

# Pupil premium strategy statement for Halton Lodge Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Halton Lodge Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	117 (58.8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024 2024/2025
Date this statement was published	First Published: December 2021 Updated: September 2022 <b>Updated: March 2023</b>
Date on which it will be reviewed	September 2023
Statement authorised by	Anthony Hilldrup (Headteacher)
Pupil premium lead	Kathryn Moss (Pupil Premium Champion)
Governor / Trustee lead	Mark Dennett (LA Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2020/21: £162,675.00 2021/22: £166,160.00 2022/23: £182,505.00

Recovery premium funding allocation this academic year	2021/22: £ 17,750.00 2021/22: £ 13,448.50 2022/23: £ 16,675.00
Pupil premium funding carried forward from previous years	2021/22: £ 0.00 2021/22: £ 0.00 2022/23: £ 0.00
<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	2021/21: £180,425.00 2021/22: £179,608.50 2022/23: £199,180.00

# Part A: Pupil premium strategy plan

## Statement of intent

When this statement of intent was first written (December 2021), we had 131 out of 205 (63.5%) pupil premium eligible pupils who attend our school.

At the time of this update (March 2023)\*, we have 117 out of 199 (58.8%) pupil premium eligible pupils who attend our school; so it can be seen that we continue to be well above the national average for the number of pupil premium children who attend our school. These are distributed throughout our school as follows:

Reception	Year 1	The Fawns	Year 2	Year 3	Year 4	Year 5	Year 6
12/27	18/27	2/4	17/29	16/26	12/30	20/27	20/29
44.4%	66.7%	50.0%	58.6%	61.5%	40.0%	74.1%	69.0%

*\*This information as taken from the 19<sup>th</sup> January 2022 Census.*

Our assessment of entry (at the start of Reception) shows that a significant proportion of the children who attend our school have **early language delay**\*. This continues to be evidenced through our WellComm Speech & Language Screening Toolkit Assessment. *This screening quickly identifies areas of concern in language, communication and interaction development in order to ensure early targeted intervention can take place.*

*At the beginning of the 2021/22 academic year, out of the 31 children we have in Reception, only 14 (45.2%) were assessed at Stage 8. This meant that 17 (54.8%) were at serious risk of delay – which included 11 (50.0%) of our pupil premium eligible pupils.*

*At the beginning of the 2022/23 academic year...*

\*There are two major types of language delay: **receptive language delay** and **expressive language delay**. A receptive language delay happens when a child has difficulty understanding language. An expressive language delay happens when a child has difficulty communicating verbally. **Children with language delays and disorders can struggle in social and academic situations. Those struggles can result in problems with behaviour and acting out.**

Additionally, children with a receptive language disorder may have some or all of the following symptoms:

- Difficulty understanding what people have said to them;
- Struggle to follow directions that are spoken to them.

- Problems organising their thoughts for speaking or writing.

Children with an expressive language disorder may have some or all of the following symptoms:

- Struggle to put words together into a sentence or may not string together words correctly in their sentences.
- Have difficulties finding the right words while speaking and use placeholder words like 'um'.
- Have a low vocabulary level compared to other children of the same age.
- Leave words out of sentences when talking.
- Use tenses (past, present, future) incorrectly.

As a school we are aware that **the best approach is to recognise and treat speech and language delays early on**. This is emphasised by a number of research projects, including one influential piece of research, which highlighted that disadvantaged four-year-olds hear 30 million fewer words than their peers. This is exacerbated further as the researchers also identified a difference in the type and quality of the interactions experienced by less well-off children with the quality and quantity found to be of equal importance.

Furthermore, in an article entitled 'Language and Literacy: Closing the gap for disadvantaged white children' (17 November 2021) written by Jean Gross (an educational expert who has led many national initiatives aimed at improving the learning, attainment and wellbeing of disadvantaged children and those with special educational needs) argues that: "By the age of five, the language and literacy gaps faced by working class white children are already apparent... I argue that current policy and practice focus on tackling pupils' low aspirations and disaffection, often too late, rather than addressing underlying factors like early language, literacy and sense of agency and control."

"There are some startling statistics about the extent of early gaps in these underlying factors:

- **At the age of five there is a 16-month gap between the vocabulary of children brought up in poverty and the vocabulary of better-off children** (Waldofogel & Washbrook, 2010).

- At the age of six, the percentage of white boys eligible for free school meals failing the national phonics test is more than twice that of other children. At the age of seven, one in five such boys still had not met the expected standard (DfE, 2018).

