

Pupil Premium strategy 2022 - 2025

Academic Year 2023 - 2024
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# Cale Green Primary Pupil Premium Strategy 2022-25 Academic year 2023-24 This statement details our school’s use of Pupil Premium funding and Recovery Premium for the 2023 to 2024 academic year within the 2022-25 strategy 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

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| **Detail** | **Data** |
|  School name | Cale Green Primary School |
| Pupils in school | 311 (341 including nursery) |
| Proportion of disadvantaged pupils | 33% (upward trend) |
| Pupil premium allocation this academic year | £135,630 + £2,972 recovery premium |
| Academic year or years covered by statement | 2023 - 2024 |
| Publish date | September 2023  |
| Review date | July 2024  |
| Statement authorised by | Mrs Sarah McHugh (Headteacher)Mr Russ Bowler (Chair of Governors) |
| Pupil Premium Lead | Mrs Nicola Lewis  |
| Governor lead | Mr Russ Bowler,Lead for disadvantaged pupils  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £135,630 |
| Recovery premium funding allocation this academic year | £2,972 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £138,602 |

# Part A: Pupil Premium strategy plan

## Statement of intent

Cale Green Primary School is a truly comprehensive school and we celebrate our diverse, unique and inclusive community. Our key intention when making decisions about spending the Pupil Premium is to ensure that all pupils, irrespective of their background or the challenges they face, make at least good progress from their starting points, achieve high attainment across all subject areas, have the opportunity to expand and develop their cultural capital and have their aspirations raised. This includes ensuring progress for those who are already high attainers. The focus of our pupil premium strategy is to support disadvantaged pupils, and all pupils, to achieve these goals.

At Cale Green, we recognise that there are many children in our school who face additional challenges or complex situations that result in barriers to their learning or ability to flourish as individuals. These may be linked to confidence, special education needs, behaviour difficulties, attendance, English as an additional language, poverty, communication skills or less support received from home. A significant number of children begin school with low attainment on entry. Our aim is also to ensure these children make accelerated progress in order to reach / exceed age-related expectations as they progress through the school. Our intention is that the Pupil Premium must work effectively to support eliminating barriers to learning. In achieving this, we will allow each pupil to make good academic progress to work within or above national year group expectations and to thrive as individuals.

At Cale Green we have adopted a whole-school, ‘Tiered Approach’ to prioritise the allocation of grant spending. High-quality teaching is at the heart of this approach alongside the delivery of timely and carefully planned interventions. We also ensure all children have access to wider educational and engagement opportunities. When developing our strategy, the school carefully aligns its approach to current research, knowledge of children’s current attainment and a depth of knowledge about the needs of children and families local school context. The approach is carefully aligned to whole school priorities as detailed in the ‘School Improvement Plan’ and Raising Achievement Plans’.

The Pupil Premium grant will be used specifically to support outstanding teaching, lesson delivery and intervention teaching in number, phonics, reading, English, maths and spelling and to ensure that all children have equal opportunities in school. The exact nature of interventions and opportunities funded by Pupil Premium has been and will be determined following rigorous data analysis in progress review meetings of each child’s progress and attainment undertaken by staff termly combined with a broad knowledge through the study of relevant research as to strategies that make the most impact. All interventions are chosen carefully to tackle underachievement, address barriers to learning, and support more able pupils with the ultimate aims of closing any gaps in attainment between groups of pupils / national performance in these areas and enriching the learning experiences of the children. 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. 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.

The Pupil Premium strategy is also integral to wider school plans for educational and emotional recovery, notably in its targeted support through the National Tutoring and Mentoring Programmes (which began during 2021) for pupils whose education has been worst affected during school closures, including non-disadvantaged pupils. This also includes addressing the learning and social barriers digital and financial poverty can and has created. Funding will be allocated to support individual pupils and their families further to provide them with enrichment or wellbeing opportunities and to reduce the stigma that can be attached to living in poverty that without additional intervention, they may not have accessed.

