

Pupil premium strategy statement



CARLINGHOW
ACADEMY

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.

School overview

Detail	Data
School name	Carlinghow Academy
Number of pupils in school	267 (including 24 in Nursery and 2 year olds)
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Dani Worthington
Pupil premium lead	Marie Fishwick
Governor / Trustee lead	Diane McConnell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,333
Recovery premium funding allocation this academic year	£19,285
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	£212,618

Part A: Pupil premium strategy plan

Statement of intent

At Carlinghow Academy we aim to ensure that all pupils are equipped with the knowledge, skills and cultural capital they need to succeed in life. It is our intention that children will achieve the best possible outcomes and are fully prepared for the next stage of their education.

Our Pupil Premium strategy is informed by high quality research to ensure we provide best possible route to improve the educational outcomes of children. This is done through a tiered model with focuses on

- *high quality teaching*
- *targeted academic support*
- *wider strategies*

We firmly believe that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. With this in mind, our Pupil Premium Strategy will be rooted strongly in providing highly skilled staff to provide quality first teaching and learning. This will be matched with an equal emphasis on providing wellbeing support to ensure pupils are emotionally ready to learn. One of the biggest barriers to learning for our disadvantaged pupils is the lack of wider experiences and therefore, as a school we aim to maximise our opportunities to provide those experiences through our curriculum design and wider school offer.

Challenges

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

Challenge number	Detail of challenge
1	Under developed oral language skills and gaps in vocabulary among many disadvantaged pupils from Early Year to Year 6
2	Attendance has always been a challenge and increased anxieties following the pandemic and periods of isolation have led to increased absences.
3	Lack of opportunities to benefit from the wider experiences – many of our disadvantaged pupils are not provided with wider experiences outside of school and these experiences have been limited further with the pandemic. As a school we need to engage children with their learning and provide these pupils with experiences that will provide

	them with a cultural capital they need to succeed in life and the requisite knowledge/vocabulary needed to access the curriculum.
4	The wellbeing and increasing SEMH needs of disadvantages pupils has an impact on progress and attainment. These pupils Struggle to regulate their own emotions which means that they cannot focus on their learning.
5	Attainment data shows that there is still a gap between disadvantaged and non-disadvantaged in some year groups in Reading
6	Attainment data shows that there is still a gap between disadvantaged and non-disadvantaged in some year groups in Writing
7	Attainment data shows that there is still a gap between disadvantaged and non-disadvantaged in some year groups in Maths

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
The disadvantaged children will have increased tier 2 and 3 vocabulary and oral skills to enabling them to access a full curriculum.	Assessments and observations indicated improved vocabulary and oral skills among disadvantaged pupils. This includes pupils utilising the vocabulary within oral responses, recognising it when reading and then utilising it within their own written work. Data re NELI, talk for writing and Mrs Hall.
The attendance of our Pupil Premium will have improved.	Attendance figures for pupil premium children will increase over the 3-year plan to become in line with national and their non- pupil premium peers. Schools persistent absence figure is reducing year on year. Attendance gap between non-PP and PP pups to less than 2% Reduce P.A to less than less than 15% 2023-2024 attendance target for all pupils is 95% Data will evidence the work of Mrs Astin
All children will have a wider range of opportunities and experiences to enable them to access the curriculum with their non-pupil premium peers. Explicit links will be made between the experiences and curriculum content. Opportunities will also be used to integrate and model	Data will evidence the impact of the opportunities and experiences provided in writing and topic work by referring to the knowledge and vocabulary that they have learned through the experiences.

