

Pupil premium strategy statement- November 2023 reviewed Dec 23 reviewed again in March 24

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	Wirksworth Junior school
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	26 pupils 27%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024 September 2025 September 2026
Statement authorised by	Chair of Governor Wilma Hyde
Pupil premium lead	Isabel Webb
Governor / Trustee lead	Ed Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,130.
Recovery premium funding allocation this academic year	£3,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0000
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	£49,045

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

Pupil premium is **funding to improve education outcomes for disadvantaged pupils in schools** in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

At Wirksworth Junior School we aim to address disadvantages that pupils may face, embedding a school-wide change, fundamentally thinking and acting differently when addressing the link between household income and educational achievement. Each pupil premium child in our school, will be seen as an individual and we will seek to produce support that is bespoke to them as a person. Building relationships, being inclusive and having effective communication with pupils and their families to address these barriers is the ethos behind our strategy and these will be the driving forces to create change and improvements in the lives of the most vulnerable children in our school.

Research by Marc Rowland has discovered four core elements which we will build our strategy upon:

Relationships.

Metacognition and self-regulated learning.

Social, emotional and mental health (SEMH).

Language development and comprehension.

We aim to address all aspects of inequality and use these core elements to build our Pupil Premium Strategy on.

Our objectives for the children in receipt of pupil premium funding is that they leave Wirksworth Juniors being able to:

- feel safe and know how to communicate vocally to others when they are not, know what to do about this;*
- read fluently;*
- are confident in their ability;*
- can confidently communicate with their peers, adults and large groups, and are culturally enriched.*
- enjoy conversations about art, literature, politics, music, history, or any other culturally significant topic, and show curiosity in the world around them.*
- have an increasing vocabulary to make links across subjects and vocalise their thoughts, and know how to research and follow independent study into their own areas of interest.*
- have met their true potential.*

How does your current pupil premium strategy plan work towards achieving those objectives?

With relationships at the core of this strategy, we will ensure all pupils in receipt of pupil premium funding and their parents have a person in the school with whom they can: communicate, share worries and successes with and build a relationship to work with in school. These are the seldom heard families who we want to hear. All staff in school work tirelessly to develop lines of communications, offering help or signposting to other agencies where needed.

A healthy mental lifestyle is promoted, through regular exercise in school, outdoor adventurous activities, sailing and our forest school provision. Our school offers provision to support mental health at school and a home through our PSHE curriculum, nurture and our school's Family Support Worker. Financial support can be accessed so pupil premiums have the opportunities of the enriching experiences and ensure the children have equal access to develop their cultural capital and widen their aspirations.

The curriculum intent is based around high quality books to not only develop a love of reading but support the cultural enrichment, that they may not receive at home. The curriculum is based around rich philosophical questioning to encourage an enquiring mind, and the children are encouraged to discuss with others their thoughts. The curriculum has been meticulously designed to develop cultural capital and widen pupils' aspirations, having mutual respect for others in and out of school. Teachers make links across subjects to make the learning meaningful and understandable.

Teachers scaffold up the work to allow the SEND pupils to access the end of year outcomes for all pupils, not limiting the results which pupils can achieve. Targeted interventions are provided after assessments with clear entry and exit points, with a focus on pre-teaching to build confidence and ensure the development of long-term memories.

Time is given to discuss with them how they learn and they are taught specifically in class metacognitive strategies to enable them to become an independent learner.

Teachers are trained in what good pedagogy is and how, to model, explain, scaffold resources to, and have well-planned questioning which allows feedback to design around the pupils' needs.

What are the key principles of your strategy plan?

Equality.
Respectfulness.
Positive Relationships.
Open Communication.
High quality Teaching and Learning.
Caring culture.
Creativity.
Curiosity.
High expectations – Every moment counts.

Challenges

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

Challenge number	Detail of challenge
1	37% have poor or persistently poor attendance last year. (this has fallen from 58% last year)
2	33% of pupil premiums are SEND.
3	33% of pupil premiums have a need for Early Help support in the past year, due to being on the ACES scale
4	4% of pupil premiums are achieving Greater Depth in either R/W/M from KS1/EYFS outcomes. In Y6 SATS 2023, 3/10(30%) achieved greater depth, none in maths.
5	Pupil premium attainment in reading is lower than non-pupil premiums.
6	Pupil premium attainment in maths is lower than non-pupil premiums.
7	Pupil premium attainment in writing is lower than non-pupil premiums.
8	Many pupils do not have an opportunity to develop cultural capital, and have limited opportunities to visit places outside of Derbyshire, due to financial hardship or aspirations.
9	Many families experience financial hardship, which in turn leads to poor nutrition.
10.	60% of pupil premium are not engaged in home learning (reading, practising spelling and multiplication facts and completing homework regularly).
11.	Pupil premiums do not have the metacognitive skills to work independently at school and at home.
12.	37% of pupil premiums' parents did not attend the optional parents' evenings in Oct 23. 7% have not attended parents evening in the last year.
13.	22% of pupil premiums parents have known mental health issues (anxiety or depression)
14.	11% of pupil premiums have behaviour issues which need to be managed by behaviour plans.