Each child within the school is seen as an individual with something unique and positive to offer. Our intention is to guide each child to fulfil their potential in a structured, caring and stimulating environment in order to provide **the best possible education for the children of Cale Green.**

**To ensure our approaches are effective we will:**

* ensure addressing disadvantage is a whole school priority and all stakeholders are committed to raising standards, closing gaps and addressing barriers to learning.
* ensure the progress these groups in school make is at the heart of school improvement.
* class teachers assess and report the performance of PPG pupils as a vulnerable group within their class to SLT during termly pupil progress meetings specifically.  The progress made by this cohort in school is linked to appraisal outcomes for all teaching staff.
* work flexibily in school recognising that all children are different and have different needs at different times; if we feel that a child would benefit from additional, personalised support, we will allocate pupil premium and support that child in a bespoke way.
* identify barriers to learning early for all pupils during progress meetings and ensure and support by class teachers is offered to groups and individuals.
* ensure provision for intervention addresses specific gaps in learning, is high-quality and delivered in small groups. Additional interventions are led by qualified teachers, graduate teachers and highly-skilled teaching assistants. They are designed to close gaps in learning and target individuals to accelerate progress across the school.
* allocate a senior leader to oversee progress made by the disadvantaged cohort in school and support the strategic planning of the allocation and impact of spending decisions when setting the overall strategy.
* allocate named governor as having responsibility for overseeing Pupil reflecting further the school’s commitment to, accountability for and priority given to closing gaps and raising attainment and opportunities for disadvantaged pupils and their families.
* ensure regular reports on the progress of pupils supported by Pupil Premium are provided for the ‘Governing Body Teaching and Learning Committee’ to ensure the impact of strategies and approaches is known widely and robustly challenged.
* ensure spending is evaluated and reviewed regularly to ensure interventions are being implemented correctly and have high impact on closing any gaps in attainment between the disadvantaged and non-disadvantaged cohorts, both in school and when compared to all children nationally. The leadership team alongside the pupil premium lead and governors analyse attainment and progress of children in receipt of PPG to ensure that interventions remain effective.
* provide access to a broad range of additional and enriching activities to support all children and raise aspirations both within and beyond the school day i.e. providing daily access to a lunchtime homework / ICT access club – with experienced TA available to support pupils.
* ensure good attendance has a high priority in school. Children and their families are supported by a family support mentor and the school nurse to ensure children are in school and ready to learn.
* Ensure emotional, social and wellbeing support is offered by the school to all children and their families.
* ensure the Pupil Premium offer is transparent and accessible to all - **NO STONE IS LEFT UNTURNED** when supporting children to be the best learners and people they can be.

## Challenges - Strategy aims for disadvantaged pupils

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| Challenge number | Detail of challenge  |  |
| 1Oral Language skills, speech and language and closing the vocabulary gap | **School Development Plan Priority 1**Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps exist for some pupils. Low levels of English language on entry to school continues to be a barrier for learning for a significant proportion of children. Although July 23 data indicated that disadvantage for was not factor for not attaining this area, this needs to continue to be an area of focus. Teacher referrals for support have markedly increased since 2021 for Speech and Language – especially in EYFS – and continue to do so. 34% EAL EYFS 25 / 73 pupils 41 % EAL KS1 37 / 90 pupils35% EAL KS2 63 / 178 pupils  |  |
| 2Phonics and early reading | **School Development Plan Priorities 1 and 2**

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| --- | --- | --- | --- |
| PHONICS | Cale Green | Local Authority | National  |
| Passed Year 1 | 72.7% | 75.3% | 73.2% |
| Passed Year 2 | 20.5% | 14.5% | 15.2% |

* In July 2023, 93.3% KS1 children passed phonics check (at year 1 and resitting in year 2) compared with national benchmark of 73%. Although this is excellent, significant numbers of children with high levels of SEND / EAL are in the current KS1 cohort. A significant proportion of children in the EYFS and KS1 continue to have multiple barriers to learning such as EAL, Speech and language difficulties, extended absence or low baseline due to lack of pre-school experiences
* Staffing levels have increased to there is a need to ensure updated and ongoing phonics CPDL is put effectively into practice.
* PHONICS SEND / EAL is the poorest performing cohort. An increasing number of children are starting school with both these barriers to learning – identified as a challenge to mitigate the risk of these children underachieving.
* KS1 Disadvantaged and SEN are slightly lower – 25% gap – higher than national.
* FSM / non- SEND 64% indicates FSM is a marker from children just missing out on passing the phonics screening in year 1.
* Pupil and parent voice: significant numbers of children do not have access to quality texts at home to support reading and developing a breadth and development / understanding of vocabulary.
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| 3GLD gap in Reception between disadvantaged and their peers | **School Development Plan Priority 2 and 3**