<p>social and emotional learning skills through everyday teaching.</p>	<p>Participation data will evidence the impact of this strategy.</p>
<p>To improve the wellbeing of all pupils in the school which will impact on attainment across all subjects.</p>	<p>Data from pupils voice, pupil and parent surveys, learning walks and observations. Attendance for these pupils will be impacted by the work done by the pastoral team.</p> <p>Coaching circles for Reception to Year 6 will enable children to articulate the purpose/key features and there will be increasing participation.</p> <p>Reduced behavioural incidents CPOMS</p> <p>Evidence of impact of ELSA and therapeutic story writing.</p>
<p>Pupil Premium children's attainment progress and attainment in reading, phonics, writing and maths is equal to or greater the national data for pupil premium children.</p> <p>Where data evidences there is a gap between pupil premium and non-pupil premium peers this be reduced by the end of the strategy plan.</p>	<p>Pupil Premium pupils achieve at or above national average progress scores in KS2.</p> <p>2023 National data</p> <p>64.5% phonics</p> <p><u>KS1</u></p> <p>Reading 74.9%</p> <p>Writing 69.2%</p> <p>Maths 75.6%</p> <p>Combined 64.9%</p> <p><u>KS2</u></p> <p>Reading 73.2%</p> <p>Writing 78.5%</p> <p>Maths 78.7%</p> <p>Combined 64.9%</p> <p>Attainment data shows Pupil Premium children are achieving at or above the national expectations in EYFS, KS1 and KS2.</p> <p>Data shows that the gap (where identified) has been reduced between pupil premium and non-pupil premium pupils by the end of the strategy plan.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £74,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement the Training and coaching on EEF metacognition and self-regulation report</p>	<p>Staff will continue to use metacognition and self-regulation approaches to teaching to support pupils to think about their own learning more explicitly. They will teach pupils specific strategies for planning, monitoring, and evaluating their own learning. Interventions will be designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>EEF - Evidence-Summaries/Metacognition and-Self-regulation</p> <p>Evidence suggests the use of 'metacognitive strategies' which get pupils to think about their own learning can be worth the equivalent of an additional +7 months' progress when used well. It has found that the potential impact of these approaches is very high, particularly for disadvantaged pupils. This report reviews the best available research to offer practical advice on how to develop pupils' metacognitive skills and knowledge, including recommendations in seven areas and 'myth busting' common misconceptions teachers have about metacognition.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p>	<p>1, 5, 6, 7</p>
<p>Programme of CPD for all classroom staff around 2023/2024 emphasis on ETA training (in house)</p> <p>QFT across all subjects.</p>	<p>High Quality teaching improves outcomes the latest report from the EEF provides guidance on how to implement professional development programmes with care, taking into consideration the context and needs of the school</p> <p>EEF - Effective Professional Development</p> <p>Teachers and ETA's will benefit from effective CPLD using the findings from 'Developing Great Teaching'. In using these recommendations it is more likely that it the CPLD will have a lasting impact on teacher practice and student outcomes.</p> <p>Developing Great Teaching-Summary</p> <p>This report looks at the effects of high quality professional development on teacher and students. The research sheds light on what is working and where further progress needs to be made. The research and analysis spans a young person's journey from the early years through to entry to the labour market</p> <p>EPI-Wellcome CPD-Review 2020.pdf</p>	<p>1, 5, 6,7</p>
<p>Continue to use RWI to teach phonics</p>	<p>Phonics approaches have strong evidence base that indicates a positive impact on the assurance of word reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,5,6,7</p>

<p>Further embed: NELI Tier 2 and 3 Teaching strategies Talk for writing</p>	<p>There is strong evidence to suggest that oral language interventions, including diagnostic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/reading-house</p> <p>Oral language intervention can have an impact on pupils' language skills. Approaches that focus on speaking , listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,5,6,7</p>
<p>Teacher Feedback to improve Learning through typicality and in house monitoring</p>	<p>In teachers providing meaningful feedback it supports pupil progress, builds learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This guidance report aims to move beyond this and focus on what really matters: the principles of good feedback rather than the written or verbal methods of feedback delivery. EEF - Guidance-reports - Feedback</p>	<p>1,5,6,7</p>
<p>Improving standards in Literacy EYFS, KS1, KS2 with a focus on upskilling our ETA's</p>	<p>This Preparing Literacy guidance report is specific to 3 to 5 year olds and supports our EYFS staff with practical evidence-based recommendations to provide every child (but particularly those from disadvantaged homes) with a high quality and well-rounded grounding in early literacy, language and communication. Recommendations include the importance of high quality interactions between adults and children to develop their communication and language skills. In addition to using a range of different activities like singing, storytelling and nursery rhymes to develop children's early reading and ability to hear and manipulate sounds. https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</p> <p>The findings of the Literacy KS1 guidance report focuses on the theme of language and literacy in Key Stage 1 and is also be applicable to older pupils who have fallen behind their peers, or younger pupils who are making rapid progress. This edition provides recommendations and offers additional examples, explanations and resources to provide direct paths of action from the evidence-based guidance to classroom practice. The recommendations represent 'lever points' where there is useful evidence about language and literacy teaching that schools can use to make a significant difference to pupils' learning. https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</p> <p>The KS2 Literacy report offers practical evidence-based recommendations that are relevant to all pupils, but particularly to those struggling with their literacy. It builds on the recommendations presented in the Improving Literacy in Key Stage One report, but is specific to the needs of pupils at Key Stage 2. At Key Stage 2, pupils are consolidating their literacy</p>	<p>1,5,6</p>

