number, 4 operations)</p> <p>Staff training and support is targeted based on emerging needs which results in consistently good teaching.</p> <p>Internal and external data show improved maths attainment for disadvantaged pupils.</p> <p>External data shows improved attainment for disadvantaged pupils in the Y4 Multiplication Tables check.</p>
<p>Attendance</p> <p><i>To sustain improved attendance for all pupils.</i></p> <p><i>To build upon the good progress we’ve made in reducing the attendance gap between disadvantaged and non-disadvantaged pupils.</i></p> <p><i>To reduce the level of persistent absence for disadvantaged pupils.</i></p> <p><i>To continue to embed more robust systems to monitor attendance. (Regular attendance meetings, flowchart to trigger necessary responses, attendance letters home, pupil incentives for good attendance - Mr Potato Head reward system).</i></p>	<p>Sustained high attendance demonstrated by a reduction in the overall absence rate for all pupils and the reduction in the attendance gap between disadvantaged pupils and their non-disadvantaged peers.</p> <p>Reduction in persistent absenteeism for disadvantaged pupils.</p>
<p>Enrichment</p> <p><i>Pupils receive a broad and balanced curriculum enriched with memorable experiences and opportunities.</i></p>	<p>Pupils access all subjects of the curriculum and have the opportunity to practise skills and remember key knowledge.</p> <p>Curriculum-linked visits, trips and enrichment activities are planned across the school and are accessed by all pupils.</p>
<p>Family support</p> <p>The school understands the home lives of our pupils, providing appropriate support for families, to ensure each child will be ready to learn each day.</p> <p><i>Pupils and families with identified social, emotional, health or financial needs are well supported by school staff so that these barriers are removed or alleviated.</i></p>	<p>Pupil and parent questionnaires show that parents and children feel valued and supported by the school community.</p> <p>Disadvantaged pupils are given the appropriate support to attend school, ready to learn.</p>

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

Budgeted cost: £ 85,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Experienced teacher to work as an advocate for vulnerable learners.</i> <i>Teacher to scrutinise school data and make evidence-informed decisions to prioritise what to implement to overcome learning barriers for disadvantaged pupils.</i> <i>Effective implementation of strategies to ensure positive change is sustained.</i></p>	<p>Evidence highlights the importance of fully understanding the barriers our disadvantaged pupils face in order to provide support to overcome them.</p> <p>EEF guide to Pupil Premium</p> <p>Selecting Interventions - EEF Toolkit</p> <p>Effective implementation is vital for making positive and sustained change.</p> <p>Implementation - EEF</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9</p>
<p>Use of diagnostic assessment</p> <p><i>Funding for an annual subscription to:</i></p> <ul style="list-style-type: none"> ● Insight Tracking ● Boxall Profile ● Phonics Tracker ● NELI Intervention-Language Screen ● Reading Screen ● Sandwell Early Numeracy Test ● PixL ● Bell Foundation <p><i>Regular CPD to embed the use of these diagnostic, online data tracking tools to track attainment and progress for all pupils.</i></p> <p><i>These tools can be used to track the attainment and progress of our disadvantaged pupils closely.</i></p>	<p>Strong evidence highlights the importance of using high quality, diagnostic assessment to fully understand the barriers our disadvantaged pupils face and to identify learning gaps, in order to provide the correct support to overcome them.</p> <p>‘Assessment not assumption’.</p> <p>‘Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment is the first step in developing an effective pupil premium strategy.’</p> <p>EEF guide to Pupil Premium</p> <p>Individualised Instruction - EEF</p> <p>Phonics Toolkit - EEF</p> <p>Appropriate, high quality CPD is needed to ensure these diagnostic assessment tools are used correctly to ensure progress.</p> <p>Effective Professional Development - EEF</p>	<p>1, 3, 4, 5, 6</p>