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| Good Level of Development  | Cale Green |
| GLD All  | 56.8% |
| Free School Meals (FSM)  | 72.7% |
| Non-FSM | 51.5% |
| Disadvantaged | 54.3% |
| Non-disadvantaged | 66.7% |

* Although 2023 results saw an upward trend and FSM eligibility not putting children at a disadvantage when achieving the Good Level of Development, this needs to continue to be a target. Increasing numbers of children in this cohort have multiple barriers to learning including FSM eligibility and EAL / SEND. An upward trend in numbers of pupils becoming FSM eligible on entry to school.
* Teacher referrals for support continue to markedly increase in terms of SEN and speech and language and social and emotional health on entry to school.
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| 4To meet / exceed national levels at EXS and GDS standard and close gaps in attainment in Reading, writing and maths at KS1 and 2 | **School Development Plan Priorities 1,2, and 3**At KS1 overall, attainment in reading, writing and maths are **above national levels** at both the expected standard and greater depth standard. Despite this, when analysed, data show **gaps in attainment exist between the disadvantaged and non-disadvantaged cohort** in all three areas. This mirrors national trends.

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| --- | --- | --- | --- | --- | --- | --- |
| KS1 DataJuly 2023 | ReadingPP | ReadingNon-PP | WritingPP | Writing Non-PP | MathsPP | Maths Non-PP |
| % achieving EXS+ | 50% | 80% | 42.9% | 76.7% | 50% | 80% |
| % achieving GDS | 14.3% | 26.7% | 7.1% | 20% | 7.1% | 30% |

**School Development Plan priorities 1 and 3**At KS1 overall, attainment in reading, writing and maths are **above national levels** at both the expected standard and greater depth standard. Despite this, when analysed, data show **gaps in attainment exist between the disadvantaged and non-disadvantaged cohort** in all three areas but particularly in writing and maths. This mirrors national trends.

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| KS2 Data July 2023 | ReadingPP | ReadingNon-PP | WritingPP | Writing Non-PP | MathsPP | Maths Non-PP |
| % achieving EXS+ | 72.7% | 83.9% | 54.5% | 87.1% | 54.5% | 87.1% |
| % achieving GDS | 27.3% | 32.3% | 18.2% | 19.4% | 9.1% | 16.1% |

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| 5. Supporting children with SEND to ensure they make good and measurable progress within current year groups.  | **School Development Plan Priority 3**Analysis of 2023 data shows that the most underperforming group in terms of attainment and progress are children identified with SEN. Multiple child with moderate learning needs across the school and increasing in the EYFS and KS1. SEN cohort nearly doubled in numbers over the last 2 years.  |  |
| 6. Addressing social and emotional needs and removing this as a barrier to learning. | **School Development Plan Priority 5**Significant number of children and families experience complex, social, emotional and wellbeing barriers to learning and attending school requiring regular intervention and support from staff in school and external partners. Multiple barriers to learning.Significant increase in number of referrals to family support worker, ELSA session, ELKLAN and identification by staff.  |  |
| 7.Poverty, access to opportunity and aspiration | **School Development Plan Priorities 4 and 5**Poverty proofing audit and working alongside Stockport Local Authority ‘Local Matters’ with Manchester University highlighted that poverty is a barrier to learning and aspiration for some children and families. Finance limitations can impact negatively on children attending experiences and enrichment opportunities. Rising living costs anticipated to adversely affect families over coming year.  |  |
| 8. Attendance | Our attendance data (summer 2023 for the whole school was 93.4% and for Pupil Premium cohort 94%. No gap, but lower than target of >95% for all pupils. Increasing numbers of families taking unauthorised, extended leave to visit families abroad.  |  |