	<p>skills, building their vocabulary and developing their fluency and confidence as speakers, writers and readers of language. Many of the strategies and examples presented in the report are similar to those in the Key Stage 1 guidance report, they are often more complex and multi-staged, reflecting the increasing depth and breadth of pupils' knowledge and skills. Pupils will be able to use strategies with increasing independence and sophistication, and will increasingly be able to combine them.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_2017.pdf</p>	
<p>Teaching mathematics in primary schools</p> <p>White Rose Maths</p>	<p>This document produced by the DfE and NCTEM brings greater coherence to the national curriculum by exposing core concepts in the national curriculum and demonstrating progression from year 1 to year 6. In addition it summarises the most important knowledge and understanding within each year group and the important connections between these mathematical topics. The document identifies the most important conceptual knowledge and understanding that pupils need as they progress from year 1 to year 6. These important concepts are referred to as ready-to-progress criteria and provide a coherent, linked framework to support pupils' mastery of the primary mathematics curriculum.</p> <p>Maths guidance introduction (publishing.service.gov.uk)</p> <p>This document provides an overview of the ready-to-progress criteria for all year groups as detailed in the document above. And is followed by the specific guidance for year 6.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>At Carlinghow we follow the White Rose Maths scheme, the following link contains extensive resources, curriculum planning, assessments and CPLD to ensure that the teaching of Maths is at least good.</p> <p>White Rose Maths Free Maths Teaching Resources CPD Training</p> <p>This document supports staff in improving Mathematics in the Early Years and Key Stage 1. It offers five recommendations for developing the maths skills of 3–7-year olds. The recommendations include integrating maths into different activities throughout the day – for example, at registration and snack time – to familiarise children with maths language and make the most of the school day. It also highlights that story and picture books can be a powerful tool for engaging children with basic maths concepts, while board games (such as Snakes and Ladders) are particularly beneficial to developing understanding of numbers.</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/</p> <p>This report focuses on the teaching of mathematics to pupils in Key Stages 2 and 3. The decision to focus on these Key Stages was made after an initial consultation period with teachers, academics, and other stakeholders. The consultation suggested that these were areas where guidance could make a big impact as not only are schools seeking advice on adjusting to a new curriculum, there is also concern about pupils making a transition between the stages. This report is not intended to provide a comprehensive guide to mathematics teaching. We have made</p>	<p>1,7</p>

	<p>recommendations where there are research findings that schools can use to make a significant difference to pupils' learning, and have focused on the questions</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p>	
TLR's for Middle Leaders, SEND	<p>Performance pay schemes aim to create a direct link between teacher pay and the performance of their class in order to incentive better teaching and improve pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/performance-pay</p>	5,6,7

Targeted academic support

Budgeted cost: £92,051

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of diagnostics to support SMART IEP targets and to identify barriers to learning</p> <p>Additional resources to support children with SEND- edukey</p>	<p>Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgement from teachers.</p> <p>With the information diagnostic assessments provide, teachers may:</p> <ul style="list-style-type: none"> • decide to adjust the level of challenge of activities • reteach specific concepts or topics • adjust curriculum content in the medium or long term • provide pupils with feedback through which they can address their own areas for improvement • decide which pupils may need additional, targeted academic support <p>https://educationendowmentfoundation.org.uk/public/files/Support/Tiered_Model/EEF-Diagnostic-Assessment-Tool.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>Research suggests teaching strategies that eachers should consider for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of the children.</p> <ul style="list-style-type: none"> • Flexible grouping • Cognitive and metacognitive strategies • Explicit instruction • Using technology to support pupils with SEND • Scaffolding. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1,3, 5, 6, 7
NELI in Reception	NELI has been found to improve children's language and early literacy skills. The programme involves a trained teaching	1,5,6,7