- Fewer than one in six children from low-income backgrounds who have fallen behind by the age of seven go on to achieve five "good" GCSEs including English and maths (Save the Children, 2013).

Even in primary school, children of working-class parents are found on average to have a much lower sense of agency – that is, a belief they can make a difference to their lives and those of others – than other children (Betthaeuser et al, 2020).

To me the data suggest **a strong need for investing early in effective teacher-led one-to-one reading tuition in key stage 1 for children...who find learning to read extraordinarily difficult.**”

Gross goes on to claim: “I am convinced that **no school will get far in closing socio-economic attainment gaps unless they attend to children’s spoken language, given the extensive evidence that weaker language skills predict low attainment for disadvantaged children** (e.g. Spencer et al, 2016). To tackle this in the EYFS, leaders might want to:

- Invest in professional development so that staff are skilled in (and make time for) the kinds of back-and-forth conversations and frequent book-sharing that researchers have called the “rocket fuel” of language development.
- Review the early years learning environment with staff, so as to create more “communication hotspots”.
- Develop provision for disadvantaged two-year-olds – if they can.”

In short, **early speech, language and communication deficits are powerful forces in holding children back, affecting their achievement and wellbeing into adulthood.**

Studies show **children with larger vocabularies achieve more academically and display better behaviour.** However, by the end of the Early Years Foundation Stage (EYFS) a third of disadvantaged children have speech, language and communication delays compared with one sixth of their peers. UK children in receipt of free school meals and who live in disadvantaged areas are 2.3 times more likely to have speech, language or communication need.

**Children with poor vocabularies in their early years continue to struggle when they start school and are typically one year behind their peers – a gap that continues to grow through primary and secondary education, culminating in poorer GCSE results. What’s more, their school lives are more likely to be characterised by difficulties including when it comes to paying attention, persistence and forming relationships.**

When this Pupil Premium Strategy was first written, we had a considerable number of our pupils (67) – over three in ten (32.7%) – had encountered at least one of the following **adverse childhood experiences (ACEs)**:

- **physical abuse**
- **emotional abuse**
- **emotional neglect**
- **sexual abuse**
- **physical neglect**
- **exposure to domestic violence**

- household substance abuse
- household mental illness
- parental separation or divorce
- household member incarcerated or imprisoned (or death)

When we reassessed this at the start of the 2022/23 academic year, we had **xx** of our pupils (**xx%**) had encountered at least one of these adverse childhood experiences.

**A significant proportion of our children at our school who have had adverse childhood experiences growing up have encountered multiple ACEs during their childhood. Some of these are ongoing.**

**Traumatised children and young people are surviving, not living. However safe we think they are in school, their nervous systems are actually doing what we should all do in the face of overwhelming threat – trying to survive.** They are not ‘disturbed’, in the old-fashioned and judgemental labelling of those mentally unwell. What they have experienced was indeed highly disturbing (and maybe still is), and their bodies and minds needed to shift accordingly to accommodate and to adapt to **toxic stress**. They have adapted well to seriously maladaptive experiences. These children and young people have learned they need to manage their lives through hypervigilance, rather than with spontaneity, because of what they’ve had to live through. They need to be on the watch, watching their own backs, in case of further threat. Under the circumstances, in fact this actually was and remains sensible and wise.

**Our latest analysis shows that while only **63.5%** of our pupils are pupil premium pupils, of these **67** children with known ACEs, **63/67 (94.0%)** are amongst our disadvantaged pupils.**

Therefore, in addition to providing **vocabulary rich classrooms** for the children, it is also vital that our school continues to ensure that all of its teaching and non-teaching **staff fully understand why children who have encountered ACES and toxic stress behave in the manner that they do; and feel skilled, confident and able to effectively manage the range of behaviours exhibited by these pupils** - so staff and pupils forge strong, respectful and trusting relationships AND lessons and learning are not disrupted unnecessarily.