## 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.

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| Intended outcome | Success Criteria |  |
| **Challenges 1, 2, 3, 4, 5****Progress in language, Reading and phonics** | * % of children achieving EXS and GDS in reading to meet or exceed national levels Summer 2024 at KS1 and KS2 show increasing % year on year to 2024/25 – school and external data.
* KS1 % of children to pass phonics screening check to meet / exceed national levels and 100% by retest in Year 2 to match prior school trends.
* Phonics screening results for disadvantaged pupils to be in line with peers and national standards. Long term impact of secure phonetic understanding seen in progress in writing and SPaG at KS2 and KS2.
* SSP continues to be delivered effectively
* All children across the school continue to be benchmarked against new reading scheme and progress tracked.
* NELI project EYFS to be fully embedded into curriculum beyond first year of implementation. New staff trained to deliver this project.
* Increase communication and language skills intervention in EYFS impacting on early reading and writing – S and L teacher continue to be employed 1 day per week
* Evidence of consistent and high-quality teaching demonstrated during lesson observations, subject leader monitoring activities in delivery of mastery teaching in phonics and reading.
* Evidence core reading skills and approaches are embedded are sustained consistently across the curriculum at all key stages.
* Lesson sequences / observations demonstrate prior learning is activated with children to support making connections in learning and teaching considers starting points for individuals as well as ‘lost learning; during pandemic.
* Significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
* Recovery Action Plan detailing interventions written, monitored and evaluated termly by SMT / HT / Governors
* All staff delivering phonics received up-to-date training and CPD - developing quality-first teaching September 2023 and during academic year.
* Pupils not passing phonics test pass in Year 1 / 2 receive individual support and recorded on RAP / SENCO intervention – personalised planning for children in KS1 accessing phonics from different starting points.
* Increase engagement / enthusiasm / attainment in boys reading at KS2
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| **Challenges 2, 3, 4, 5****Progress in Writing** | * % of disadvantaged children achieving EXS and GDS in writing to meet or exceed national levels Summer 2022 (and subsequent years 2023 – 25) at KS1 and KS2. Gap to be closed in school between disadvantaged and non-disadvantaged.
* Monitoring to show increase in Spelling Shed homework completion and evidence of age-appropriate spellings being embedded within writing.
* Recovery Action Plan written, monitored and evaluated termly by SMT / HT / Governors
* Ensuring consistency and high-quality teaching in approach to the delivery of ‘Talk 4 Writing’ approach and embedding spelling, punctuation and grammar in learning sequence and filling gaps in learning within weekly / termly planning sequences.
* Implementation of targeted catch-up support across KS1 / 2 to increase the % of pupils achieving the EXS and GDS standard at KS2 and any gaps in GDS attainment and progress rates between PP eligible and Non-PP eligible to close
* Subject monitoring activities evidence whole class teaching strategies and interventions are delivered in consistent ways and monitored / evaluated robustly for impact. Ensure writing opportunities are planned for across the curriculum.
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| **Challenges 2, 3, 4, 5****Progress in Mathematics** | * % of children achieving EXS+ in maths to meet or exceed national levels Summer 202 (and in subsequent years 2023-25) at KS1 and KS2. Gap to be closed in school between disadvantaged and non-disadvantaged.
* Overall % of children achieving GDS in maths by end of KS2 to show sustained increase over time (school internal and external data) and meet or exceed national figures.
* Targeted work planned, implemented and reviewed across KS1 / 2 to increase the % of all pupils achieving the EXS+ standard. Data to show gaps in attainment and progress rates between PP eligible and Non-PP eligible to close.
* To ensure high ‘quality first teaching’ in maths continues be a focus for internal and external CPD for teachers and teaching assistants and is consistent throughout the school.
* Children in Y2 / 6 to be offered ‘booster session’ to ensure any gaps in understanding are closed.
* Monitoring shows implementation of evidence-based whole class teaching strategies and interventions are delivered in consistent ways and monitored / evaluated robustly for impact.
* continue to target pupils working below age-related expectations
* non-FSM eligible didn’t progress as rapidly from KS1 into KS2. Look at historically – where have they been GDS. How address this more / track/ opportunity.
* Increase memory and retention strategies embedded into lessons supporting children to make more rapid progress
* Increase attainment and engagement for KS2 Girls in maths and close gaps in maths disadvantaged cohort / non-disadvantaged
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| **Challenges 6 and 7**To achieve and sustain high levels of wellbeing for all pupils in our school, particularly our disadvantaged pupils and ensure poverty is not a barrier to accessing opportunities or learning  | * Full programme of experiences and visitors planned for all pupils in different curriculum areas. Ensure these provide opportunities to improve language, imagination, communication as well as impacting positively on children’s social and emotional wellbeing.
* Sustained high levels of wellbeing from 2023/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations
* Monitoring and records to show a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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| **Challenge 5** To support children with SEND to ensure they make good and measurable progress within current year groups and have effective transitions  | Develop staff knowledge and understanding of children with SEND to ensure personalised provision and adaptive teaching is in place so that children with SEND make good and measurable progress within current year groups.Children with SEND transition to the next stage of learning including high school having made positive relationships, developing independence, are able to set high aspirations for themselves and are making good progress. |  |
| **Challenge 8**To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | * Continue to ensure attendance for all disadvantaged pupils is above 95% and in line with those of peers reducing small proportion of those classed as persistent absentees.
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| **Projected spending** | **£138,602** |  |

## 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 priorities for current academic year actions (2023 - 2024)

Budgeted cost £ 76,872

* Develop staff knowledge and understanding of children with SEND to ensure personalised provision and adaptive teaching is in place so that children with SEND make good and measurable progress within current year groups.
* Children with SEND transition to the next stage of learning including high school having made positive relationships, developing independence, are able to set high aspirations for themselves and are making good progress.

