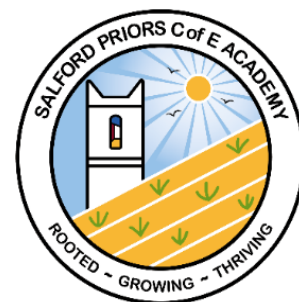


Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Salford Priors Church of England Academy	Est. 1 January 2018
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (updated from December 2021)	2022/2023 to 2025/2026
Date this statement was published (since December 2021)	December 2022
Date on which it will be reviewed And revised strategy statement published	July 2023 December 2023
Statement authorised by	Paula Dhugga, Headteacher
Pupil premium lead	Paula Dhugga, Headteacher
Governor / Trustee lead	Becky Harris, governor for pupil premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,365
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£45,265

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every child, irrespective of their background or the challenges they face, will achieve our vision to be ‘rooted in love and faith; growing in hope and courage; thriving in light and harmony’. By this, we mean that each child will acquire key knowledge and skills; make good progress and achieve the highest attainment that they possibly can across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, a family support worker and/or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school (as per Education Endowment Foundation’s evidence-based research). 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through carefully planned 1:1 and small group interventions for our pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and evaluation, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point any need and/or disability is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils (based on December 2022 data).

Challenge number	Detail of challenge
1.	<p>Our assessments (including wellbeing checks), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to difficulties at home, as well as notable learning gaps sustained as a result of Covid-19 and partial closures. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Requests for children to receive additional counselling and/or mentoring support have increased since the pandemic. 13 pupils (100% of whom are disadvantaged/vulnerable) currently require additional counselling support with social and emotional needs, with 5 pupils (100% of whom are disadvantaged/vulnerable) receiving 1:1 mentoring support.</p>
2	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among several disadvantaged pupils, particularly in our Reception, Year 1 and Year 2 cohorts.</p> <p>On entry to Reception class in the last 3 years, more than half of our disadvantaged pupils arrived below age-related expectations compared to 20 - 40% of other pupils.</p>
3	<p>Assessments, observations, and discussions with pupils (as well as EEF research) suggest disadvantaged/vulnerable pupils generally have had less exposure to language development and phonics than their non-disadvantaged peers. This negatively impacts their development as readers.</p>
4	<p>Internal assessments indicate that attainment in reading, writing and maths among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This is further complicated by the fact that 24/37, c.65% of our disadvantaged/vulnerable children (21/33, c.63% of our FSM disadvantaged pupils) have special needs* and/or disabilities (*including those pupils currently receiving additional support and being monitored regarding our special needs register).</p>
5	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies (NFER, EEF).</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, in reading and maths but especially in writing.</p>
6	<p>Attendance and persistent absenteeism is an ongoing challenge following the impact of Covid-19 in previous years. Poor attendance is most</p>

	<p>notable amongst our disadvantaged and/or vulnerable families with attendance at 91%* and persistent absentees at 27%*, 71% relating to disadvantaged/vulnerable pupils (12 out of 17 pupils). <Data taken from FFT summary, December 2022></p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged/vulnerable pupils' progress. In particular, fixed-term suspensions for a minority of pupils with complex needs and/or difficult home circumstances affect our absenteeism and persistent absenteeism rates (small numbers prevent us reporting on %s).</p>
7	High level of disadvantaged/vulnerable children with special needs (22/24 pupils, c.92%), including 1:1 support (EHCP), trauma and attachment - impacts on the ability to focus, persevere, control behaviour and retain knowledge (also impacts on attendance – see 1. above)
8	Pupils with EAL have joined us within the last two years with no previous English and having SEND (small numbers prevent us from reporting %s). These pupils take longer to catch up to their peers and the period of time required is notably impacted if coming from disadvantaged/vulnerable backgrounds.
9	Fewer opportunities for disadvantaged/vulnerable children to access a wide range of social/educational experiences with their families outside of school, potentially limiting their ability to achieve their aspirations

