

Chellaston Infant School

Pupil premium strategy statement 2022-23

School overview

Detail	Data
School name	Chellaston Infant School
Number of pupils in school	337
Proportion (%) of pupil premium eligible pupils	25.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	£117,015
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Brad Ames (Chair of Education and Standards Board)
Pupil premium lead	Laura Howe
Governor / Trustee lead	Jane Walker (Chair of CIS&CJS Strategic Board and PP Governor link)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109372
Recovery premium funding allocation this academic year	£11310
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	£120,682

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is allocated to schools with pupils on roll in that are known to have been eligible for free school meals (FSM) at any time in the last six years. Evidence and facts make it abundantly clear that poverty is the single most important factor in predicting a child's future life chances. The pupil premium is aimed at re-writing the futures of these children by closing the attainment gap between themselves and their peers as well as ensuring that they make expected or better progress.

The targeted and strategic use of pupil premium supports our school in achieving our vision of helping everyone to reach their full potential.

Principle

Our school leaders are committed to using the Pupil Premium to powerfully address social disadvantage by ensuring that teaching and learning is designed to meet the needs of all pupils. High quality teaching delivered by high quality teaching teams is at the heart of our approach as this has been prove to have the greatest impact on those most disadvantaged.

Our school recognises that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals, because of this we allocate the Pupil Premium funding with a learning-led approach, not a label-led approach. We use our premiums to support disadvantage for any pupil or groups of pupils the school has identified as needing intervention and support. Support will be allocated following a needs analysis which will identify priority classes, groups or individuals.

School will:

- Use diagnostic assessments of well-being and learning needs
- Ensure appropriate provision is made for vulnerable pupils
- Prioritise the use of Premium funds for maximum impact
- Perform regular reviews and monitoring
- Focus provision on the development of the whole child
- Support staff with focussed CPD&L

The responsibility for the care, support and achievement of Pupil Premium pupils lies with all staff.

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech, Language and Communication</p> <p>Social isolation due to extended periods of lockdown, constituting a high percentage of our young children's lives, has impacted on their communication and language development. This is evident across school within our disadvantaged and non-disadvantaged learners.</p> <p>In 2021 Pupil Premium assessment information shows 77% of children achieving the expected standard in Communication and Language compared to 89% of non-PP. Outcomes for all pupils in 2019 was 93%.</p>
2	<p>Early Reading Attainment - Phonics</p> <p>Low rates of engagement with reading at home is limiting our children's ability to practise and apply the phonics they have been taught in school; as such this negatively impacts on their development as readers.</p> <p>Pupil premium assessment information in 2022 shows an improvement of 25% compared to 17% in 2021 of Reception children achieved a 'good level of development' compared to 57% non-PP. The national pupil premium data from 2019 was 57%</p> <p>Pupil Premium assessment information in 2022 shows and improvement of 61% compared to 50% in 2021 of Year 1 children achieving the expected standard in Phonics compared to 73% of non-PP. Outcomes for all pupils in 2019 was 84%.</p>
3	<p>Early Reading Attainment - Vocabulary</p> <p>Low rates of engagement with reading at home is limiting vocabulary and background knowledge which presents a challenge when acquiring new learning, particularly for our pupils who have more than one barrier to learning.</p> <p>Pupil premium assessment information in 2022 shows an improvement of 25% compared to 17% in 2021 of Reception children achieved a 'good level of development' compared to 57% non-PP. The national pupil premium data from 2019 was 57%</p> <p>Pupil Premium assessment information in 2022 shows 22% of Year 2 children achieving the expected standard in Reading compared to 61% of non-PP. Outcomes for all pupils in 2019 was 71%.</p>
4	<p>Diagnostic Support to identify Gaps in Learning</p> <p>Many of our disadvantaged pupils have more than one barrier to learning (SEND, S&L needs, Summer born etc) and require timely diagnostic support to identify gaps in learning and move them on in small sequential steps.</p> <p>Pupil Premium assessment information in 2022 shows that PP children who also have an identified SEND need do not achieve GLD by the end of Reception. In 2022 65% of PP/SEND pupils achieved expected outcomes in the Prime Areas of Learning.</p>
5	<p>Low Attendance</p> <p>Lower Pupil Premium attendance rates than all other pupils, with some high persistent absence within specific families, results in sporadic attendance patterns contributing to knowledge gaps.</p>