<p><i>Nurture CPD programme - school culture.</i></p> <ul style="list-style-type: none"> - <i>Re-evaluating behaviour management (trauma informed practice)</i> - <i>Improving emotional wellbeing and mental health at a whole school level through a Nurturing approach.</i> 	<p>Social and emotional learning approaches have a positive impact, 'an average of 4 months' additional progress in academic outcomes over the course of an academic year. SEL approaches also support pupils to understand and engage in healthy relationships with peers and learn emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF</p>	<p>1, 2,7</p>
<p><i>Funding for an annual subscription to</i></p> <ul style="list-style-type: none"> • <i>NELI - Whole Class approach to teaching early literacy skills.</i> <p><i>High quality CPD provided for all EYFS staff in its delivery.</i></p> <p><i>This approach can be used to raise the attainment and progress of our disadvantaged pupils.</i></p>	<p>Effective Professional Development - EEF</p> <p>Evidence suggests that interventions that target the development of early language and speech skills are particularly beneficial for disadvantaged pupils, but will support progress for all pupils.</p> <p>Oral Language interventions - EEF</p>	<p>2,3</p>
<p><i>Funding for consultancy (Thinking Matters).</i></p> <p><i>This is to support ongoing CPD and implementation of a whole school approach to teaching metacognition and self-regulation (to raise attainment and develop effective learning behaviours in our pupils.)</i></p> <p><i>Work towards gaining a 'Thinking School' accreditation.</i></p>	<p>Observations and discussions with pupils and staff suggest that many of our pupils have poor metacognitive / self-regulatory skills which can lead to low attainment and limit future opportunities.</p> <p>Evidence suggests that disadvantaged pupils appear to benefit in particular from the explicit teaching of strategies to improve metacognition and self regulation skills.</p> <p>Meta-cognition and self-regulation - EEF</p> <p>Cognitive science approaches in the classroom - A review of the evidence - EEF</p> <p>Neuroscience and education - EEF</p> <p>Effective Professional Development - EEF Toolkit</p>	<p>1,2,3,5,6</p>
<p><i>Continued successful implementation of Monster Phonics (DFE validated SSP) to secure stronger outcomes for all of our pupils.</i></p> <p><i>Regular CPD for all staff to develop subject knowledge.</i></p>	<p>Phonics approaches have consistently been found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. High quality teaching of phonics is particularly beneficial for disadvantaged pupils and can help to raise standards and improve future outcomes.</p> <p>Phonics Toolkit - EEF</p> <p>Effective Professional Development - EEF</p>	<p>5</p>
<p><i>Continued successful implementation of the Mastering Maths Project and Teaching For Mastery</i></p>	<p>The Mastering Number project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and confidence and flexibility with numbers.</p>	<p>6</p>

<p><i>programme (NCETM) to secure stronger outcomes for all of our pupils.</i></p> <p><i>Regular CPD for all staff to develop subject knowledge and understanding of maths pedagogy.</i></p>	<p>Mastering Number NCETM</p> <p>Children’s chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts.</p> <p>Teaching for Mastery NCETM</p> <p>Improving mathematics in the Early Years and KS1 - guidance report - EEF</p> <p>Improving mathematics in key stages 2 and 3 - guidance report - EEF</p>	
<p><i>Funding for a specialist EAL teacher to assess and provide practical learning support for EAL pupils and their teachers.</i></p> <p><i>Consultancy/ training services provided by an EAL Advisory teacher (The Education People.)</i> <i>This includes:</i> <i>Provision of staff training around EAL .</i> <i>Training around using the Kent Steps and Bell Foundation assessment tools.</i> <i>Support to create a database of EAL pupils to track targets and progress.</i></p>	<p>An increasing number of our disadvantaged pupils are EAL learners. Pupil mobility is also greater for our EAL learners than for other groups. Targeted EAL support will enable pupils to develop linguistic proficiency in order to fully access the curriculum leading to raised attainment.</p> <p>‘We must embed the use of robust EAL assessment tools to accurately assess levels of language proficiency from which to set tailored learning targets. Without these tools, pupils are unable to achieve academic linguistic proficiency to fully access the curriculum and make good progress.’</p> <p>EAL - Bell Foundation</p>	<p>1,3,4,5,6,</p>
<p><i>Peer support / coaching to improve teaching and learning and prioritise teachers professional development.</i></p> <p><i>These sessions will be based on individuals needs and linked to the School Improvement plan.</i></p>	<p>EEF research identifies that CPD plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>Effective Professional Development - EEF</p>	<p>1,2,3,4,5,6</p>
<p><i>Access to National College and The Education People CPD</i></p> <p><i>All staff have access to the National College which provides a range of CPD opportunities for individual staff including mental health and subject specific webinars.</i></p>	<p>EEF research identifies that CPD plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>Effective Professional Development - EEF</p>	<p>1,2,3,4,5,6</p>