It is also evident that **our disadvantaged (pupil premium eligible) pupils are most likely to have lower school attendance and poor punctuality records:**

Attendance from 01.09.2020 to 31.08.2021:

All Pupils	Boys	Girls	Non PP	PP	Boys PP	Girls PP	LAC
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	95.0%	94.4%	95.9%	97.1%	93.7%	92.7%	95.0%	96.7%
Gap	-	-0.6%	+0.9%	+2.1%	-1.3%	-1.7%	-0.9%	+1.7%
Persistent Absence:								
	All Pupils	Boys	Girls	Non PP	PP	Boys PP	Girls PP	LAC
	14.9%	18.0%	11.0%	5.7%	20.9%	24.0%	16.9%	12.5%
Gap	-	+3.1%	-3.9%	-9.2%	+6.0%	+6.0%	+5.9%	-2.4%
<u>Attendance from 01.09.2021 to 31.08.2022:</u>								
	All Pupils	Boys	Girls	Non PP	PP	Boys PP	Girls PP	LAC
	93.3%	93.1%	93.4%	95.6%	91.7%	91.5%	92.1%	96.6%
Gap	-	-0.2%	+0.1%	+2.3%	-1.6%	-1.6%	-1.3%	+3.3%
Persistent Absence:								
	All Pupils	Boys	Girls	Non PP	PP	Boys PP	Girls PP	LAC
	25.0%	27.8%	21.5%	11.0%	34.1%	37.5%	29.6%	0.0%
Gap	-	+2.8%	-3.5%	-14.0%	+9.1%	+9.7%	+8.1%	-25.0%
<u>Attendance from 01.09.2022 to 17.02.2023:</u>								
	All Pupils	Boys	Girls	Non PP	PP	Boys PP	Girls PP	LAC
	92.5%	92.2%	93.0%	94.8%	91.0%	90.5%	91.7%	91.9%
Gap	-	-0.3%	+0.5%	+2.3%	-1.5%	-1.7%	-1.3%	-0.6%
Persistent Absence:								
	All Pupils	Boys	Girls	Non PP	PP	Boys PP	Girls PP	LAC

	27.9%	29.4%	26.1%	15.7%	36.4%	37.3%	35.3%	50.0%
Gap	-	+1.5%	-1.8%	-12.2%	+8.5%	+7.9%	+9.2%	+22.1%

In terms of academic attainment, **we are determined to diminish the difference between the attainment of our disadvantaged and non-disadvantaged pupils.**

We are aware that this will demand the **highest quality teachers and support staff**, the relentless pursuit of the **best quality pastoral and academic provision** (quality of education) and a **very ambitious, but relevant, curriculum.**

Our school is also mindful that, when making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that all of the teaching and learning opportunities at Halton Lodge Primary School meet the needs of our pupils;
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged;
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We, therefore, reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources



means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Ensuring the school has access to all the necessary resources to deliver the curriculum to the highest possible standard(s).
- Increasing pupil to teacher ratios; thus improving opportunities for effective teaching and interventions; and accelerating progress.
- To allocate a Phase Leader to each phase – Early Years Foundation Stage; Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 – to monitor the progress all of the children are making; and to make best use of all of the resources (human, physical and electronic) available.
- ‘Catch Up’ Enhanced Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning.
- 1-1 support and small group interventions.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support – including the use of an academic mentor and/or 1:3 tuition.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support.
- Education Welfare Service support

## Challenges

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

Challenge number	Detail of challenge
1	Early Language Delay – including speech, language and communication difficulties – compounded by poor language acquisition (vocabulary); from the start of Reception.
2	Adverse Childhood Experiences (including toxic stress) – culminating in a fragile sense of self, poor internal controls and faulty neuroception.
3	Behaviour for learning – including low aspirations, poor concentration and perseverance skills.
4	Attendance and Punctuality issues – including a lack of home support (parental engagement), especially in reading.
5	Emotional literacy – including the need to improve the mental health and wellbeing of the pupils.
6	Narrowing the attainment gap across reading, writing and mathematics (and the wider curriculum).

## 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>To improve the children’s speech, language and communication skills – so a greater proportion of our pupils can access an age-appropriate curriculum by the end of Key Stage 1.</p>	<p>The number of children in EYFS (and Year 1) who require speech and language interventions – using the WellComm Big Book of ideas – diminishes throughout the school year.</p> <p>The children at the end of EYFS (and Year 1) have the necessary language acquisition to have a meaningful (and purposeful) conversation with children of the same age <u>and an adult</u>.</p> <p><i><u>Evaluation (after first year of strategy):</u> The WellComm programme investigates children's receptive and expressive language, and since we have started to implement it, it has also improved our staffs' understanding of language development. We were able to use our Academic Mentor to execute the programme in our school, which has been extremely beneficial. It has enhanced the children's oral communication, which has improved their reading and their writing. Children can now express their understanding of what they have read and what they have had read to them. It allowed staff to identify where children are, in comparison to national expectations, which has enabled adults to identify gaps in knowledge and target specific areas. Staff can then carry out interventions to target these specific areas of need.</i></p>
<p>To ensure that our pupils make accelerated progress in reading (handwriting and spelling) – so they can access an even greater proportion of the national curriculum – and can achieve the expected standard (in reading) by the end of Year 1.</p>	<p>The vast majority (if not all) of the children at the end of Year 1 are assessed at ‘work at’ the expected standard in the Phonics Screening Check.</p> <p>The vast majority (if not all) of the children at the end of Year 1 are assessed at reading at the expected standard in reading – phonetically decodable books that cover all of the phase 5 GPCs.</p> <p><i><u>Evaluation (after first year of strategy):</u> Little Wandle was implemented within the school from the beginning of September 2021, with whole school training and the purchase of</i></p>