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>Improved attendance in pupil premiums to be inline with national levels and non-pupil premiums. Challenge: 1,5,6,7</p>	<ul style="list-style-type: none"> • Overall pupil premium attendance to be good (96%) <p><u>Continue the following.</u></p> <ul style="list-style-type: none"> • Those whose attendance is below have been given support to show improvement in attendance over a monitored period of time. • Penalty fines are used when attendance has not improved after a period of support has been given. • Pupil voice is gathered with pupils being given small group sessions, daily 1:1 where needed, which is improving their engagement and attendance in school.
<p>SEND pupils are making more than expected progress and are not held back by low aspirations and expectations of them. Challenge:2,5,6,7</p>	<ul style="list-style-type: none"> • Aspirational targets have been set for the SEND pupils. • Scaffolded support is used in all lessons to enable all SEND pupils to achieve their targets, and where not interventions are put in place. • Teachers and teaching assistant questions are ensuring pupils are working independently and they are rephrasing answers and reasoning about their answers, by using because.
<p>Early help is supporting pupils' social skills in school and pupils are more resilient to cope with changes. Pupils are able to label and convey their emotions and in turn, can self-regulate in a positive way. Challenge:14</p>	<ul style="list-style-type: none"> • SEMH interventions for are tightly monitored through the use of Boxall profile online and progress can be seen in these areas. • Identify areas to target support are clearly identified and interventions are matched to these needs. • Staff member trained as a mental health lead across and is supporting pupils with mental health needs to help regulate emotions. <p><u>Refine and continue the following.</u></p> <ul style="list-style-type: none"> • Teachers and teaching assistants are providing children with the vocabulary associated with emotions and children can now self-regulate behaviours by using the vocabulary. • Teachers and children know the vocabulary for the four zones of regulation, which is displayed in the classroom and is referred to, to support pupils in receipt of pupil premium funding to self-regulation.
<p>Pupil premiums are contributing to lessons verbally and feel confident to share their thoughts in all lessons. Challenge: 4,5,6,7</p>	<ul style="list-style-type: none"> • Pupils in receipt of pupil premium funding are contributing during think: pair: share activities. • Teachers are using strategies such as say it again better, time is given to think, and open questions are offered to learners and children are speaking more. • Teachers give pupils an opportunity to share their thoughts on discussions through actions as well as speaking.

	<ul style="list-style-type: none"> Teachers have high expectations of oral answers by the use of say it again better and references to knowledge organisers and key vocabulary on display or in books. Teachers and teaching assistants are using open ended questions to stretch and support learners in all lessons. <p><u>Continue the following.</u></p> <ul style="list-style-type: none"> Standardised scores in reading and maths have increased across the year group and have reduced the gap with non-pupil premiums.
<p>Pupil premiums are making accelerated progress in reading, writing and maths.</p> <p>Challenge: 4,5,6,7,11</p>	<ul style="list-style-type: none"> All pupil premiums have met their target levels in reading, writing and maths, and if not, interventions have been put in place. <p><u>Continue the following.</u></p> <ul style="list-style-type: none"> Phonics books are matched to the needs of the children. Teachers trained in the new <i>Little Wandle syntenic phonics</i> program and are confident at teaching phonics. Phonics teaching is good in all classes. Learning journeys are used to enable pupils in receipt of pupil premium funding to be actively involved in their learning and progress can be seen in the areas they want to improve in. Key vocabulary is mapped across the school and pupils in receipt of pupil premium funding are beginning to use this.
<p>Parents are engaged in their pupils learning despite barriers.</p> <p>Challenge: 8,10,12,13</p>	<ul style="list-style-type: none"> School uses incentives for pupils in receipt of pupil premium funding to attend regularly, parental engagement has improved at parents' evening. <p><u>Continue the following.</u></p> <ul style="list-style-type: none"> Pupil premium parental engagement is monitored and no-engagement is proactively investigated for reasons why and changes made, resulting in more attendance and participation in school events, parents' evenings and workshops. School investigates the barriers/reasons why children invited to free clubs are not attending. Pupil Premium parents who have struggles which are impacting on their child's behaviour and education in school are offered support from our Attendance Officer or School Family Support Worker to signpost to financial support, mental health support groups or other agencies.
<p>Pupils in receipt of pupil premium funding to be given equal access to cultural experiences.</p> <p>Challenge: 9</p>	<p><u>Continue the following.</u></p> <ul style="list-style-type: none"> Pupils in receipt of pupil premium funding receive funding for trips. Finance is not a barrier for pupils in receipt of pupil premium funding attending trips.

