



# Singleton Church of England Primary School



## Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particular positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies

## Pupil Premium Tiered Model - Priority Focus: - READING

### 1 Teaching (WAVE 1)

- Quality First Teaching of Reading Skills
- Targeted whole school focus on phonics, shared, guided reading and comprehension within lessons.
- Purchase new resources – phonics / Cracking Comprehension / Complete Comprehension / CGP
- Upgrade class readers/ home readers
- Promote and develop a strong reading culture across the school.
- Continue to raise the profile of vocabulary development in all lessons
- Development of Wordariums across school / word of the day etc.
- Regular CPD
- Learning walls
- Flash Phonics threaded through the week



### 2 Targeted Academic Support (WAVE 2)

- Teacher lead interventions – guided groups – linked to the carousel, e.g. guided reading
- Teaching Assistant lead interventions linked to the Provision Map
- Provide parent workshops on supporting reading at home / phonics and vocabulary development

### 3 Wider Strategies (WAVE 3)

- External Agencies e.g. - SALT, EP, Specialist Teacher etc
- Provide reading opportunities during before and after school provisions.

## Pupil Premium Tiered Model – Priority Focus: - VISUAL MATHS

### 1 Teaching (WAVE 1)

- Quality First Teaching of Maths
- Clear understanding of **Concrete – Pictorial – Abstract**
- Embed the written and mental calculations policy into practice
- Emphasis on high quality modelling and explaining of learning
- CPD – whole staff
- Full resourcing for all year groups (staff to be allocated own budget for practical maths resources)
- Learning walls
- Raise the profile of mathematic vocabulary
- An enthusiasm for maths
- Use of ICT / Apps – for example ‘Rock Stars for Times Tables etc.



### 2 Targeted Academic Support (WAVE 2)

- Teacher lead interventions – guided groups – linked to the carousel – incorporate **Concrete – Pictorial – Abstract approach**
- Teaching Assistant lead interventions linked to the Provision Map – specific needs identified
- Provide parent workshops on supporting numeracy development
- GDS – students to be challenged
- Morning Maths

### 3 Wider Strategies (WAVE 3)

- External Agencies e.g. - EP, Specialist Teacher etc
- Provide opportunities during before and after school provisions.

## Pupil Premium Tired Model – Priority Focus: - Writing

### 1 Teaching

- Quality First Teaching of Writing skills, supported by CPD for staff
- Refocus on shared, guided and reading comprehension in lessons
- Talk for learning opportunities - An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- Effective use of teacher questioning, modelling and explaining
- High quality texts read and prompted as part of the English units / guided reading / comprehension
- Continue to raise the profile of vocabulary development in all lessons
- Spelling focuses across school



### 2 Targeted Academic Support

- Conferencing to support specific areas in children's learning
- Teacher lead interventions – guided groups – linked to the carousel – writing targeted to children's ability
- Teaching Assistant lead interventions linked to the Provision Map – specific needs

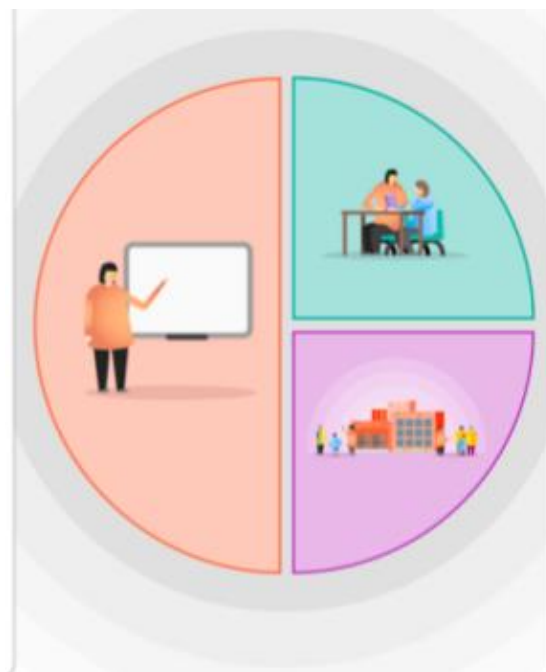
### 3 Wider Strategies

- External Agencies e.g. - SALT, EP, Specialist Teacher etc
- Provide writing opportunities across the curriculum
- Regular coaching / mentoring/ training for staff