	<p><i>all resources. This practise is now well established and embedded within the school – with the school receiving extra validation of this through our work with (and half termly monitoring by) the Childer Thornton English Hub. The programme focuses on the acquisition of skills, with minimal cognitive load. Rather than being overstimulated, Little Wandle's approach to phonics enables children to engage with the specific learning that is taking place during the session. This has proven extremely effective for our children. The proportion of pupils meeting the phonics expected standard (32+) in Year 1 in June 2022 was 93% (significantly <b>above</b> national and in the <b>highest</b> 20% of all schools in 2022). Of the 29 pupils, only 2 did not meet the expected standard.</i></p> <p><i>The repetitive nature of the program ensures our children know what to expect which reduces any anxiety linked to phonics, instantaneously supporting a better mindset. Every child succeeds in every session - attributable to the programme's structure - which supports positive and steady growth from lesson to lesson. Children read texts that can be phonetically decoded in conjunction with their phonics knowledge. Children access three guided reading sessions each week, allowing them to regularly revisit new sounds and embed them into their reading.</i></p>
<p>To significantly improve the children's vocabulary throughout their time at our school – so they can express themselves confidently and accurately.</p>	<p>Children are introduced to a growing bank of words (at least 4 at the start of each unit of work) which they can understand and use in a range of contexts.</p> <p>The children are able to recall at least 75% of the words they have been taught when assessed (formally and informally) – and apply a growing number of these words appropriately in their writing.</p> <p><u><i>Evaluation (after first year of strategy):</i></u> <i>The vocabulary across the school is based on the document 'Making Words Work'. Miss Whiting worked with curriculum leaders to create a progressive bank of vocabulary for each subject area, using this document alongside the National Curriculum. After the school's last OFSTED Inspection, it was identified that children did not always master the vocabulary in each unit across the curriculum, so the vocabulary list was reduced for each unit. Now there are only</i></p>

	<p><i>around 4-5 words per unit – to ensure that our children remember more and use this key vocabulary.</i></p> <p><i>Some of this vocabulary is revisited within other subjects, to make links across and between subjects. Pupil voice, in April 2022, demonstrated that children had a more secure grasp of the key vocabulary (amongst both Pupil Premium and non-Pupil Premium pupils), but children were not always using the vocabulary without being prompted. They knew the definitions when asked but did not use the vocabulary to explain their learning when this was discussed. As a result of this, we ensured that within our Reading lessons, each Guided Reading session has a vocabulary aspect. Lower Attainers (and children will low vocabulary) now access ‘pre-teaching of vocabulary’ sessions, allowing them to access the main guided reading lessons. Also, in the R2W units, vocabulary is taught discretely throughout, and this is regularly revisited to allow for mastery.</i></p>
<p>To accelerate progress in mathematics.</p>	<p>To increase the number of children who achieve the expected standard in all subjects (RWM combined) by the end of Key Stage 1 to at least 67%... as quickly as possible.</p> <p>To increase the number of children who achieve the expected standard in all subjects (RWM combined) by the end of Key Stage 2 to at least 75%... as quickly as possible.</p> <p><u><i>Evaluation (after first year of strategy):</i></u>  <i>Although attainment in 2022 was broadly in line with national expectations for Reading – but amongst the lowest 20% of schools for Writing and Mathematics – at the end of KS1 and KS2, the school achieved in line with national expectations for KS2 Progress in all three areas: Reading (+1.6), Writing (+0.8) and Mathematics (-0.7).</i></p> <p><i>This means that whilst the children are making good progress, the school still needs to strive to raise attainment levels in all areas of the curriculum.</i></p>
<p>To accelerate progress in (reading and) writing.</p>	<p>To increase the number of children who achieve the expected standard in all subjects (RWM combined) by the end of Key Stage 1 to at least 67%... as quickly as possible.</p>