School attendance information from 2021-22 shows that Pupil Premium children's attendance is lower than those non-PP children. Data shows Pupil Premium children are more likely to be persistently absent at our school than non-PP.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1. Speech, Language and Communication 4. Diagnostic Support to identify Gaps in Learning</p> <p>Improve outcomes for Reception children in ELG Communication & Language</p>	<ul style="list-style-type: none"> Assessments and observations indicate significant improvement in oral language amongst disadvantaged children. Assessments and observations indicate improvement in personal, social and emotional development. This is evident when triangulated with PSED and C&L outcomes from 2024/25 ELG for Pupil Premium pupils will continue to be improved in 2023 on outcomes for 2022. 2022 outcomes were 75%.
<p>1. Speech, Language and Communication 4. Diagnostic Support to identify Gaps in Learning</p> <p>Reduce the number of children requiring SEND support for language needs</p>	<ul style="list-style-type: none"> Evidence will show pupils moving off the SEND register where their additional need is an understanding of language-based need (not speech sounds) due to accelerated progress with their language programmes. Staff will feel more skilled in meeting the needs of children who require additional support around understanding language in class without them being removed for external intervention. As a result, our pupils' progress with their language programmes will be accelerated as our S&L HLTA will have increased capacity to focus on those pupils with the greatest need.
<p>1. Speech, Language and Communication 3. Early Reading Attainment - Vocabulary</p> <p>Improve children's acquisition of new vocabulary</p>	<ul style="list-style-type: none"> Monitoring evidence will show that the acquisition of vocabulary is a key focus in school and as such, children know more words, use more adventurous words; correctly, in their spoken word and written work.
<p>2. Early Reading Attainment - Phonics</p> <p>Improve outcomes for pupils in Phonics</p>	<ul style="list-style-type: none"> Reception: Reading outcomes from 2024/25 will be in line with National Average for ELG for Pupil Premium pupils. In 2023 improved on outcomes for 2022. Outcomes improved from 35% achieving ELG in Reading in 2021 to 45% achieving ELG in Word Reading. Year 1: Phonics outcomes from 2024/25 will be in line with National Average for Year 1 for Pupil Premium pupils In 2023 improved on outcomes for 2022. Outcomes in 2022 for PP Pupils was 61% compared to 50% in 2021.

	<ul style="list-style-type: none"> • Year 2: Phonics outcomes from 2024/25 will be in line with National Average for Year 2 for Pupil Premium pupils • In 2023 improved on outcomes for 2022. Outcomes in 2022 were 83% for our PP pupils. • Reading outcomes from 2024/25 will be in line with National Average for the end of KS1 for Pupil Premium pupils • In 2023 improved on outcomes for 2022. Outcomes in 2022 were 22% achieving expected levels in Reading.
<p>1. Speech, Language and Communication 2. Early Reading Attainment - Phonics 3. Early Reading Attainment – Vocabulary 4. Diagnostic Support to identify Gaps in Learning</p> <p>Improve outcomes for pupils in Reading</p>	<ul style="list-style-type: none"> • Reception: Reading outcomes from 2024/25 will be in line with National Average for ELG for Pupil Premium pupils • In 2023 improved on outcomes for 2022. Outcomes improved from 35% achieving ELG in Reading in 2021 to 45% achieving ELG in Word Reading. • Year 1: Reading outcomes from 2024/25 will be improved and in 2023 on outcomes for 2022. • Year 2: Reading outcomes from 2024/25 will be in line with National Average for the end of KS1 for Pupil Premium pupils • In 2023 improved on outcomes for 2022. Outcomes in 2022 were 22% achieving expected levels in Reading.
<p>5. Low Attendance</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Pupil Premium attendance will be in line with school averages and improved on 2020-2021 – 94.38%. • Persistent absence within the Pupil Premium group will be significantly reduced from 19.32% in 2020-2021 and in line with school averages. School average 2020-2021 was 3.64% • Parental engagement with school will improve attendance. • Effective attendance monitoring by our School Attendance Officer will show that attendance actions lead to improvements and that these are sustained. • Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> ○ the overall attendance rate for all pupils is 96% or above, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced. ○ the ‘persistently absent’ attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced.