## Pupil Premium Tired Model – Priority Focus: - Wellbeing

### 1 Teaching

- QFT WAVE 1 strategies for - Social, Emotional and Mental Health implemented across school
- SCARF – PHSE / scheme of work threaded through the curriculum
- Solihull approaches used around the school- Learning Mentor last updated training May 2021- now provides refresher training for all staff.
- Growth mindset – threaded throughout school life
- Christian Values embedded
- Systems are effectively embedded into the culture and life of the school to promote and support mental health, Social and emotional wellbeing, improved self esteem, confidence, motivation, reduction of worries etc.
- Curriculum enrichment and extra-curricular opportunities – Forest Schools, STEM, Musical Theatre etc
- JLT – Pastoral Leaders
- CPD for staff – Solihull, ACES etc



### 2 Targeted Academic Support

- Learning Mentor lead intervention via the provision map
- Parent workshops lead by the Learning Mentor – e.g Solihull approach/ behaviour and wellbeing etc.
- Junior Leadership Team Pastoral Leaders targeted support

### 3 Wider Strategies

- Collaborative working with other agencies CAMHS, SALT, School Nurse, School Doctor, Primary Mental Health Service, Children and Family Health and Wellbeing Service, Post Adoption Support Team, Child Action North West, Learning Disability Team, Eating Disorder Service, ACE, NCOMPASS - Counselling  
Phoenix and butterfly project, Young Addaction, Barnardos Lancashire young Carers, Lancashire mind, Change Talks, Aspired Futures, Linden Centre/Trinity Hospice, CASHIER, New Start
- SENCO release Time
- Learning Mentor Release Time

## School overview

Detail	Data
<b>Singleton C of E School</b>	
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	4% PP (x4) 2% Post LAC (x2) 1% CLA
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 24 2023-2026
Date this statement was 1 <sup>st</sup> published	30/11/21
Date this statement was annually updated	September 2023
Date on which it will be reviewed	September 2025
Statement authorised by	Amanda Clayton
Pupil premium lead	Leonie Millward
Governor / Trustee lead	Julie Webster

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8305 + £1800 (CLA)
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£214
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£12319  Please note one child moved to school after the October census

# Part A: Pupil premium strategy plan

## Statement of intent

At Singleton C of E School, we target the use of Pupil Premium Grant / Recovery Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

### **Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective 'Quality First Teaching'
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition and 1:1 / small group work for Emotional wellbeing support.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

We only have a very small amount of PP children in our school which means that for some year groups one pupil can equate to 100%.

### **Key Principals:**

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Access to wider opportunities
4	More frequent behaviour difficulties.
5	Chaotic family lives and Social Service involvement

## **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.

<b>Intended outcome</b>	<b>Success criteria</b>
Reading, Writing and Maths To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.  To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Achieve outcomes in-line with, or above, national average by the end of KS2 Or for children identified as SEN meet their individual targets by the end of KS2
Phonics	Achieve at least 90% of pupils in Y1 pass the PSC



To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.

Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.

Ensure attendance of disadvantaged pupils is at least 96%

## 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: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teach Approach measures	<p>Improved rates of progress across school curriculum, especially in maths, reading and writing. Improved engagement and excitement linked to writing activities and breadth of coverage across the curriculum. Pupil attainment in Writing (Literacy and across the curriculum) accelerates above national expectation for pupils eligible for PP</p> <p><a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a></p> <p>See EEF Toolkit : High Quality Teaching</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching</a></p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p>Compliment high quality teaching with small group and one to one interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	1,3
Early reading	<p>Consultancy Support from LCC – Clare Cherry – whole school audit and training</p> <ul style="list-style-type: none"> <li>• Red Rose Letters and Sounds</li> <li>• Phonics Tracker</li> <li>• Red Rose Spelling</li> <li>• Early Reading</li> </ul>	2,3
Growth Mindset – Further – Embed Growth Mind-set principles in the classroom	Dweck, C.S. & Leggett, E.L. (1988). A Social Cognitive Approach to Motivation and Personality	1
Curriculum enrichment opportunities Long term planning with broad, balanced,	<p>Increased life experiences will enhance pupil's lives and will directly impact their learning. Equality of opportunity</p> <p>Disadvantaged pupils attend events/visit places they would not usually be exposed to (where possible).</p>	1,2,3,4,5