	<p>To increase the number of children who achieve the expected standard in all subjects (RWM combined) by the end of Key Stage 2 to at least 75%... as quickly as possible.</p> <p><u>Evaluation (after first year of strategy):</u>  <i>Children of all ability levels are able to access appropriate learning thanks to the additional adult in each Key Stage. Utilising an additional teacher ensures that children receive high quality teacher input, based upon their secure subject knowledge and expertise. Additional adults within each phase also allow for flexibility in staff deployment, which also minimises the impact of any staff absences and times when staff are accessing professional development opportunities and training. Teaching staff have able to support within different phases, including The Fawns provision, allowing a wide range of skills to be developed and then implemented back within their own teaching, in their phase.</i></p> <p><i>As a school, we are aware that many children do not regularly read at home. However, additionality of adults allows for targeted (teacher directed) groups within Guided Reading and also time to deliver 1:1 Daily Reading sessions. This strongly impacted positively on this year's Reading attainment data. Attainment in Reading – at both KS1 and KS2 – is broadly in line with national expectations and KS2 Progress measures for Reading are higher than those of the other core curriculum areas (+1.6).</i></p> <p><i>The time and flexibility our staffing structure enables teachers in all phases to provide personal feedback (writing conferences), team teach within English lessons (and when writing is a core component of lessons within other areas of the curriculum) <u>and</u> to support the children with their editing skills are also contributing to the school's ambition to significantly improve the quality of the children's Writing (in all year groups).</i></p>
<p>To further improve the children's attitudes to their learning – with our school being a safe environment where all of the children in our care can thrive, learn, move forwards and extend themselves into new areas of development.</p>	<p>To ensure the attendance of our disadvantaged pupils is within 0.5% of our non-disadvantaged pupils.</p> <p>To ensure the punctuality of our disadvantaged pupils is as good, or better, than or non-disadvantaged pupils.</p>

	<p>The number of pupils achieving the requisite number of stamps for the two thresholds (see activity charts) increases term on term.</p> <p><i><u>Evaluation (after first year of strategy):</u> The impact of Phase Leaders modelling, promoting and driving high standards - by ensuring consistence and uniformity throughout the phase - has proven crucial in raising standards in behaviour, attitudes to learning and academic attainment.</i></p> <p><i>The role of the Phase Leaders has also proven to be especially important this year, to support with and effectively manage the behaviour challenges and additional needs that have arisen following the school closures and the global pandemic. This has adversely affected a growing number of children in all year groups – with many showing signs of poor mental health and anxiety. Phase Leaders ensured that staff were supported to explore a range of strategies, implement the TPC Therapy training, support children in the classroom, collaborate with other agencies and professionals, and help with parental communication linked to this. Referrals to Woodview, the Mental Health Support Team and Educational Psychology Service have all greatly increased this year – but the school has been able to access additional support (at a cost) from the Education Welfare and Educational Psychology Services.</i></p> <p><i>The Phase Leaders have supported class teachers to ensure areas of need were identified efficiently, they have analysed data (and regularly reviewed this within their phases) and have implemented the necessary changes to have the greatest impact.</i></p>
<p>Our pupils are compassionate, caring, respectful and believe they can make a difference to their lives and the lives of others (a sense of agency).</p>	<p>Reduction in the number of child restraints and physical interventions – including the number of pupils who are suspended and/or excluded from school – year on year.</p> <p>Reduction in the number of lessons being disrupted due to inappropriate behaviour and/or emotional outbursts. [A greater number of interventions and additional support sessions taking place – focusing on specific skills children need to acquire to make accelerated progress].</p>