Targeted academic support

Budgeted cost: £64,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Funding for 3 HLTAs to deliver evidence-based interventions across the school to raise pupil attainment.</i></p> <p>Interventions</p> <p><i>NELI (Nuffield Early Language Intervention</i></p> <p><i>Talking Partners</i></p> <p><i>Precision Teaching</i></p> <p><i>Monster Phonics</i></p> <p><i>Hairy Reading Programme</i></p> <p><i>Nessy Reading and Spelling Programme</i></p> <p><i>Phonic Reading Scheme</i></p> <p><i>PiXI - Fluency</i></p> <p><i>Number Stacks - maths</i></p> <p><i>1stclass@number</i></p> <p><i>ELSA (Emotional Literacy Support)</i></p> <p><i>Nurture Intervention</i></p>	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Selecting Interventions - EEF Toolkit</p> <p>“High quality structured programmes delivered by TAs can be as effective as those delivered by teachers”</p> <p>Making the best use of Teaching Assistants - EEF</p> <p>Teaching Assistant Interventions - EEF Toolkit</p> <p>Studies in England have shown that disadvantaged pupils typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Small Group Tuition - EEF Toolkit</p> <p>Social and Emotional Learning - EEF Toolkit</p>	<p>1, 2, 3, 4, 5, 6,7,8</p>
<p><i>Funding for a Speech and Language teacher to provide targeted language enrichment</i></p> <p><i>Funding for a Speech and Language HLTA to provide targeted Speech and Language support.</i></p>	<p>Evidence shows that targeted support in developing early language and speech skills may help to raise the attainment of disadvantaged pupils, particularly when this is provided one-to-one.</p> <p>Oral Language interventions - EEF</p>	<p>1,3,5,</p>
<p><i>Funding for training and resources to support the</i></p>	<p>Evidence shows that targeted support in developing early language and speech skills may help to raise the attainment of</p>	<p>1,2,3,4</p>

<p><i>Talking Partners intervention.</i></p> <p><i>This is used to accelerate progress in speaking and listening skills for all pupils with low literacy skills.</i></p> <p><i>Funding to support delivery of The Nuffield Early Language Intervention (NELI)</i></p>	<p>disadvantaged pupils, particularly when this is provided one-to-one.</p> <p>Oral Language interventions - EEF</p> <p>The Nuffield Early Language Intervention (NELI) has been found to improve children's language and early literacy skills.</p>	
<p><i>Funding for 45 Hairy Reading licences and 115 Nessy Reading and Spelling programme licences to support phonics learning.</i></p>	<p>Following whole school data analysis, knowledge gaps in phonological awareness were identified in Years 2, 3, 4 and 5 pupils. 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 - EEF Individualised Instruction - EEF</p>	<p>3, 5</p>
<p><i>Continued resourcing of an age appropriate progressive phonic reading scheme to support low attaining readers in KS2.</i></p> <p><i>Ensure these books are from a range of genres and reflect diversity.</i></p>	<p>'Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words 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.'</p> <p>Phonics Teaching and Learning Toolkit - EEF</p>	<p>5</p>
<p><i>Funding of Number Stacks intervention resources to support children in mastering the foundations of the number system.</i></p>	<p>Internal and external assessments indicate that attainment in maths among our disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support disadvantaged pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment. can be used to assess the best way to target support.</p> <p>Small Group Tuition - EEF Toolkit</p>	<p>6</p>
<p><i>Funding for 1stclass@number (1) training and intervention resources to support children in mastering the foundations of the number system.</i></p> <p><i>Funding for 1stclass@number training and intervention resources to support children</i></p>	<p>Internal and external assessments indicate that attainment in maths among our disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support disadvantaged pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment. can be used to assess the best way to target support.</p> <p>Small Group Tuition - EEF Toolkit</p>	<p>6</p>