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **READING, PHONICS, SPEECH and LANGUAGE*** Continued Investment in high quality books and decodable reading books
* Additional highly-skilled teacher employed 0.6 in KS1 supporting catch-up, language and communication, phonics and maths
* Key skills of reading, number and phonics and SSM are built into all aspects of the provision in EYFS
* Wellcom / Tapestry (EYFS)
* Additional bilingual support teacher 0.6 EYFS
* Part time Emotional, Speech and Language teacher (0.2)
* Ongoing development of outdoor provision to extend opportunities to develop language and communication and support pupils with SEND

A ‘love of reading’ is embedded as part of the school’s culture across the curriculum. * High quality texts used as the stimulus for high-quality writing models across the curriculum
* Whole school guided reading strategy, CPD, high-quality texts and explicit teaching of higher order reading skills
 | *Trends in gaps between disadvantaged / non-disadvantaged in EYFS data gap – Stockport Tracker / National Data****EEF early years and oral language interventions*** *have an impact of +5 months' progress, and appear to be particularly beneficial for children from low income families**EEF - Improving CLL in Early Years 4 Prioritise the development of communication and language**Social Mobility and Child Poverty Commission Report**Peter Humphries – HMI – June 2018 Report ‘ensure disadvantaged get good teachers and quality first teaching’**National Education Trust successful initiative recognised as bringing in specialist teachers who have a hood track record of working with disadvantaged pupils.* *‘Impact seen where schools have an incessant focus on quality of teaching’****EEF Reading comprehension approaches*** *improve learning by an +5months’ progress. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.**SEN Code of Practice / guidance*  | 1, 2, 3, 4, 5 |
| **WRITING AND MATHS** * Talk 4 Writing CPD / resources embedded and monitored for continued high-quality
* Grammar, Punctuation and Spelling embedded into writing
* High-quality teaching and lesson preparation-robust analysis of gaps in learning to underpin future teaching sequences. Opportunities for children to review, recap and consolidate learning from prior year group embedded into teaching sequences
* TT Rockstars / Spelling Shed / Loom subscriptions/ homework support and consolidate teaching and learning at home and in the classroom
* Consistent Mastery in Maths approach, CPD, lesson design, delivery and implementation
* Homework to complement class teaching – opportunity to review and reflect
* Opportunities to apply reading and writing skills provided across the curriculum
* Marking, feedback and assessment ongoing CPDL
 | *Trends in gaps between disadvantaged / non-disadvantaged in EYFS data gap – Stockport Tracker / National Data***Research Evidence for approach***Evidence from school’s approach to mastery and maths and the impact it is having on closing gaps and raising attainment. To replicate this model in writing ensuring quality and consistency of QFT throughout the school.* ***PP Award winners 2017 Springfield Junior Suffolk****. Case study – recognised for outstanding practice providing high quality teaching with pastoral support****Ofsted****: ‘successful schools never confuse eligibility for the PP with low ability’.* ***Guidance June 2019*** *‘Tiered Approach’ Ofsted* *2018 / 19 question-level analysis completed by staff* [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1, 2, 3, 4, 5 |