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 (Tier 1 support, Quality First Teaching (QfT), Professional Development (PD), recruitment and retention)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding CPD&L – Maths	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF Effective Professional Development</p> <p>Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.</p> <p>EEF Improving Mathematics in the Early Years and Key Stage 1</p> <p>WRM Jigsaw has been part of an EEF Trial https://whiterosemaths.com/professional-development/eef-trial/ and the results are being independently evaluated by the National Foundation for Education Research (NFER)</p> <p>Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.</p> <p>(+5 months)</p> <p>EEF Mastery learning</p> <p>EEF Guest Blog: Mastery and maths – how our guidance can help</p> <p>Engagement with high quality Maths CPDL and peer coaching using a lesson study model to secure all teaching staff's knowledge and understanding of the progression of Maths and how to best support children in developing a mastery of Maths.</p>	4
CPD&L – Quality First Teaching	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF Effective Professional Development</p> <p>EEF Teaching and Learning Toolkit evidence-Metacognition and self-regulation;</p> <p>Evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective (+7 months).</p>	1, 2, 3, 4

	<p>Evidence suggests that disadvantaged pupils are less likely to use meta cognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of meta cognitive and self-regulatory strategies could encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges for themselves in the future.</p> <p>EEF Metacognition and Self-regulated Learning</p> <p>EEF Teaching and Learning Toolkit Evidence-Feedback; Feedback appears to have slightly greater effects for primary school age pupils (+7 months)</p> <p>Effects are high across all curriculum subjects; with slightly higher effects in Maths and Science</p> <p>Low attaining pupils benefit more from explicit feedback than higher attainers.</p> <p>EEF Teacher Feedback to Improve Pupil Learning</p>	
<p>Developing our understanding of Quality First Teaching (QfT) and securing evidence-based teaching approaches in all classrooms.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF Effective Professional Development</p> <p>At the heart of WalkThrus is a selection of evidence-informed teaching strategies curated in six series.</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>EEF Using your pupil premium funding effectively</p> <p>“Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.”</p> <p>EEF Teacher Feedback to Improve Pupil Learning</p>	
<p>Developing PP leadership</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF Effective Professional Development</p> <p>EEF Putting Evidence Work – School's Guide to Implementation; Treat implementation as a process, not an event; plan and execute it in stages.</p> <p>Create a leadership environment and school climate that is conducive to good implementation.</p>	<p>1, 2, 3, 4, 5</p>

	<p>Define the problem you want to solve and identify appropriate programmes or practices to implement.</p> <p>Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.</p> <p>Plan for sustaining and scaling an intervention from the outset and continually acknowledge and nurture its use.</p> <p>EEF Putting Evidence to Work – A School’s Guide to Implementation</p>	
<p>Principles into Practice and child development CPD</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF Effective Professional Development</p> <p>Julien Grenier-Principles into Practice</p> <ul style="list-style-type: none"> • The Best for Every Child • High Quality Care • The Curriculum • Pedagogy • Assessment • Self-Regulation • Partnership with Parents <p>http://development-matters.org.uk/wp-content/uploads/2020/10/Working-with-the-revised-Early-Years-Foundation-Stage-Principles-into-Practice-.pdf</p> <p>Section 2: Language Comprehension</p> <p>Back and forth talk across the curriculum - Underpinning the reforms to the Early Years Foundation Stage is the aim of reducing the language gap between children from language-rich homes and others. The progress of these children depends on adults engaging them in high-quality dialogue and direct teaching so that they can:</p> <ul style="list-style-type: none"> • articulate what they know and understand • develop their knowledge across all areas of learning, using the vocabulary they need to support learning <p>The Reading Framework – Teaching the foundation of literacy</p>	1, 2, 3, 4
<p>Embedding CPD&L – Hanem – Learning Language and Loving It practice across Reception</p> <p>Vocabulary and Closing the Word Gap</p>	<p>Recommendation 1; Prioritise the development of communication and language</p> <p>Language provides the foundation of thinking and learning and should be prioritised.</p> <p>High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>Adults have a vital role to play in modelling effective language and communication.</p>	1, 3