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 and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment among disadvantaged pupils in reading, writing and maths, including disadvantaged/vulnerable pupils with SEND	KS2 reading, writing and maths outcomes in 2024/25 show that 50% or more of disadvantaged pupils meet the expected standard*. Ongoing analysis and evaluation of the impact of SEND (particularly mid-high levels of need) to be recognised and supported effectively. *For 2022/23, target of 25% or more.
Improved attainment among disadvantaged pupils with EAL in reading, writing and maths.	Reading, writing and maths outcomes in 2024/25 for pupils with EAL show rapid progress with evidence that they are attaining closer to age related expectations year-on-year*. *For 2022/23, target that 50% or more of children with EAL who have studied in England for at least two years start to achieve ARE in at least one core subject.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	To achieve good levels of wellbeing from 2022/23 and sustained high levels of wellbeing from 2024/25, demonstrated by: <ul style="list-style-type: none"> • qualitative data from Pupil Voice and teacher observations • quantitative and qualitative data from pupil and parent surveys • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	To close the gap, by an improvement of 20% or more, on achieving good levels of attendance (96%+) compared to 2021-22 data. Sustained high attendance from 2024/25, demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 20%. • the percentage of all pupils who are persistently absent being at or below 10% and the figure among disadvantaged pupils being persistently absent being below 15%. • The overall number of fixed-term suspension days for our disadvantaged/vulnerable pupils to have reduced by at least 30% (compared to 2021-22 data).

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: **£26,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of more recommended books and resources to support last year's purchase of our DfE validated Systematic Synthetic Phonics programme (Little Wandle).</p> <p>Induction <u>CPD for new staff and volunteers</u> to secure stronger phonics and reading teaching and learning for all pupils.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Similarly, high-quality professional development has significant impact on the quality of teaching and learning (Ambition Institute); Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 5, 7, 8</p> <p>c.£3.8k</p>
<p>Commitment to fund supply cover release for Y2 and Y6 class teachers and subject leaders to attend Local Authority English 'moderation' and MAT English/maths recommended high-quality CPD for improving teaching and learning of phonics, reading, maths and, in particular, <u>writing</u>.</p>	<p>High-quality professional development has significant impact on the quality of teaching and learning (Ambition institute); Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4, 5, 8, 9</p> <p>c.£2.6k</p>
<p>Further enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will continue to fund teacher release time to embed key elements of guidance in school and to continue our effective partnership and collaboration with</p>	<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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Teaching for Mastery NCETM</p>	<p>4, 5, 7, 8</p> <p>c.£0.8k</p>

<p>the MAT and Origin Maths Hub (Development)</p>		
<p>All teaching staff support children's wellbeing through emotional coaching, with effective daily use of daily Zones of Regulation and check-ins with pupils in need to help them to self-regulate their emotions and learning.</p> <p>Continue to provide good quality social and emotional (SEL) learning e.g. through the use of SCARF and Restorative & Relational discussions.</p> <p>Induction for new teaching staff</p>	<p>EEF's teaching and learning toolkit evidence high impact (+7) for self-regulation strategies</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</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>All</p> <p>c.£5.7k</p>
<p>Improvement to achieving consistently high quality teaching & learning and effective delivery of separate EYFS and Y1/2 curriculums, by keeping Ash and Oak classes separate with different teaching staff.</p> <p>Also benefitting from improved teacher:pupil ratios which better responds to the needs of the pupils, including wellbeing and exposure to age-appropriate language/ high quality vocabulary.</p>	<p>EEF evidence based research emphasises that to secure high quality teaching, the following approaches are likely to be successful:</p> <p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <p>Recruitment and retention of teaching staff</p> <p>Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>All</p> <p>c.£7.5k</p>
<p>Commitment to professionally develop and support a new ECT through mentoring and ECT-specific CPD.</p> <p>Headship coaching through Ambition Institute – Headteacher shadows a very experienced Headteacher in a different school (3 visits with focus on a persistent problem each time)</p>	<p>EEF's tiered model of recommendations advocates the use of high quality mentoring and coaching, particularly necessary for ECTS</p> <p>EEF Pupil Premium menu evidence brief.pdf</p> <p>Similarly, high-quality professional development has significant impact on the quality of teaching and learning (Ambition Institute); Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>c.£5.6k</p>

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

Budgeted cost: **£6,000 (including recovery grant funding)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional one-to-one intervention sessions targeted at disadvantaged pupils who require further phonics, reading, maths or writing support. This will be delivered by an experienced member of our teaching staff</p>	<p>One-to-one tuition approaches addressing knowledge gaps (across phonics, reading, writing and maths) 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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>In addition, school data and pupil progress feedback from class teachers end of 2021-22 evidenced the greatest impact on education recovery was as a result of 1:1 and small group interventions delivered by our own teaching staff.</p>	<p>2, 3, 4, 5, 7, 8, 9</p> <p>c.£6k</p>
<p>Engaging with an external provider for mentoring pupils (mostly disadvantaged) whose education has been most impacted by the pandemic.</p> <p>1:1 support</p>	<p>Mentoring targeted at specific needs 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>1, 2, 3, 6, 7, 8, 9</p> <p>Funded through PE&Sports Grant (health and wellbeing)</p>