## Targeted academic support for current academic year (2023 - 2024)

**Budgeted cost £39,175**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * EYFS Additional bilingual support teacher 0.6 to support development of speech and language
* Mouse Club / Tapestry parental engagement
* Parent training sessions in phonics, reading and maths
* Additional staffing in KS1 to support children with SEND access learning and development
* Development of KS1 outdoor learning environment to support pupils with SEND
* Employ S and L teacher to support pupils with SEMH barriers and language and communication
* Daily lunchtime homework club led by member of staff
 | *Significant numbers of pupils in EYFS and KS1 with EAL/ SEND / PP**Significant numbers of pupils across the school have SEMH as a barrier to learning and thriving**Not all children have support to complete homework tasks at home or have reliable technology. Opportunity to work on tasks with known member of staff.* *Trends in gaps between disadvantaged / non-disadvantaged in EYFS data gap* ***– Stockport Tracker / National Data******EEF Research ‘On average, early years interventions*** *have an impact of +5 months' progress, and appear to be particularly beneficial for children from low income families’**EEF ‘, pupils who participate in oral language interventions make approximately five months' additional progress’* ***EEF - Improving CLL in Early Years*** *Prioritise the development of communication and language*[Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1, 2, 3, 4, 5, 6 |
| * Quality-First Teaching
* Additional experienced staffing in each key stage to lead intervention and recovery programme of support – TAs will be up-skilled where identified to ensure skills set, consistency in approach and delivery are maximised
* KS1 0.6 experience Teaching and intervention assistant
* Small group intervention and support across each key stage
* EYFS Mouse club resourcing to develop parental engagement
* Self-esteem intervention groups
 | [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)*EEF Reading comprehension approaches improve learning by an +5months’ progress. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.**EEF Pupils make +2months' from extended school time or the targeted use of before and after school programmes are also often wider benefits for low-income students in terms of attendance at school, behavior and relationships with peers.**Evidence from school’s approach to mastery and maths* *and the impact it is having on closing gaps and raising attainment. To replicate this model in writing* ensuring quality and consistency of QFT throughout the school.***EEF*** *‘meta-analyses indicate on average, mastery learning approaches are effective, + 5 months’ progress’**CPD for Quality First Teaching / mentoring and coaching support – see research findings of John Dunford ‘using the pupil premium effectively: an evidence-based approach to closing the gap’.* *Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see www. Gov.uk/publications/the-pupil-premium-how-schoolsare-spending-the funding successfully* | 1, 2, 3, 4, 5, 6 |

## Wider strategies for current academic year (2023 - 2024)

**Budgeted cost £22,600**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * Breakfast Club subsidy for PP eligible
* Attendance and reading awards
* Toddler / community group re-established and Friday Café
* Family Support worker employed full time
* Increasing attendance – robust systems and rewards
* Regular meetings with parents to discuss progress and targets (3 x yearly)
 | *Validated attendance data comparisons with local / national benchmarks* *PP Award Winner 2015 Parkfield Community Primary Case Study: Outstanding practice – Addressing social and emotional issues to raise attainment.**Poverty-proofing questionnaire and action research audit****EEF, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself + 4 months****School data showing % of children with multiple barriers to learning* *Poverty-proofing questionnaire and action research audit**Parent / pupil voice**Feedback from parents’ consultations**Evidence in homework folders / reading diaries* [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) DfE | 6, 7, 8 |
| * Swimming subsidy for all KS2 pupils to achieve NC award
* Guitar investment / singing across the school . Young voices / Performance resources
* Y6 Transition activities / Chameleon Project
* UKS2 Residential subsidy £100 per PP eligible 2023-24
* Targeted pupils for extra-curricular / aspiration in STEM / Sport / Creative Arts
* Subsidised Activities to celebrate religious festivals (speakers / workshops)
* Assembly visitor donations
* Shakespeare Project
* Poverty proofing the School Day and ‘Local Matters’ project participation with Stockport LA and MMU
 | ***EEF Adventure education*** *usually involves*[*collaborative learning experiences*](https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/collaborative-learning/) *with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also*[*Meta-cognition and self-regulation*](https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/)*) may also be involved.***Evidence of benefits of musical education research****Social Mobility and Child Poverty Commission Report ‘**‘Impact seen where schools prepare pupils for all aspect of life not just exams.’***PP Award winners 2017 Springfield Junior Suffolk. Case study*** *– recognised for outstanding practice providing high quality enrichment and experiences****Poverty proofing audit actions 2019 and updated action plan 2022-23*** | 6, 7 |

Part B Reviewing Outcomes Academic Year 2023 - 2024

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

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| Review: last year’s aims and outcomesTo be completed July 2024. |

# Further information

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| **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 feedback through a ‘lesson study staff research project’. [EEF evidence](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
* employing additional staff in EYFS / KS1 to support children with high levels of SEND
* when planning our new pupil premium strategy, evaluating why activity undertaken in previous years had not had the degree of impact that we had expected.
* triangulating evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF’s families of school’s database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.
* looking at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.
* using the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

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