in mastering the foundations of the number system.	EEF - Project	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 22,603

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Funding of a Family Liaison Officer.</i></p>	<p>Referrals for emotional support for pupils and families have markedly increased since the pandemic. Increased financial hardship now also creates greater practical and emotional challenges for some of our families. The wellbeing of our disadvantaged pupils and their families therefore continue to be a priority.</p> <p>Working with Parents to Support Pupils' Learning - EEF Toolkit EEF -Improving Social and Emotional Learning in Primary Schools Social and Emotional Learning - EEF Toolkit</p>	<p>1, 2, 3, 4, 5, 6, 7,8,9</p>
<p><i>Funding to support participation in the National Nurturing Schools Programme (NNSP)</i></p> <p><i>To embed a whole-school nurture culture within school, focusing on social and emotional development alongside academic learning, to promote healthy outcomes for all of our pupils. (This is an area that will particularly support our disadvantaged pupils.</i></p> <p><i>To embed the use of the Boxall Profile® Online assessment tool to track the social and emotional development of our pupils.</i></p>	<p>Pupil observations and feedback from staff, pupils and families have highlighted increased social and emotional difficulties for many of our pupils. In particular pupil's emotional well-being, emotional self-regulation skills, coping mechanisms and ability to show empathy and understanding towards their peers have been affected. These challenges particularly affect disadvantaged pupils and have a negative effect on their current attainment and long term prospects. Referrals for emotional support for pupils and parents have markedly increased since the pandemic.</p> <p>"There is significant research to show that a nurture approach to education has a significantly positive impact on improving social emotional skills, wellbeing, attendance, and the behaviour of children and young people who did not experience this good start."</p> <p>The Catie Report - A Countywide Approach to Inclusive Education - 2001 EEF Guidance report -Improving Social and Emotional Learning in Primary Schools Social and Emotional Learning - EEF Toolkit</p>	<p>1, 2, 3, 7, 8,9</p>
<p><i>Funding to fully embed the Zones of Regulation curriculum across the school.</i></p> <p><i>To teach pupils to identify feelings, energy and</i></p>	<p>Pupil observations and feedback from staff, pupils and families highlighted increased social and emotional difficulties for many of our pupils. In particular pupil's emotional well-being, emotional self-regulation skills, coping mechanisms and ability to show empathy towards their peers. These challenges particularly affect disadvantaged pupils and have a negative effect on their current attainment and long term prospects.</p>	<p>1, 2, 3, 7</p>