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

Budgeted cost: **£13,265**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase level of support from Warwickshire Attendance Service, to support communication and escalation strategies in order to improve attendance and reduce persistent absenteeism.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance Explore EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 5, 6, 7, 8, 9</p> <p>c.£5k</p>
<p>Providing additional educational and wider enrichment opportunities (in addition to PE & Sports activities funded through the PE&Sports Grant) e.g. weekly peripatetic music lessons for disadvantaged pupils (KS2 prioritised) and educational visits/visitors</p>	<p>The DfE look at how our school's curriculum equips pupils with the skills and knowledge they need for success in the future, helping them overcome any barriers caused by social disadvantage.</p> <p>Supporting the attainment of disadvantaged pupils - GOV.UK (www.gov.uk)</p>	<p>1, 6, 7, 8, 9</p> <p>c.£2.4k</p>
<p>Providing emotional pastoral care support to improve attendance, well-being, focus, concentration, enjoyment of school and a willingness to try hard.</p>	<p>Children cannot learn well without consistently being at school and having their basic needs met.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>All</p> <p>c.£2.8k</p>
<p>Continuing to provide counselling to our pupils (mostly disadvantaged) who have SEMH SEND and/or difficult home-lives in order to improve/support:</p> <ul style="list-style-type: none"> • Attendance • Wellbeing • Mental health eg anxiety • Emotional coping mechanisms 	<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>1, 2, 3, 6, 7, 9</p> <p>c.£3k</p>

Total budgeted cost: £45,265

Part B: Review of outcomes in the previous academic year (2021-22)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year (based on previous year's plan).

Review of last year's expenditure				
Previous Academic Year 2021_22		£43k originally budgeted, £40k allocated, £40k spent (as per financial report for auditing purposes)		
i. Quality of teaching for all				
Action / Activity	Intended outcome	Estimated impact: .	Lessons learned (continue?)	Cost
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (including recommended resources).</p> <p>Whole-teaching-staff <u>CPD</u> to secure stronger phonics and reading teaching and learning for all pupils.</p>	<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Improved attainment among pupils who are disadvantaged, have SEND/EAL, in reading.</p> <p>High-quality professional development has significant impact on the quality of teaching and learning (Ambition institute); Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>82% of our Y2s passed the phonics screening test in 2021-22.</p> <p>Ofsted (May 2022) recognised strength of Phonics in school.</p> <p>Little Wordle resources fully invested in.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>	<p>INSET CPD for all teaching staff was essential for successful implementation.</p> <p>However, revisiting phonics training is required for existing staff.</p> <p>Plus existing staff should revisit to fine-tune/embed knowledge and best practice</p> <p>Continue using little Wandle and providing CPD as required.</p>	£8,700

<p>Commitment to fund release for class teachers and subject leaders to attend Local Authority English 'moderation' and MAT English/maths recommended high-quality CPD for improving teaching and learning of phonics, reading, maths and, in particular, <u>writing</u>.</p>	<p>As above.</p> <p>High-quality professional development has significant impact on the quality of teaching and learning</p> <p>(Ambition institute); Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>Y2 (new to year) teacher attended county moderation CPD which was invaluable for depth of standards required.</p> <p>Subsequently moderated and all teacher assessments judged by moderator to be accurate.</p> <p>All teachers attended regular MAT maths and English CPD sessions during the year.</p> <p>Ofsted (May 2022) recognised strength of Phonics, Reading and maths across school and particularly moving from EYFS to Y1.</p>	<p>Some greater depth success in reading and maths which shows there is teaching capability.</p> <p>Writing remains a focus area for overall attainment improvement and to enable some children to achieve greater depth.</p> <p>Continue</p>	<p>£2,200</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to continue our effective partnership and collaboration with the MAT and Origin Maths Hub</p>	<p>As above, for maths.</p> <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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>Teaching for Mastery NCETM</p>	<p>Y6 maths ARE attainment results improved by 25% from 2019 results (very small cohort so cannot publish actual percentages).</p> <p>Joint Subject Leaders (EYFS/KS1 and KS2) attended Origin Maths Hub training and MAT subject leadership CPD.</p> <p>Ofsted (May 2022) recognised strength of maths across school.</p>	<p>Joint subject leaders changing to just one subject leader for 2022-23 – may need more support.</p> <p>Subject leader needs to take greater ownership of school data and pupil progress for maths.</p> <p>Continue</p>	<p>£800</p>