	<p><i><u>Evaluation (after first year of strategy):</u> Implementing the TPC therapy has empowered staff and ensured a consistent approach to managing the behaviour of pupils in school. Our pupils can now expect to receive a therapeutic response from all adults who they encounter in school and this consistency makes them feel safe.</i></p> <p><i>The training has provided staff members with the chance to examine a variety of situations and the behaviours associated with them, which they can then correlate to the students in our school. Staff members feel more prepared to handle particular, more extreme, behaviours as they are aware of their causes.</i></p> <p><i>As a school, we identified that our children, specifically the younger children, struggle to identify their emotions because they do not necessarily have the emotional literacy to articulate how they are feeling. Using the therapeutic response has allowed staff to identify these emotions and how we recognise them and, as the children (throughout the school year) become more familiar with these routines and mantras, they are more responsive to the strategies; and incidents of high level of behaviours are reduced.</i></p>
<p>Children are supported to have improved mental health and wellbeing – so they can access lessons and achieve well in school.</p>	<p>The impact of referrals to the Mental Health Support Team (and/or CAHMS) is evident in the children’s behaviour <u>and</u> academic performance (progress).</p> <p>Children are able to use the strategies taught during ELSA sessions to help them self-regulate during lessons – and there is a reduction of children being supported on Behaviour Support Plans, Pastoral Support Plans and/or report cards.</p> <p><i><u>Evaluation (after first year of strategy):</u> The number of pupils taken to MHST consultation meetings – and gaining access to the support services – is gradually increasing.</i></p> <p><i>The school has also been able to provide weekly ELSA sessions to a growing number of our pupils – and places have been secured to train to extra staff members during the Spring Term 2023 (which will enable us to extend this necessary level of support to a larger number of pupils, as required).</i></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 (for example, CPD, recruitment and retention)

Budgeted cost: £189,636 (for 2021/22)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional adult (TA) in Reception – to support the children in developing vital speech, language and communication skills (including engaging regularly in purposeful talk and conversations). This will also enable a greater proportion of the cohort to attain a good level of development (GLD) by the end of the school year (in EYFS); and encourage all parents/carers to take an active part in their child’s education.</p> <p><i>The children in EYFS will also be given extra support with their social, emotional and physical development – as well as academically - within continuous provision and intervention groups; in addition to being taught in smaller, targeted groups for key lessons such as phonics, reading and writing.</i></p> <p>£26,150</p>	<p><b><u>Oral Language Interventions</u></b></p> <p>Very high impact for very low cost based on extensive evidence.</p> <p><b>Impact +6 months</b></p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea of comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both. Oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> <li>- Targeted reading aloud and book discussion with young children;</li> <li>- Explicitly extending pupils’ spoken vocabulary;</li> <li>- The use of structured questioning to develop reading comprehension; and</li> <li>- The use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul> <p><b><u>Parental Engagement</u></b></p> <p>Moderate impact for very low cost based on extensive evidence.</p>	<p>1, 2, 3, 5, 6</p>



	<p><b>Impact +4 months</b></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"> <li>- approaches \and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>- general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>- the involvement of parents in their children’s learning activities; and</li> <li>- more intensive programmes for families in crisis.</li> </ul> <p><b><u>Reducing Class Size</u></b></p> <p>Low impact for very high cost based on very limited evidence.</p> <p><b>Impact +2 months</b></p> <p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number if pupils per teacher becomes smaller.</p>	
<p>Additional Specialist Reading Teacher – to support the lowest 10-20% of readers in each national curriculum year group.</p> <p><i>A highly intensive package of 1:1 support for the children who are experiencing the greatest difficulty in learning how to read – and to read (and comprehend) age-appropriate texts. Through this extra support it is also hoped that the children will also be able to access the wider curriculum more successfully; which will help to develop in them a greater love of learning,</i></p>	<p><b><u>One To One Tuition</u></b></p> <p>High impact for moderate cost based on moderate evidence</p> <p><b>Impact +5 months</b></p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching or as a replacement for other lessons.</p> <p><b><u>Individualised Instruction</u></b></p> <p>Moderate impact for very low cost based on limited evidence.</p> <p><b>Impact +4 months</b></p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored – particularly in terms of the</p>	<p>1, 3, 6</p>

<p><i>greater self-esteem and greater self-confidence. The specialist reading teacher will also be employed to deliver guided reading session in Key Stage 1 – to ensure all children read to an adult on a greater number of days each week whilst in school.</i></p> <p>£32,800</p>	<p>activities that pupils undertake and the pace at which they progress through the curriculum – will be more effective.</p> <p>Various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback.</p>	
<p>Phase Leaders to 'drive' standards amongst the different groups of children – particularly the disadvantaged pupils – in each of the respective year groups:</p> <ul style="list-style-type: none"> <li>- key stage 1</li> <li>- lower key stage 2</li> <li>- upper key stage 2</li> </ul> <p><i>TLR2 post holders to ensure that resources (including staff) are effectively targeted at diminishing the difference between the relative attainments of disadvantaged pupils when compared with all pupils in the cohort. Equally, phase leaders are able to utilise their time to provide effective feedback to pupils (including on a one-to-one basis where deemed most appropriate) and plan/deliver highly effective interventions – including pre-teaching sessions to allow children to achieve well during lessons.</i></p> <p>£10,530</p>	<p><b><u>Metacognition and Self-Regulation</u></b></p> <p>Very high impact for very low cost based on extensive evidence.</p> <p><b>Impact +7 months</b></p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually 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>Self-regulated learning can be broken down into three essential components:</p> <ul style="list-style-type: none"> <li>- Cognition – the mental process involved in knowing, understanding and learning</li> <li>- Metacognition – often defined as 'learning to learn', and</li> <li>- Motivation – willingness to engage our metacognition and cognitive skills</li> </ul> <p><b><u>One To One Tuition</u></b></p> <p>High impact for moderate cost based on moderate evidence</p> <p><b>Impact +5 months</b></p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching or as a replacement for other lessons.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>An additional teacher to be employed in (i) KS1, (ii) LKS2 and (iii) UKS2* - to ensure all teaching</p>	<p><b><u>Feedback</u></b></p> <p>Very high impact for very low cost based on extensive evidence.</p>	<p>1, 2, 3, 6</p>