curriculum; passport of experiences including theatre, STEM, Forest Schools, Houses of Parliament Visit	<p>Broad and balanced curriculum for all ensures pupils have enhanced social and life experiences (progressive throughout the school).</p> <p>Ofsted handbook November 2019 - Cultural Capital now identified along with knowledge acquisition as a key factor in providing our children with the elements that they need to succeed in life</p>	
Development of working memory in EYFS and KS1	<p>Pupils with increase ability to retain information / learning</p> <p>Increased ability to process without losing track of what they are doing / learning</p> <p>Children able to make connections between new learning and prior learning</p> <p>Children processing the information / learning and storing for the long term</p>	2
Talk for Writing training	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Pupils confidence to articulate the written word and perform with confidence has improved	2,3
Numicon use / Mental and written Calculations policy – training for staff	<p>Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally</p> <ul style="list-style-type: none"> <li>• Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184.</li> <li>• John Dunford Consulting Ten point plan for spending the pupil premium successfully (2014)</li> <li>• <a href="https://johndunfordconsulting.wordpress.com/2014/10/11/ten-point-plan">https://johndunfordconsulting.wordpress.com/2014/10/11/ten-point-plan</a></li> </ul>	1,2,3,4
Mastery in Maths NNW Maths HUB – Year 1 – whole school approach / training	<p>Development of staff confidence and competence – within Maths</p> <p>Implementation of a mastery approach for pupils that require this – facilitating / increasing the ability to retain and information / learning and have that secure understanding of number and the number system</p>	
Concrete / Pictorial / Abstract approach to teaching maths across the school	<p>All classes have own age appropriate practical resources</p> <p>Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally</p> <p>See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 2 4 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	1,2,3,4
Solihull approach CDP for staff and parental workshops	<p>Pupils emotional health and wellbeing – effectively and consistently supported across school</p> <p>Solihull Approach – supporting Mental Health and wellbeing – supporting Parenting</p>	1, 5
Reading	<p>Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Increased reading at home</p> <ul style="list-style-type: none"> <li>• Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184.</li> <li>• John Dunford Consulting Ten point plan for spending the pupil premium successfully (2014)</li> </ul>	1,2,3,4

	<ul style="list-style-type: none"> <li><a href="https://johndunfordconsulting.wordpress.com/2014/10/11/ten-point-plan">https://johndunfordconsulting.wordpress.com/2014/10/11/ten-point-plan</a></li> </ul>	
Vocabulary	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Pupils confidence to articulate the written word and perform with confidence has improved	2
Social / Emotional and Behavioural Wellbeing Provision – small group focused support with Learning Mentor	<p>Provision Map – short term interventions – based on early identification of need</p> <p>Developing Growth mindsets will ensure, resilience, high self-esteem, and will support pupils' wellbeing and enhance their life skill</p> <p>Dweck, C.S. &amp; Leggett, E.L. (1988). A Social Cognitive Approach to Motivation and Personality</p> <p>Mental health and behaviour in schools, GOV.UK-(2018)</p> <p><a href="https://www.gov.uk/government/publications/mental-health-and-wellbeing-provision-in-schools">https://www.gov.uk/government/publications/mental-health-and-wellbeing-provision-in-schools</a></p>	1,4,5
Recruitment and training of a new Family learning Mentor	<ul style="list-style-type: none"> <li>• DSL training</li> <li>• Attendance CPD</li> <li>• PREVENT awareness CPD</li> <li>• Inclusion Hub CPD</li> <li>• Early Help – Lead professional Training – TAF</li> <li>• Sticky Knowledge and New Learning</li> <li>• ACE's Training</li> <li>• Behaviour CPD</li> <li>• PEP training</li> </ul>	1,4,5