	<p>assistant providing short small group and individual teaching sessions to around 3-6 pupils for 20 weeks.</p> <p>https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention</p>	
<p>Targeted 1:1 and small group interventions delivered by teacher and TA's</p> <p>Recovery curriculum (School led tutoring programme)</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	1, 3, 5, 6, 7
<p>The curriculum is adapted and enhance to meet the needs of all PP learners (funding used to enable school to set for English and maths by utilising HLTA's)</p>	<p>The curriculum is written and adapted to meet the needs of our learners. The pupil premium guide is considered when deciding on which strategies to use and is focused on the 3 areas of high quality teaching, targeted academic support and wider strategies.</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>This EEF/SEND report presents five recommendations for mainstream schools seeking to improve their provision for pupils with SEND. The focus is on improving the quality of teaching and learning in mainstream classrooms and ensuring pupils are full members of the school community who have a rich and positive experience.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</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>https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</p>	1, 2, 3, 5, 6, 7
<p>Accurate assessment of pupils working below standard of national curriculum tests (Abor and Edukey systems) Teachers engaged in</p>	<p>The engagement model is used for assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2.</p> <p>The engagement model has 5 areas of engagement: exploration realisation</p>	5,6,7

<p>moderation events through BBEST</p>	<p>anticipation persistence initiation</p> <p>These areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential.</p> <p>https://www.gov.uk/government/publications/the-engagement-model</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £46,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identify ways to remove barriers and support social and emotional development. To include explicitly taught lessons on Social and Emotional Learning and provide a pastoral team support to work 1:1 or with small groups of children. Pastoral team ELSA SULP</p>	<p>This EEF report on Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p> <p>Purchasing of resources to support emotional and social interactions with children including outdoor equipment to promote team games and positive social interactions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Integrate a whole school approach to monitoring children's behaviour and emotional needs by subscribing to the CPOMS tracking system which will allow a holistic approach to understanding the needs of our PP children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>1, 2, 4</p>
<p>Trips and visits Sensory garden Expose to a wide variety of subject areas, arts and wider personal development opportunities to ensure they have the knowledge</p>	<p>Findings from previous research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). This report found from their analysis that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling. Regardless of these instrumental outcomes, extra-curricular activities were hugely valuable to young people themselves in ways that are not quantifiable.</p>	<p>1,3,4,5,6,7</p>

<p>and cultural capital they need to succeed in life</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p> <p>The EEF toolkit approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Studies of adventurous learning interventions consistently show positive benefits on academic learning and wider outcomes such as self-confidence. On average pupils who participate in adventure learning interventions appear to make approximately three months additional progress over the course of the year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	
<p>Funding of Breakfast clubs and Milk in Ks1</p>	<p>The EEF evaluation has found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/</p> <p>Carlinghow Academy benefits from a fully funded breakfast club provided by the Huddersfield Town Foundation and with school contributing to the staffing costs. Breakfast Clubs Trust Fund Town Foundation Free Breakfasts For Kids (htafcfoundation.com)</p>	<p>1, 2, 4, 5, 6</p>
<p>To improve attendance and persistent absence for all pupils particularly our disadvantaged pupils.</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; • more intensive programmes for families in crisis. <p>https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>1, 2, 4</p>

Total budgeted cost: £212,618

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.

In 2022/23 we used current educational research to shape our Pupil Premium offer in line with EEF findings we have invested funding to support the SEMH needs of our most vulnerable pupils.

Our pupil premium initiative has included the salary costs for the Pastoral Team, including Team Manager and a Learning mentor.

The impact of the support of the pastoral team has resulted in:

- 55% of our disadvantaged families have been supported through the uniform drive.
- 99% attended the good to be green event in July 2022 which was an increase from 97% from last year evidencing the impact of the work of the pastoral team.
- 100% of children received a Christmas gift
- 55% of children were given a Christmas snoodie/warm PJ for winter.
- 30% of pupil premium children received support through directed in school session for example therapeutic story writing
- 95% of parents invited to coffee mornings and assemblies attend each week which is an increase from 75% last year.
- 14% of parents attended the mother's day breakfast
- 10% of parents attended the father's days breakfast
- 23% of children took part in Eden Forest
- 11.5% of children received additional wellbeing support

Whilst the impact of pastoral support is difficult to quantify, we have seen a reduction in the number of CPOMS incidents and time taken to work with children who are dysregulated, with our more complex children now able to self-regulate. This is not quantifiable but has had an impact on their individual progress one pupil for example who was recorded as out of class for 80% of the time in 2021 was able to sit his SATs and received ARE on all papers. The work of the pastoral team gives parents the opportunity to access early intervention before referrals into service in more informal way such as discussion behaviour support with the home. These events are also opportunities to school to identify if any further support is needed and to build relationships with parents when we need to discuss more complex matters. These events give the children opportunities to share their learning with their parents and increases the parents understanding and importance of school.