<p><i>alertness levels in themselves and others.</i></p> <p><i>To provide pupils with a toolbox of strategies to support them to independently regulate their emotions to support wellbeing.</i></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 -Improving Social and Emotional Learning in Primary Schools Social and Emotional Learning - EEF Toolkit</p>	
<p><i>Funding for an ELSA-trained HLTA to provide ELSA intervention.</i></p> <p><i>Funding of a pupil Counsellor.</i></p> <p><i>Funding of a play therapist.</i></p>	<p>Pupil observations and discussions with pupils and families have identified increased social and emotional issues for many pupils following previous school closures. These challenges particularly affect disadvantaged pupils and have a negative effect on their attainment and wellbeing. Referrals for emotional support for pupils have markedly increased since the pandemic.</p> <p>EEF -Improving Social and Emotional Learning in Primary Schools Social and Emotional Learning - EEF Toolkit</p>	1,2,3,7,9
<p><i>To continue to embed an ELSA informed, whole school staff/pupil mentoring programme to support the emotional wellbeing of our vulnerable pupils. (Raising confidence/self esteem and aspirations.)</i></p>	<p>Pupil observations and discussions with pupils and families have identified increased social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils and have a negative effect on their attainment and wellbeing. Referrals for emotional support for pupils have markedly increased since the pandemic.</p> <p>Mentoring - EEF</p>	1,2,3,7, 9
<p><i>Creation of a programme of low-cost enrichment opportunities.</i></p> <p><i>Funding to enable all pupils to access enrichment opportunities to improve attainment, aspirations and long-term prospects.</i></p>	<p>Many of our disadvantaged pupils have limited life experiences beyond their home life and immediate community. This issue has been exacerbated by previous school closures and restrictions due to the pandemic.</p> <p>Increased financial hardship now creates a greater challenge for some of our families in providing enrichment opportunities for their children.</p> <p>Arts Participation - EEF Toolkit</p>	8, 9
<p><i>Provision of places at breakfast and after school clubs to provide wraparound care.</i></p> <p><i>Provision of school uniform / cost of school meals to ensure our disadvantaged pupils have what they need to be ready to learn.</i></p>	<p>Increased financial hardship now creates a greater challenge for some of our families to provide the necessary resources needed for their children to learn effectively.</p> <p>Support with child care costs, school uniform provision and school meal provision can help to alleviate some of the barriers financial hardship creates.</p> <p>Magic Breakfast Club- EEF Evaluation</p>	1,7,8,9

Total budgeted cost: £ 173,253

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Analysis of external attainment data from 2023/2024

EYFS

	School 2023 (%)	National 2023 (%)	School 2022 (%)	National 2022 (%)
GLD	66	67	65	65
Disadvantaged FSM	18 (11 pupils)	52	40 (10 pupils)	49

Year 1 Phonics

	School 2023 (%)	National 2023 (%)	School 2022 (%)	National 2022 (%)
Year 1	84	79	83	75
Disadvantaged	38 (13 pupils)	67	44 (16 pupils)	62

Year 2 SATS

	School 2023 (%)		National 2023 (%)		School 2022 (%)		National 2022 (%)	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Reading	76	20	68	-	80	20	67	18
Writing	66	9	60	-	73	8	58	8
Maths	70	17	70	-	72	18	68	15

Year 2 SATS - disadvantaged

	School 2023 (%) (18 Pupils)		National 2023 (%)		School 2022 (%) (12 Pupils)		National 2022 (%)	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Reading	33	11	54	-	42	5	51	-
Writing	28	0	44	-	42	5	41	-
Maths	22	6	56	-	50	0	52	-

Year 4 MTC

	School 2023 (%)	National 2023 (%)	School 2022 (%)	National 2022 (%)
Scoring 25/25	20	29	24	27
Average score	19	20.2	19.8	19.8
Disadvantaged scoring 25/25	15 (20 pupils)	21	8 (13 pupils)	n/a
Disadvantaged average score	15 (20 pupils)	18.3	14 (13 pupils)	17.9

Year 6 SATS

	School 2023 (%)		National 2023 (%)		School 2022 (%)		National 2022 (%)	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Combined	65	13	60	8	68	11	59	7
Reading	78	32	73	29	77	27	74	28
Writing	80	16	71	13	76	19	69	13
Maths	81	34	73	30	77	33	71	22

Year 6 SATS - disadvantaged

	School 2023 (%) (12 Pupils)		National 2023 (%)		School 2022 (%) (13 Pupils)		National 2022 (%)	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Combined	50	0	44	3	46	8	43	3
Reading	58	17	60	-	69	31	62	-
Writing	50	17	58	-	54	8	55	-
Maths	58	8	59	-	62	31	56	-