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

Budgeted cost: £4000

£1800 CLA – Bespoke needs will be targeted – which may dip into all areas

£540 allocation School Led Tutoring

### Additional funding pot for tutoring and 1:1 support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and Numeracy Interventions – e.g. using Overcoming Barriers / Wave/ Springboard/ CGP / Precision teach / Mastery in maths approach etc	<p>Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled</p> <p>EEF Toolkit guidance:  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <p>Some pupils may require additional support alongside high-quality teaching in order to make good progress.</p>	1,2,3,4,5

Provision Map	The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	
Before and after school booster groups	<p>Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled</p> <p>EEF Toolkit guidance:  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targeted-academic-support</a></p> <p>'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'</p>	1,2,3,4,5
1:1 tutoring	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled	1, 2, 3 & 5
School led Tutoring	<p>£540 allocation</p> <ul style="list-style-type: none"> <li>• 2023 -24 Allocation <b>£214</b> (25%)</li> <li>• School to contribute an additional 75%</li> <li>• But summer term 23 – allocation is still at 60% - so</li> <li>• Total <b>£540</b></li> </ul> <p>Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled</p>	

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

Budgeted cost: £3000

- £250 per pupil x 5 = £1250
- £1750 – CPD / Links to inclusion HUB/ specialist CPD for staff or support for child / family

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One free extra-curricular club each week (Music / Sport)</p> <p>£25 subsidy towards Trips</p> <p>Support with purchase of uniform School to provide resources for learning</p>	<p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.</p>	1,2, 3
Family Learning Mentor to:	<p>Strengthened partnership with parents/carers.</p> <p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.</p>	1, 5

<ul style="list-style-type: none"> <li>• Offer parenting group sessions working on specific needs developed through a needs analysis.</li> <li>• CAF/ TAF process with vulnerable families- allowing them to access key services</li> <li>• Bespoke and intensive support for the most vulnerable pupils in school</li> <li>• Parent workshops</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies</a>	
<p>Enrichment opportunities to be available for all both to facilitate access across all curriculum areas and to promote identification and development of any talented pupils</p>	<p>Purchase of resources/opportunities/ tutors for PP eligible pupils as required</p>	
<p>Use Outdoor and Adventurous with Forest schools approaches to enrich learning</p> <ul style="list-style-type: none"> <li>• In addition use EYFS Outdoor learning environment/area</li> </ul>	<p>Key findings of O&amp;A and Forest Research:</p> <p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/</a></p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> <li>• <b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</li> <li>• <b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• <b>Communication:</b> language development was prompted by the children's sensory experiences</li> <li>• <b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>• <b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> </ul>	<p>1,2,3,4,5</p>

	<ul style="list-style-type: none"><li>• <b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment</li></ul>	
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## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Please note that last year we only had 2 PP children, 2 CLA children and 3 Post LAC children (1 in Year 6, 1 in Y4 and 1 in FS, 2 in Year 1, 1 in Y2)

#### Key areas of impact

- June 2023 Phonics screening test results 93% met expected, we had 2 PP pupils in the cohort (1 child is Post Lac)
- PP / POST LAC attendance figures for end of 2022-2023:
  - 96.94% -1 pupils PP
  - 97.47% -3 Post LAC) Above national
- New Learning Mentor – CPD / training – developing the expertise / confidence and competence to meet the needs of our children
  - DSL training
  - Attendance CPD
  - PREVENT awareness CPD
  - Inclusion Hub CPD
  - Early Help – Lead professional Training – TAF
  - Sticky Knowledge and New Learning
  - ACE's Training
  - Behaviour CPD
  - PEP training
- We currently have no PP or Post LAC in Y3, 4 or year 6. The following information is an overview of the relevant data for our PP and Post Lac pupils
- Y6 end of year SATs data
  - 100% (1/1) POST LAC – met the expected Standard in Reading / Writing / Maths / SPAG
  - 1/1 - Greater Depth in Reading
- Y4 end of year in house data
  - 100% (1/1) CLA – working towards expected Standards in Reading, Writing and Maths
  - 100% (1/1) CLA – Full marks on Multiplication check
- Y1 – Phonics screening data
  - 100% (1/1) POST LAC – met the expected
  - 100% (1/1) Pupil Premium – met the expected
- Y2 end of year SATs data
  - 100% (1/1) CLA – met the expected
- FS – end of year data

- 100% (1/1) Post LAC children met the expected Standard at the end of Foundation Stage

Review of last year's Pupil Premium Plan

### **Desired outcome**

Additional needs to be identified and supported by IEP/ PPEP (Pupil Premium Education Plan)/Provision Mapping intervention – focusing on Early Intervention.