<p>and learning experiences are good, or better, <u>and</u> children are corrected at the point of teaching (with the necessary support, corrective teaching and intervention) to ensure that all children make the greatest possible progress; in all aspects of the curriculum.</p> <p><i>This approach also ensures greater consistency from one staff member to the next, helps the children build trusting relationships with adults they are familiar with, and helps to maintain high levels of engagement and the most effective class management.</i></p> <p><i>The flexibility offered to staff in each phase also allows the staff to best meet the needs of the children – team teaching, providing instant feedback, organising the class as deemed most appropriate and providing additional support whenever this is needed. Staff are also able to support each other to adopt the most effective teaching styles – e.g. teaching for mastery” and developing the children’s meta-cognition and self-regulation – which are recognised as being highly effective.</i></p> <p><i>*For 2021/22 the school has also temporarily filled a vacant TA vacancy with a fully qualified teacher – allowing for four fully</i></p>	<p><b>Impact +6 months</b></p> <p>Feedback is information given to the learner about the learner’s performance relative to goals or outcomes. It should aim to (and be capable of producing) improvement in students’ learning.</p> <p>Feedback redirects or refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task, the process of the task, the student’s management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>This feedback can be verbal or written, or can be through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or form peers.</p> <p><b><u>Oral Language Interventions</u></b></p> <p>Very high impact for very low cost based on extensive evidence.</p> <p><b>Impact +6 months</b></p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea of comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both. Oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> <li>- Targeted reading aloud and book discussion with young children;</li> <li>- Explicitly extending pupils’ spoken vocabulary;</li> <li>- The use of structured questioning to develop reading comprehension; and</li> <li>- The use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul>	
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<p><i>qualified teachers in UKS2.</i></p> <p>£109,861</p>	<p><b><u>Mastery Learning</u></b></p> <p>High impact for very low cost based on limited evidence.</p> <p><b>Impact +5 months</b></p> <p>According to the early definition of mastery learning, learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied. Subject matter is broken down into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material. Any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. Learners continue the cycle of studying and testing until the mastery criteria are met.</p> <p>More recent mastery approaches do not always have all these characteristics of mastery learning. Some approaches without a threshold typically involve the class moving on to new material when the teacher decides that the majority of pupils have mastered the unit. Curriculum time is varied according to the progress of the class.</p> <p>Mastery learning should be distinguished from a related approach sometimes known as “teaching for mastery”. This term is often used to describe the approach to maths teaching found in high-performing places in East Asia, such as Shanghai and Singapore. Like “mastery learning”, “teaching for mastery” aim to support all pupils to achieve deep understanding and competence in the relevant topic. However, “teaching for mastery” is characterised by teacher-led, whole-class teaching, common lesson content for all pupils, and the use of manipulatives and representations. Although some aspects of “teaching for mastery” are informed by research, relatively few interventions of this nature have been evaluated for impact.</p> <p><b><u>Reading Comprehension Strategies</u></b></p>	
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	<p>Very high impact for very low cost based on extensive evidence.</p> <p><b>Impact +6 months</b></p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups.</p> <p><b><u>Collaborative Learning Approaches</u></b></p> <p>High impact for very low cost based on limited evidence.</p> <p><b>Impact +5 months</b></p> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.</p> <p>Some collaborative learning approaches put pairs, groups or teams of mixed attainment to work in competition with each other in order to drive more effective collaboration. There is a very wide range of approaches to collaborative learning involving many different kinds of organisation and tasks.</p> <p><b><u>Within Class Attainment Grouping</u></b></p> <p>Low impact for very low cost based on very limited evidence.</p> <p><b>Impact +2 months</b></p> <p>Within-class grouping (also known as within-class attainment grouping) means organising pupils within their usual class for specific activities or topics, such as literacy or mathematics. Pupils with similar levels of current</p>	
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	<p>attainment are grouped together, for example, on specific tables, but all pupils are taught by their usual teacher and support staff, and they usually all follow the same curriculum but at different levels of difficulty.</p> <p>The aim of this type of grouping is to match tasks, activities and support to pupils' current capabilities, so that all pupils have an appropriate level of challenge.</p>	
<p>WellComm Screening Toolkit £495</p>	<p><b><u>Oral Language Interventions</u></b> Very high impact for very low cost based on extensive evidence.</p> <p><b>Impact +6 months</b></p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea of comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both. Oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> <li>- Targeted reading aloud and book discussion with young children;</li> <li>- Explicitly extending pupils' spoken vocabulary;</li> <li>- The use of structured questioning to develop reading comprehension; and</li> <li>- The use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul>	1, 5, 6
<p>Little Wandle for Letters &amp; Sounds Revised – new scheme of work (including resources, training and all necessary Collins reading books) £8000</p>	<p><b><u>Phonics</u></b> High impact for very low cost based on extensive evidence.</p> <p><b>Impact +5 months</b></p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using</p>	6