	<p>Use a wide range of approaches including shared reading, storytelling, and explicitly extending children’s vocabulary. EEF Preparing for Literacy</p> <p>A language-rich environment is one in which adults talk with children throughout the day. The more children take part in conversations, the more they will understand once they can read and the more vocabulary and ideas they will have to draw on when they can write. The Reading Framework – Teaching the foundation of literacy</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. EEF Oral Language Interventions</p> <p>Recommendation 1; Develop pupils’ speaking and listening skills and wider understanding of language</p> <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children’s language and thinking during interactions and activities such as shared reading.</p> <p>Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge. EEF Improving Literacy in KS1 recommendations</p> <p>Language opens doors. It unlocks the world of reading and the imagination, the excitement of writing, the capacity to explore new subjects and releases our potential to learn and grow as an individual. In schools, it underpins progress, impacts on attainment throughout primary and secondary years, affects self-esteem and behaviour and plays a huge role in a child’s future life chances. Without enough language – a word gap – a child is seriously limited in their enjoyment of school and success beyond. Why Closing The Word Gap Matters – Oxford Language Report</p>	
Homework support from Oxford Reading Tree and School Jam (Maths)	<p>Recommendation 2 - Provide practical strategies to support learning at home</p> <p>For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities such as practising letters and numbers, are also linked to improved outcomes. Tips, support, and resources can make home activities more effective, for example, where they prompt longer and more frequent conversations during book reading. EEF Working with Parents to Support Children’s Learning</p>	1, 2, 3, 6

Targeted academic support (Tier 2 support, small group intervention, one-to-one support structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1 hour per class, per week Teaching Assistant time to deliver a Precision Teaching model for plugging knowledge and understanding gaps in Phonics and Reading and delivered 1:1.</p>	<p>Precision Teaching or a 'direct instruction model' has researched based in supporting SEND learners to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills. It has an inbuilt monitoring function and is basically a means of evaluating the effectiveness of what is being taught.</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. (+4 months)</p> <p>EEF Teaching Assistant Interventions</p>	<p>2, 4</p>
<p>25% of all Teaching Assistant time in school is allocated to support those most disadvantaged pupils, or releasing a class teacher to deliver structured interventions; these could small groups of learners, 1:1, structured interventions or opportunities to carry out pre-teaching.</p>	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>EEF Teaching Assistant Interventions</p>	<p>1, 2, 3, 4</p>
<p>3 sessions per class, per week GAPS Rapid Recovery Phonics Intervention</p>	<p>Teaching Assistants will cover the class teacher to deliver the 'GAPS Rapid Recovery Phonics Intervention' 3 times a week. https://learninglady.co.uk/gaps-ks1-ks2-phonics-recovery-programme/</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>EEF Teaching Assistant Interventions</p>	<p>1, 2, 3, 4</p>
<p>Speech and Language Link diagnostic tool and intervention programme generator</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. (+4 months)</p> <p>EEF Teaching Assistant Interventions</p>	<p>1, 2, 3, 4</p>