Subscriptions to Child Protection Management Online System (CPOMS) for tracking and monitoring vulnerable pupils has enabled the pastoral team to monitor incidents and adapt the curriculum accordingly for example following the work that we have done on respecting other beliefs and the EID celebrations- this has also directly impacted the assembly programme.

Staffing costs for the school breakfast club has meant that:

- 30 families have accessed breakfast club throughout the year.

The impact of breakfast club has been that the children to have a healthy breakfast in a safe and secure environment before school this has provided children with an opportunity to talk to staff in a social environment before school and has led to further work being done throughout the day- 4 children who access breakfast club access ELSA, 3 access SALT and 4 are having other pastoral interventions.

Funding of trips, visits and visitors to school in promotion of inspirational events and experiences, including the Year 6 residential has meant that:

- 100% of pupil premium children have benefited from a school trip or external groups/performers/experiences this year

Staffing for RWI has meant that:

Year 1

Daily Fast Track Tutoring – 8/11 children were PP. These children made between 4 and 6 groups progress.

All 7 children were targeted for PSC. 4/8 achieved the pass score.

Year 2

Daily Fast Track Tutoring- 8/9 children were PP. These children made between 2 and 7 seven groups progress depending on when they started.

PSC Resit- 9/9 PP children. 6/9 children achieved the pass score.

The teaching budget which included staff CPD and the deployment and staffing of teaching assistants has resulted in the gap between Pupil premium and non-pupil premium is reducing

Area highlighted in green show the gap has reduced from previous year.

2021/2022 Assessment data

Assessment	Pupil Premium	Non –pupil premium
GLD	42.9%	88%
Phonics	61.9%	92.9%
Ks1 Reading	52.9%	81.3%
Ks1 Writing	52.9%	68.8%
Ks1 Maths	52.9%	87.5%
Ks2 Reading	46.2%	75%
Ks2 Writing	57.7%	90%
Ks2 Maths	23.1%	70%

2022/2023 Assessment data

Assessment	Pupil Premium	Non –pupil premium
GLD	66.7%	72.2%
Phonics	73.3%	95.7%
Ks1 Reading	62.5%	85.7%

Ks1 Writing	58.3%	92.9%
Ks1 Maths	66.7%	85.7%
Ks2 Reading	68.4%	64.4%
Ks2 Writing	73.7%	71.4%
Ks2 Maths	78.95%	85.7%

Salary costs for the Pastoral Team, including Team Manager and a Learning mentor.

Other Pupils premium initiatives included:

Purchase of resources to support intervention and bespoke needs, including provision of school uniform and free school milk and access to counselling, ELSA and SULP groups.

Learning mentor runs daily groups such as talk through stories and offers higher levels of pastoral support to key children, due to our excellent SEND provision, a lot of this support is done in class through Quality First teaching and interventions this has had an impact on the behaviour and learning in the classroom evidenced through the CPOMS monitoring.

We employ a member of staff to run our SALT interventions including NELI are summary of the impact of this evidence the impact of this intervention.

NELI Summary

Area	Number of pupils who improved	Lowest Change	Highest Change	Average Change
Expressive Vocabulary	6 out of 6	+5	+22	+15.8
	PP 4 out of 4	+14	+20	+17
Listening Comprehension	4 out of 6	+6	+27	+19.5
	PP 3 out of 4	+7	+27	+19.5
Receptive Vocabulary	4 out of 6	-8	+22	+7.5
	PP 3 out of 4	-8	+22	+8.5
Sentence Repetition	3 out of 6	-20	+14	-1
	PP 1 out of 4	-20	+12	-6.5
Language Screen Standard Score	6 out of 6	+3	+15	+11.5
	PP 4 out of 4	+3	+15	+10.3
Language Screen Percentile Rank	6 out of 6	+6	+35	+18.2
	PP 4 out of 4	+6	+19	+14.8

Overall:

Two clear concern pupils have improved to slight concern.

One clear concern pupil has improved to no concern.