	the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationships between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combing or 'blending' the sound-spelling patterns.	
TLP Therapy Training £1800	<p><b><u>Behaviour Interventions</u></b></p> <p>Moderate impact for low cost based on limited evidence.</p> <p><b>Impact +4 months</b></p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories:</p> <ul style="list-style-type: none"> <li>- Approaches to developing a positive ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</li> <li>- Universal programmes which seek to improve behaviour and generally take place in the classroom; and</li> <li>- More specialised programmes which are targeted at students with specific behavioural issues</li> </ul>	2, 3, 5, 6

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

Budgeted cost: £12,977 (for 2021/22)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic Mentor (2 terms – Spring 2022 &amp; Summer 2022)</p> <p>95% funded through NTP</p> <p>5% + All On Costs =</p>	<p><b><u>Small Group Tuition</u></b></p> <p>Moderate impact for low cost based on moderate evidence.</p> <p><b>Impact +4 months</b></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</p>	5, 6

£2977	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.	
National Tutoring Programme  75% funded through NTP  25% (including all VAT) = £10,000	<b><u>Extending School Time</u></b> Moderate impact for moderate cost based on limited evidence. <b>Impact +3 months</b> Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools as well as the use of targeted before and after school programmes (including additional small group or one to one tuition). It also includes revisions to the school calendar to extend the total number of days on the school year.	6

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

Budgeted cost: £3,600 (for 2021/22)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Elicit the support of the Education Welfare Service to help address the attendance (and punctuality) issues of those children, and families, causing the greatest concern. <i>Prior to this stage, the school will continue to monitor the attendance of all pupils on a week by week basis – and raise concerns as soon as possible. If issues can be resolved at this stage, then this will be</i>	<b><u>Parental Engagement</u></b> Moderate impact for very low cost based on extensive evidence. <b>Impact +4 months</b> Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: <ul style="list-style-type: none"> <li>- approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>- general approaches which encourage parents to support their children with, for example reading or homework;</li> </ul>	4



<p><i>the preferred method used by the school.</i> 2021/22: £3,600 2022/23:</p>	<ul style="list-style-type: none"> <li>- the involvement of parents in their children’s learning activities; and</li> <li>- more intensive programmes for families in crisis.</li> </ul>	
<p>Work closely with the newly formed Mental health Support Team (MHST) – based at the school; to provide the best possible support for our children and their extended family. 2021/22: £ 0 2022/23:</p>	<p><b><u>Social and Emotional Learning</u></b> Moderate impact for very low cost based on very limited evidence. <b>Impact +4 months</b> Social and emotional learning interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p><b><u>Mentoring</u></b> Low impact for moderate cost based on moderate evidence. <b>Impact +2 months</b> Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than develop specific academic skills or knowledge. Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends. In some approaches mentors may meet with their mentees in small groups. Activities vary between different mentoring programmes. Mentoring has increasingly been offered to young people who are deemed to be hard to reach or at risk of educational failure or exclusion.</p>	6

**Total budgeted cost: £206,213**