<p>Embed training for all Reception teachers and Teaching Assistants in the Hanem Learning Language and Loving It (LLLI) approach.</p>	<p>Learning Language and Loving It Certification embedding this approach for all Reception professionals following training last year.</p> <p>Ensuring children’s optimal development in the areas of language and literacy depends, in large part, on the training of their educators (Kontos & Wilcox-Herzog, 2002; Kontos, Howes, Shinn & Galinsky, 1995). Learning Language and Loving It — The Hanen Program® for Early Childhood Educators/Teachers, which addresses the urgent need for effective in-service education, focuses on linguistic responsiveness and equips educators to facilitate the language and emergent literacy development of all preschool-aged children. This includes those who are at risk for language delays, who have language disorders and who are learning English as a second language (Weitzman, Girolametto & Greenberg, 2006). http://www.hanen.org/SiteAssets/Helpful-Info/Research-Summary/Learning-Language-Research-Summary.aspx</p> <p>EEF Teaching and Learning Toolkit evidence - Oral language interventions; Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. EEF Communication and Language Approaches</p> <p>Evidence suggests that Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary. EEF Oral language interventions</p> <p>All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds. EEF Early Literacy Approaches</p> <p>Recommendation 1; Prioritise the development of communication and language Language provides the foundation of thinking and learning and should be prioritised.</p> <p>High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>Adults have a vital role to play in modelling effective language and communication.</p> <p>Use a wide range of approaches including shared reading, storytelling, and explicitly extending children’s vocabulary. EEF Preparing for Literacy</p>	<p>1, 2, 3</p>
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	<p>Recommendation 1; Develop pupils' speaking and listening skills and wider understanding of language</p> <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.</p> <p>Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge. EEF Improving Literacy in KS1 recommendations</p> <p>The focus on talk in this school is key to their success How Schools Are Closing the Word Gap – Oxford Language Report 2021-22</p>	
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Wider strategies (Tier 3 support, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hot House Music Tuition in Year 1	Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF Toolkit – Arts Participation +3 months	1, 5
Additional mental health and wellbeing support through ELSA Teaching Assistant – 8 hours per week	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Targeted Support +6 months, Universal Support +4 months. EEF Toolkit Social and Emotional Learning	4, 5
Access to EMET Counselling Services	Targeted Support +6 months, Universal Support +4 months. EEF Toolkit Social and Emotional Learning	1-5
Jigsaw PSHE and RSE scheme of work.	Universal wellbeing focused programme of PSHE and RSE work to be embedded consistently and effectively across school.	1, 3
Mental Health and Wellbeing support from the Learning	Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.	5

Mentor team particularly focusing on learners who have non-academic barriers to their learning – 30 hours per week	<p>Offer more sustained and intensive support where needed. EEF Toolkit Working with Parents to Support Children's Learning Mental Health Champion training</p> <p>Adult and Child Mental Health First Aider training</p> <p>Place2B mental health champions training</p>	
Attendance Officer working with Learning Mentor team to improve attendance at school. - 5 hours per week	<p>EEF Attendance Interventions Rapid Assessment Evidence; Poor school attendance is a significant problem in the UK. In 2019/20, it was reported as 4.9% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</p> <p>DfE Intervention recommendations: Improving school attendance: support for schools and local authorities</p>	1, 2, 3, 4, 5
Link 2 ICT package to identify PP children	<p>EEF Using your pupil premium funding effectively Identifying children eligible for Pupil Premium</p>	1, 2, 3, 4, 5
Wider curriculum opportunities through after-school club offer which includes sport and music Free/ subsidised enrichment opportunities	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum EEF Life Skills and Enrichment</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF Toolkit – Arts Participation +3 months</p>	1, 2, 3, 4, 5
Parent Workshops	<p>Parental engagement in early years education is consistently associated with children's subsequent academic success. EEF EY Toolkit – Parental Engagement +4 months</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. EEF Guidance Report - Working With Parents To Support Children's Learning</p>	1-5

Total budgeted cost: £127,000

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 2021 to 2022 academic year.

1. Communication & Language

In 2022 Pupil Premium assessment information shows 75% of children achieving the expected standard in Communication and Language compared to 80% of non-PP. Outcomes for all pupils in 2019 was 93%.

2. Early Reading Attainment – Phonics

Pupil premium assessment information in 2022 shows an improvement of 25% compared to 17% in 2021 of Reception children achieved a 'good level of development' compared to 57% non-PP. The national pupil premium data from 2019 was 57%. A focus on less observation paperwork in line with new EY guidance and the Hanem: Learning Language and Loving It training that all staff received could account for the 50% increase in positive outcomes.

Pupil Premium assessment information in 2022 shows and improvement of 61% compared to 50% in 2021 of Year 1 children achieving the expected standard in Phonics compared to 73% of non-PP. Outcomes for all pupils in 2019 was 84%.