Boxall Profile - Social and Emotional functioning assessment

	High level of difficulties (Number of children)		Moderate level of difficulties (Number of children)		Low level of difficulties (Number of children)		No difficulties (Number of children)	
	ALL	PP	ALL	PP	ALL	PP	ALL	PP
Year 1	13	2	9	2	20	4	49	3
Year 2	12	3	8	2	22	9	48	1
Year 3	16	7	2	5	18	0	54	8
Year 4	11	4	8	2	18	7	53	3
Year 5	12	7	12	7	27	7	39	3
Year 6	7	2	9	3	18	3	56	8
	71	25	48	21	123	30	299	26

In EYFS an increase in pupils with speech and language difficulties, EAL, social and emotional needs and specific SEND needs has resulted in a lower percentage of non disadvantaged and disadvantaged pupils achieving a Good Level of Development.

In response to this, Speech and Language development has been made a whole school priority within the SIP and we have invested in a Whole class NELI programme which supports our existing NELI intervention, to ensure impact and sustained improvement. Internal data show that good progress has been made in providing more targeted interventions to support speech and language development for our disadvantaged pupils in EYFS and Year 1 and this will need to be a strong focus. The introduction of

'Talking Partners' by our EAL teacher and increasing capacity for support by using our Year 1 HLTA to carry out the intervention and by providing additional speech articulation intervention, will also support our current Speech and Language provision.

Good progress has been made in accurately assessing our EAL learners and providing early intervention to improve language proficiency. We will continue to build on this good progress and increase capacity for EAL support where possible to meet the increasing levels of pupils with English as an additional Language. We will also focus on celebrating cultural diversity and ensuring our EAL pupils and their families feel welcomed and supported.

Boxall Profile data (social and emotional functioning assessment) has shown that 55% of our disadvantaged pupils (Year 1-6) display a high or moderate level of difficulty compared to 33% for our non-disadvantaged pupils (Years 1-6). Therefore a strong focus for this year's strategy will be upon providing the necessary Social and Emotional learning support needed (as part of our whole school Nurture approach) to enable our pupils to learn effectively. This will be reflected in our new behaviour policy based on the 6 principles of nurture and through the introduction of the Zones of Regulation Curriculum (building on the EYFS Colour Monsters) to explicitly teach pupils to regulate their emotions and behaviour. This will also be supported through the development of a Nurture curriculum, the provision of Nurture groups and ELSA sessions carried out by our Year 3/4 HLTA / ELSA (supplementing our current therapeutic interventions).

Pupil Progress meetings have also been adapted to ensure specific SEND needs are flagged early, as Early intervention is key to future success.

Through our work on the Science of Learning, staff and pupil awareness around the importance of developing pupils' effective learning behaviours has improved. We will continue to develop this with a focus on memory and retrieval. Lack of effective learning behaviours continue to be a barrier to learning for many of our disadvantaged and non disadvantaged pupils, particularly - Self-regulation (self control and managing emotions) Metacognitive skills. (self assessment and reflection), Motivation - (active listening and participation), Appropriate focus and attention. This will be a continued focus this year.

The barriers to learning raised above, particularly underdeveloped oral language skills have had a negative impact on Phonics attainment in Year 1. Our previous Phonics assessment system was quite slow and the data gained from the assessments, limited. In response to this we will implement 'Phonics Tracker' as a more efficient way to assess Phonics across all Key Stages in order to quickly identify areas of weakness. Our Phonics lead will also be providing targeted teacher and TA training in phonics and the HLTA for Year 1 will be carrying out targeted interventions for those with gaps in phonological awareness, we will monitor and track vulnerable groups. We will also introduce the NELI - reading screener assessment to be used in conjunction with NELI language screener to produce a profile of each Year 1 child as a reader in order to provide the appropriate early intervention.

End of year 2 data shows a dip in the number of our disadvantaged pupils reaching at least the expected level in reading, writing and maths. Within this group, there are a number of children with significant SEND needs and also pupils who have EAL. A high level of support will be put in place to meet SEND needs within the group and focused EAL support will be increased.