Implement / prioritise the 'School Lead Tuition' and the 'Recovery Premium Grant Tuition' for PP and Post LAC pupils – to ensure that 'gaps within learning are supported and addressed.

Children and staffing absences / challenges, including staffing recruitment and retention and strike days have affected desired outcomes. The IEPs – have remained constant throughout this time and have been adopted to reflect the needs and the circumstance of the children. Specialist teacher visits have taken place from the beginning of the September Term and EP consultations. Parents evening took place virtually during the Autumn term and face-to-face in school, within the Spring Term. 'School Lead tuition' and the 'Recovery Premium Grant Tuition' for PP and Post LAC pupils remained a priority and we were able to implement in the Autumn and Spring term (Staffing levels dictated this) These were successfully implemented and pupil progress carefully monitored – positive outcomes were seen not just in terms of attainment but also in terms of self-esteem and self-confidence.

### **Desired outcome**

Learning Mentor employed to encourage active / social playtimes- support with the development of friendships and social interactions.

Learning Mentor has worked tirelessly to encourage active / social playtimes- to support with the development of friendships and social interactions. This has been supported by all staff and the JLT. Training and assemblies throughout the year have supported the development of such games and approach to whole school playtimes. These have been delivered by staff and our Learning Mentor, alongside the pastoral JLT. Katie Ashworth left Spring 2023 and a new Learning Mentor has been appointed- Susan Manns and is now in role and will continue with this focus / development.

### **Desired outcome**

Ensure the children reach the expected standard by the end of KS2 in literacy and mathematics

Staff continue to identify the key essential skills and formulate a strategy for 'closing the gap'. These have been addressed through QFT and within assessments. All



assessments have taken place throughout the year and continue to feed into QFT/ daily teaching and provision map. Although, this has been greatly affected by staffing and pupil absences and the recruitment challenges faced. The PP children in our school responded well to the curriculum and have made good progress against the key essential skills. Additional recovery premium funding has been allocated and spent on supporting these children. These have been outlined within the PP strategy plan and intervention map.

Assessment data indicates positive outcomes across school (See above). End of KS2 data progress measures for reading are excellent.

### **Desired outcome**

Children to be confident in their approach to social interaction with peers and learning.

There continues to be a rise and need to support children with emotional, social, and behavioural needs. The Learning Mentor and SENCO have had to adapt their approaches and the way in which they have supported the children and early identification and provision map outlines our approach to support. The new Learning Mentor has worked tirelessly with outside agencies, where necessary and provided check ins for the children. CPD has been put into place for the Learning Mentor (See Above) to support with TAF and PEP training etc. New government Mental Health guidance / training - Learning Mentor to receive CPD to support in the new autumn term. Provision Map in place for Social / Emotional and Behavioural needs. Pathways for early help for more complex needs embedded into practice

### **Desired outcome**

Increased focus on 'Cultural Capital – ensuring that disadvantaged pupils not only acquire the knowledge but also the Cultural Capital they need to succeed in life

Cultural Capital Opportunities now threaded through the curriculum planning documents. Subject leaders have developed Cultural Capital opportunities within their subjects. All clubs have run effectively from the beginning of the school year and school have welcomed visitors/parents into school. School has planned trips for all children to attend throughout the school academic year and the junior children have attended a residential trip.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
National Tutoring Programme	In house provider
MS TEAMS	
Oak Academy video lessons	Oak Academy
Purple Mash – <ul style="list-style-type: none"><li>○ Times tables</li><li>○ Serial Mash- online reading book/comp</li><li>○ Spelling</li></ul>	Purple Mash
X Tables Rockstars	TT Rockstars
Twinkl Phonics	Twinkl
Phonics Play	
IDL- Reading comprehension and spelling programme	IDL Cloud
Test Base – Lit / Num / Science	Test Base
My Maths	My Maths

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*