3. Early Reading Attainment – Vocabulary

Pupil premium assessment information in 2022 shows an improvement of 25% compared to 17% in 2021 of Reception children achieved a 'good level of development' compared to 57% non-PP. The national pupil premium data from 2019 was 57%

Pupil Premium assessment information in 2022 shows 22% of Year 2 children achieving the expected standard in Reading compared to 61% of non-PP. Outcomes for all pupils in 2019 was 71%. This is comparable to 2021, 23%.

4. Diagnostic Support to identify Gaps in Learning

Pupil Premium assessment information in 2022 shows that PP children who also have an identified SEND need do not achieve GLD by the end of Reception. In 2022 65% of PP/SEND pupils achieved expected outcomes in the Prime Areas of Learning.

5. Attendance Data 2021-22

Pupil attendance was impacted significantly in the Autumn term by outbreaks of COVID and again in the summer with more than usual unauthorised leave of absences due to holidays being taken that had been cancelled due to COVID. Persistent absence was at an all time high. This area will continue to be a focus in 2022-23.

2021/22 Academic year	Overall attendance	Overall absence	Authorised absence	Unauthorised absence
	92.48%	7.25%	6.18%	1.07%
	Attendance	Absence	Authorised absence	Unauthorised absence
Autumn	92.36%	7.64%	7.19%	0.45%
Spring	93.08%	6.92%	6.16%	0.76%
Summer	92.05%	7.11%	5.03%	2.08%

PP Attendance

2021/22 Academic year	Overall attendance	Overall absence	Authorised absence	Unauthorised absence
	88.76%	10.97%	8.79%	2.18%
	Attendance	Absence	Authorised absence	Unauthorised absence
Autumn	88.31%	11.69%	11.00%	0.69%
Spring	89.71%	10.29%	8.23%	2.06%
Summer	88.38%	10.79%	6.77%	4.02%

Non-PP Attendance

2021/22 Academic year	Overall attendance	Overall absence	Authorised absence	Unauthorised absence
	93.87%	5.86%	5.21%	0.65%
	Attendance	Absence	Authorised absence	Unauthorised absence
Autumn	93.87%	6.13%	5.77%	0.36%
Spring	94.33%	5.67%	5.39%	0.28%
Summer	93.42%	5.73%	4.38%	1.35%

Current data

Across school	290 Number of pupils	94.8% Overall attendance	45 Persistently absent pupils	79.1% Attendance for persistently absent
Across selected group	72 Number of pupils	90.9% Overall attendance	20 Persistently absent pupils	76.6% Attendance for persistently absent
Across selected group	218 Number of pupils	96.1% Overall attendance	25 Persistently absent pupils	81.1% Attendance for persistently absent

School Data 2021-22

KS1	READING		WRITING		MATHS		SCIENCE	
PP (23)	5	22%	3	13%	6	26%	10	43%
Non-PP (97)	59	61%	45	46%	57	59%	75	77%

Y1	PHONICS	Y2	PHONICS
PP (20)	61%	PP (23)	83%
Non-PP (73)	73%	Non-PP (97)	88%

Reception	GLD
PP (20)	35%
Non-PP (73)	74%

Other outcomes:

All pupils have had access to our enriched curriculum. Enrichment opportunities have included from egg to duckling, Animal Magic, Here come the Dinosaurs and educational visits resumed post-COVID too.

After school club opportunities have been funded for Pupil Premium pupils. All Year 1 pupils, including those with PP status have had a full year music tuition with Hot House Music.

PP pupils have accessed our ELSA TA support with positive outcomes and have been referred to the EMET Counsellor for support.

We continue to offer a 3 tiered approach to supporting all of our pupils and have a menu of provision available at each tier.

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
Speech Link	Speech Link
Language Link	Speech Link
Launchpad for Literacy	Kirstie Page
Precision Teaching approach	DCC Educational Psychology recommended programme
GAPS Phonics	The Learning Lady
Power Maths	Pearson Learning

Service pupil premium funding 2021-22

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional Learning Mentor support for 1:1 reading programme.
What was the impact of that spending on service pupil premium eligible pupils?	Accelerated progress in reading for the (1) pupil.