<p>Improve the quality of social and emotional (SEL) learning e.g. through the use of SCARF and Restorative & Relational discussions.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Improved wellbeing leading to other benefits such as improved focus, attendance and attitudes to learning.</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>Pupil, parent and teacher feedback, such as Pupil Voice, supports the effectiveness of our SEL approaches.</p> <p>Ofsted (May 2022) recognised our school's level of pastoral care and support for wellbeing and mental health as a strength as well as personal development opportunities for our pupils as 'Good'.</p>	<p>Induction for new staff in 2022-23 re Restorative and Relational practice.</p> <p>Continue to monitor use and effectiveness of Zones of Regulation emotional coaching.</p>	<p>£1,300</p>
<p>Change and improve class structures - through increased staffing of 0.5 FTE - to allow for carefully developed and separate curriculums for EYFS and Y1/Y2</p> <p>Increase quality of teaching for all with improved teach:pupil ratios.</p>	<p>EEF evidence based research emphasises that to secure high quality teaching, the following approaches are likely to be successful:</p> <p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <p>Recruitment and retention of teaching staff</p> <p>Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>Trust and school leaders have acknowledged strength of teaching EYFS separate from Y1/2, allowing for separate curriculums that better meet the needs of our pupils. Feedback from pupils and parents also supports this as an effective strategy <noted at AGC>.</p> <p>Ofsted (May 2022) were very complimentary of our split between EYFS and Y1/2, noting 'Good' practice in Phonics, reading and maths with children progressing well from one stage to the other.</p>	<p>More work needs to be done in terms of curriculum development in some subjects (Foundation)</p> <p>High quality teaching needs to be consistent across subjects and lessons.</p> <p>Continue to employ Y1/2 teacher, increasing to 0.7 FTE</p>	<p>£12,600</p>
<p>Quality of Teaching for All – planned expenditure</p>				<p>£29,400</p>
<p>Quality of Teaching for All – actual spent</p>				<p>£25,600</p>

ii. Targeted support				
Action / Activity	Intended outcome	Estimated impact:	Lessons learned (continue?)	Cost
Facilitating the NELI programme of developing language and vocabulary for disadvantaged pupils in Early Years	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>What is NELI? Nuffield Early Language Intervention (NELI) (teachneli.org)</p>	<p>This was completed for the first group of students with 100% improvement noted by teaching staff in their speech and language, and 67% showing good progress in phonics tests.</p> <p>Very small numbers of pupils involved.</p>	<p>Resource (TA) and time intensive.</p> <p>Need to consider carefully how we can integrate the strengths of NELI so that it can be a manageable approach going forward.</p> <p>Unlikely to continue formally but will integrate into interventions.</p>	£2,648
Additional one-to-one intervention sessions targeted at disadvantaged pupils who require further phonics, reading, maths or writing support. This will be delivered in collaboration with NTP's school-led tutoring (£725 (75% separately funded - £2,227).	<p>One-to-one tuition and 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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>Cost-effective intervention with significant impact on phonics progress <internal phonics tracking data>.</p> <p>82% Year 2s passed phonics screening test.</p> <p>50% Year 1s passed phonics screening test.</p>	<p>Consider majority of time spent for these impactful interventions next year, allowing for clearly tracked progress for all our pupils, particularly benefitting our children who are disadvantaged and/or have SEND.</p> <p>Continue, utilising as much resource/time available as possible.</p>	£3,395

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring (see above) for pupils (mostly disadvantaged) whose education has been most impacted by the pandemic.</p>	<p>Tuition and mentoring targeted at specific needs and knowledge gaps (across phonics, reading, writing and maths) can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>Academic Mentor employed from March-July 2022.</p> <p>One-to-one and small group intervention (across reading, writing and maths).</p> <p>Positive feedback from pupils and some parents.</p> <p>General progress in reading, number fluency and handwriting but not significant.</p>	<p>Some disadvantages to having a new member of staff who doesn't know the children as well and needed time to fully integrate into our primary curriculum and schemes.</p> <p>Feedback from class teachers emphasized the disruption to whole-class teaching by a non-member of staff was greater than TA who can adapt more easily.</p> <p>Unlikely to continue. Increase TA tutoring/interventions instead.</p>	<p>£767</p> <p>£3,771 paid for through NTP funding</p>
<p>Targeted support – planned expenditure</p>				<p>£2,852</p>
<p>Targeted support – actual spent (*additional costs of £3, 958 off-set by original budget in Quality of Teaching – see above)</p>				<p>£6,810*</p>