Three slight concern pupils have improved to no concern.

For PP pupils:

One clear concern pupil has improved to slight concern.

One clear concern pupil has improved to no concern.

Two slight concern pupils have improved to no concern.

On completion of NELI:

Two Pupils have language scores that are a slight cause for concern, one of these is pupil premium.

Four pupil's skills are no longer a cause for concern.

Staffing:£184,482

Behaviour & Attendance £19,736

High quality teaching £42,156

TA deployment £78,389

Data & assessment £6,558

Contribution to trips £4,600

Safeguarding £20,303.71

Library £1,500

Sensory garden £1,504

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
Nuffield Early Language Intervention (Neli)	Elklan - OUP

Ongoing reflective review

Date	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Autumn Term	Breakfast club	40 children on register for breakfast club with 44% being PP children. Impact is that staff can ensure that pupils have been fed are dressed appropriately and are given any emotional support before school so that they are ready to learn.	Some of the more vulnerable pupils do not access this provision, how do we ensure that they are?	To continue with breakfast club but with focused support on more vulnerable linked to CPOMs reports.
	Afterschool clubs	4 clubs ran through autumn term. 54% of children were PP children.	To look at further funding clubs run by outside agencies to allow more children to access clubs that they haven't tried before.	To offer a wider range of clubs.
	Residential	Year 5/6 residential subsidised by PP funding allowing 48% of the pp children in those year groups to attend.	Children given opportunities to access extra activities. There is analysis that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in	To continue to allow children to access extracurricular activity and enhance our offer.
	School trips	All children are given £10 towards school trips for the year which allows children to access trips that are further away from school and that they would not normally access.	predicting intentions to remain in education after compulsory schooling	
	SALT	70% of the children who access out PT		

	Pastoral team	<p>SALT worker are P.P. Without this member of staff working with them daily we would struggle to fulfil the provision required by the LOCALA SALT team.</p> <p>Pp funding allows for us to provide emotional support for pp children and their parents. See report for last year's data. We currently have 33 children who are accessing outside agency support which is coordinated by our pastoral team. The pastoral team also deliver ELSA, Sulp groups and a number of emotional support sessions including organising and running celebration/ community cohesion and parent workshops.</p>	We have seen an increase in parent engagement in our in school programmes and an increase in the number of parents reaching out for support(see CPOMS log)	
Spring Term	Breakfast club	<p>44 children on register for breakfast club with 48% being PP children. Impact is that staff can ensure that pupils have been fed are dressed appropriately and are given any emotional support before school so that they are ready to learn.</p>	Some of the more vulnerable pupils do not access this provision. Further work to be done to encourage more PP children to take up this offer.	To continue with breakfast club but with focused support on more vulnerable linked to CPOMs reports.
	Afterschool clubs	<p>5 clubs ran through Spring term. Of the children that attended at least 30% were pupil premium. .</p>	To look at further funding clubs run by outside agencies to allow more children to access clubs that	To offer a wider range of clubs.

	School trips	All children are given £10 towards school trips for the year which allows children to access trips that are further away from school and that they would not normally access.	they haven't tried before.	
	SALT	70% of the children who access out PT SALT worker are P.P. Without this member of staff working with them daily we would struggle to fulfil the provision required by the LOCALA SALT team.	Children given opportunities to access extra activities. There is analysis that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling	To continue to allow children to access extracurricular activity and enhance our offer.
	Pastoral team	Pp funding allows for us to provide emotional support for pp children and their parents. See report for last year's data. We currently have 45 children who are accessing outside agency support which is coordinated by our pastoral team. The pastoral team also deliver ELSA, Sulp groups and a number of emotional support sessions including organising and running celebration/	We have seen an increase in parent engagement in our in school programmes and an increase in the number of parents reaching out for support(see CPOMS log)	

		community cohesion and parent workshops.		
	School led tutoring	Our school led tutoring is subsidised by our PP funding, this allows us to employ 2 extra adults part time to allow us to teach smaller groups of children with more targeted support.	The SLT after school club was not well attended so we have now moved this to a lunch time club.	To continue with this intervention
	Curriculum enhancements	PP money is used to enhance our curriculum for example we use funding to pay for subscriptions to maths.com, education city and other online resources. It is used on theatre groups and good to be green celebrations for example the circus games we had and forest schools.	To continue to use Pp money for this	
Summer Term				