Internal data suggests that good progress is being made in raising attainment in phonics, exacerbated by previous school closures, particularly in Year 2, 3, 4 and 5. Intensive targeted intervention by HLTAs (Nessy intervention) has supported this. To build on this good progress, we will introduce a Precision Teaching approach when completing phonics / HFW interventions to ensure any pupils who have difficulties in retaining information, are supported. Our Year 3/4 and 4/5 HLTAs will also provide targeted

intervention to work on reading fluency (accuracy, automaticity and prosody) helping to build reading stamina as this was a barrier identified in Year 6.

Internal data suggests that progress is being made in raising the attainment of disadvantaged pupils in maths across the school (particularly with fluency). A more consistent and structured approach to teaching fluency through 'Mastering Number' has supported this from EYFS - Year 2. To support this we will implement the Numberstacks intervention for Years 3, 4 and 5, taught by 2 of our HLTAs. We will also take part in an EEF trial of 1stClass@Number for children moving from Year 1 to 2 who have not reached the expected standard for Year 1. Bringing in the Sandwell Early Numeracy Test will help us to assess and monitor progress.

Good progress has continued to be made in closing the gap in general attendance between disadvantaged and non-disadvantaged pupils. We will continue to embed more robust systems to ensure the gap is closed with regard to persistent absence.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding

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

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. These whole school strategies will benefit our disadvantaged pupils but are funded within other school budgets.

1. *Purchase of Phonic Reading books from different genres to support [DfE validated Systematic Synthetic Phonics programme](#) to improve phonics attainment for all pupils. Continued whole school CPD to ensure high quality, consistent phonics teaching across the school.*
2. *Continuing to embed the use of Mighty Writer across EYFS, KS1 and Year 3 to support sentence creation by providing a visual and interactive approach.*
3. *Continuing to embed a mastery approach to maths learning. Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. To access Maths Hub resources and CPD (including Teaching for Mastery training).*

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:
[Maths guidance KS1 and 2 \(publishing.service.gov.uk\)](#).

The EEF guidance is based on a range of the best available evidence:

[Improving mathematics in the Early Years and KS1 - guidance report - EEF](#)
[Improving mathematics in key stages 2 and 3 - guidance report - EEF](#)

4. Provision of high quality CPD for staff through the National College and The Education People.
5. *Continuing to embed more robust systems to monitor attendance. (Regular attendance meetings, flowchart to trigger necessary responses, carefully worded attendance letters home, pupil incentives for good attendance - Mr Potato Head reward system).*
[Working with Parents to Support Pupils' Learning - EEF Toolkit](#)
6. *Continuing to offer 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 signposted to these opportunities and will be encouraged and supported to participate. The level of attendance of our Pupil Premium pupils is tracked and closely monitored by our Flo.*
[Arts Participation - EEF Toolkit](#)
7. *Continuing to facilitate Learning Curve courses, organised by our FLO, to target hard to reach parents - often those of disadvantaged children. These courses enable parents to gain basic qualifications and understand the value of education, thereby supporting their own children.*

It is crucial to consider how to engage with all parents to avoid widening attainment gaps. 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.

[Parental Engagement - EEF Toolkit](#)

[Working with Parents to Support Pupils' Learning - EEF Toolkit](#)

Planning, implementation, and evaluation

In planning our pupil premium strategy, we triangulated evidence from multiple sources of data including internal and external assessments, engagement in class, book scrutiny and conversations with parents, pupils and teachers in order to identify the main challenges faced by our disadvantaged pupils. We also evaluated why activity undertaken in previous years may not have had the degree of impact we had expected.

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 used the [Pupil Premium Guidance Report - EEF](#) to help us develop our strategy, to help us diagnose specific pupil needs and work out which activities and approaches are likely to work best in our school. We will continue to use this guidance during the implementation of activities.

We will also use the [EEF - Families of Schools Database](#) to view the performance of disadvantaged pupils in schools similar to ours and contact schools with high-performing disadvantaged pupils to learn from their approach.

We have had an evaluation framework in place for the duration of our three-year approach and have adjusted our plan over time to secure the best outcomes for our disadvantaged pupils.