iii. Other approaches				
Action / Activity	Intended outcome	Estimated impact:	Lessons learned (continue?):	Cost
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>In addition to liaising with Warwickshire Attendance Service, to further explore the key issues surrounding (non-Covid related) absenteeism and persistent absenteeism, including on-going strategies to reduce fixed-term exclusions.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p> <p>Explore EEF (educationendowmentfoundation.org.uk)</p>	<p>Covid-19 continued to have detrimental impact on pupil (and staff) absence during the year, particularly in autumn/winter months.</p> <p>WAS service level not very impactful as only helpline advice.</p> <p>Many pupils/families still struggling with anxiety.</p> <p>Some medically vulnerable pupils not attending.</p> <p>Positive impact for some children from leaders' analysis of attendance, using policy ('stage' letters), home visits and pastoral care.</p> <p>Ofsted – one of three priorities for school to improve – parents/carers need to support</p> <p>Webinars attended by HT & Attendance Manager.</p>	<p>Continue as a priority:</p> <p>Increase service level with WAS</p> <p>Improve attendance tracking, analysis and early action (using FFT)</p>	

Providing additional educational and wider opportunities (in addition to PE & Sports activities funded through the PE&Sports Grant) e.g. weekly peripatetic music lessons for disadvantaged pupils (KS2 prioritised) and educational visits/visitors	The DfE look at how our school's curriculum equips pupils with the skills and knowledge they need for success in the future, helping them overcome any barriers caused by social disadvantage. Supporting the attainment of disadvantaged pupils - GOV.UK (www.gov.uk)	Weekly music lessons provided by WMS (keyboard and drums) free of charge to pupils who are disadvantaged. Positive impact on self-esteem and confidence, as well as mental well-being.	Continue Note that WMS sometimes struggles to resource due to our location. Also look at other providers.	£4080
Providing emotional pastoral care support to improve attendance, wellbeing, focus, concentration, enjoyment of school and a willingness to try hard.	Children cannot learn well without consistently being at school and having their basic needs met. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	Positive feedback received for: Weekly counselling provided for pupils with SEMH needs (mostly disadvantaged/vulnerable) as well as offered to staff and parents/carers. Morning entry pastoral care support (HT, Ops Admr & HLTA) – Ofsted (May 2022) noted as a strength	Continue these vital support systems for our pupils' wellbeing and mental health, positively impacting on ability to learn and achieve.	£7,345
Wider approaches – planned expenditure				£11,675
Wider approaches – actual spent				£11,425
Total budgeted cost:				£43,835
Total spent:				£43,835

Externally provided programmes

Programme	Provider
Maths 'mastery development' (long-term project)	Origin Maths Hub
Mentoring for positive wellbeing and improved health – new	KICK PE & Sports Coach
Counselling – ongoing	CounsellingwithC (CG)
Music – ongoing	Warwickshire Music Services
Raising Aspirations / Careers Awareness – supporting equality and diversity – ongoing	Primary Futures

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	On music lessons (for wellbeing, behaviour and pastoral care support) and on trips e.g. Stratford MAD museum and Butterfly Farm (for wider opportunities)
What was the impact of that spending on service pupil premium eligible pupils?	Teachers and parents observed improvements in wellbeing amongst service children. Assessments demonstrated excellent academic progress (some greater depth) and significant improvement in (low-moderate) behaviour challenges.

Further information

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:

- embedding more effective practice around developing learning qualities and metacognitive and self-regulation skills e.g. resilience, curiosity and responsibility. [EEF evidence](#) (Toolkit) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising apprenticeship grants [Incentive payments for hiring a new apprentice - GOV.UK \(www.gov.uk\)](#) and [Kickstart Scheme - GOV.UK \(www.gov.uk\)](#) to help increase support levels within school and also to help improve financial efficiency. The training we have selected will focus on the training needs identified through the apprenticeship provider, the individual concerned and external agencies where appropriate, with much of the training being 'on-the-job' plus access to high-quality CPD training through the MAT and our local consortium.
- 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.
- providing regular exposure to possible career choices (Primary Futures), to encourage future aspirations and to promote equality and diversity (e.g. across gender, race, culture, religion, background and sexual preferences).

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated activities undertaken in previous years – with Covid-19 being a huge detrimental factor over the last couple of years. We also worked closely with our pupil premium governor and our school improvement partner to obtain further perspectives and inform next steps.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, carers, pupils, teachers, teaching assistants, support staff and external providers in order to identify the challenges faced by disadvantaged pupils.

We are using the [EEF's implementation guidance](#) to further 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.

As Marc Rowland advocates, we must all understand the importance of considering how disadvantage impacts on each child as an individual. In addition, the Headteacher has completed a Headship (with NPQH) programme of study with Ambition Institute

that considered the research from EEF and other writers/institutes on how to best achieve school improvement.

We will continue to review this strategy and evaluation framework for the duration of our continuous three-year approach, adjusting our plan over time to secure better outcomes for pupils.