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: £ 5650

Activity	Evidence that supports this approach	Challenge number(s) addressed and review
<p>Phonics systematic diagnostic testing and improving teachers understanding of phonics.</p> <p>Leadership time to monitor impact of phonics intervention</p> <p>Release time for assessment and training</p> <p>£ 1050</p>	<p><u>Phonics -EEF research +5 months</u></p> <p>High-quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs.</p> <p>Rapid provision of support is important, but it is critical to ensure it is the right support. Diagnostic assessment can be used to inform professional judgement about the best next steps. Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.</p> <p>A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively.</p> <p>This approach can be used for high- and low-attaining pupils and for whole-class and targeted interventions.</p> <p><i>Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful framework</i></p>	<p>2, 5, 6, and 7</p> <p><i>March 24-</i> 11 children are having phonics sessions with 6 of these being children in receipt of pupil premium funding. Three pupils are coming off the program to work on fluency in reading. Of the three left, two are receiving an additional 1:1 session regularly by a trained TA. These are being monitored tightly by the English lead.</p>
<p>Mapping of emotion vocabulary across the school and monitoring the use to help children self-regulate. (see implementation plan) Training staff on the use of vocabulary, which will be mapped across the school.</p> <p>£300</p>	<p>Research shows that children from households from families on welfare hear approximately 616 words per hour, while those from working class families heard approximately 1251. A consistent approach to vocabulary across the school and pupil premiums have access to where to find rich vocabulary is the evidence that supports this approach.</p>	<p>4,5,6 and 7</p> <p><i>March 24-</i> Staff trained on oracy and having high expectations of responses from children. They are using sentence stems to scaffold their speech.</p>
<p>Training for TA on Mastery maths from the Maths Hub lead and the use of questioning to extend the learning.</p>	<p><u>EEF research on effective teaching assistants + 4 months</u></p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes</p>	<p>2, 4 and 6.</p> <p><i>Dec 23: TAs attended the first session of the mastery maths- maths lead will monitor impact in the spring term 24.</i></p>

<p>Leadership time for the Maths lead to monitor and support Cover for training £1800</p>	<p>due to the large difference in efficacy between different deployments of teaching assistants.</p>	<p><u>March 24-</u> TA's attended the second session of the numeracy training. TA's have been monitored to supporting in the classroom using a helicopter style teaching. Use of a TA is linked to the SIP and teachers' performance management.</p>
<p>Effective teaching modelling, explanations, questioning and feedback. (See implementation plan) Release time to monitor the interventions- £600 Training on Rainbow grammar and monitor of this across school - £1650</p>	<p><u>EEF evidence</u> Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. Investing in effective teaching and training to ensure high-quality first-class teaching.</p>	<p>4, 5, 6 and 7. <i>Training on Rainbow grammar and monitor of this across school - £1650-completed and started teaching from November 2023.</i> <u>March 24-</u> SPAG papers have been purchased to begin assessing the impact from the extra Rainbow Grammar sessions.</p>
<p>Training staff on the use of metacognitive approaches and English and Maths Lead monitoring this. £250- leadership time</p>	<p><u>EEF research on effective feedback+ 7 months</u> There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p>	<p>2,4,5,6, 7 and 11. <i>Training on Metacognitive approaches across the school. English and maths leads are monitoring the use of this in the classroom. Pupil Premium lead is monitoring learning journeys with all pupil premiums and the progress in mathematics.</i> <u>March 24 Pupil premium progress.</u> <u>Reading 21/27 made expected+ progress, 4/27 made more than expected progress.</u> <u>Writing 24/27 made expected+ progress, 11/27 made more than expected progress.</u> <u>Maths 21/27 made expected+ progress, 11/27 made more than expected progress.</u></p>

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

Budgeted cost: £27,708

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured support for pupil premiums led by the class teacher once a week. £9996</p> <p>Maths and Reading papers purchased to identify gaps in learning. £1512.00</p> <p>Educational Psychologist involvement to support targeted interventions for the SEND pupil premiums £900</p>	<p><u>EEF targeted interventions + 4 months</u></p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Small group tuition may be delivered by teachers, trained teaching assistants, academic mentors or tutors. Interventions are typically delivered over an extended period, often over the course several weeks or terms, to a small group of between two to five pupils.</p>	<p>2,4,5,6 and 7</p> <p><i>Maths and Reading papers purchased to identify gaps in learning. £1512.00- purchased and implemented December 23</i></p> <p><i>Pupil premiums receiving small group interventions to meet needs in mathematics.</i></p> <p><i>Dec 23- Educational psychologist report for 1 pupil premium child conducted.</i></p> <p><u>March 24 Pupil premium progress.</u> <u>Maths 21/27 made expected+ progress, 11/27 made more than expected progress.</u> All pupil premium children are receiving additional maths tuition with their class teacher to fill gaps in their learning and post interventions.</p>
<p>Structure phonics interventions using diagnostic testing and led by experienced teachers. £6825 5 hours a week</p>	<p><u>EEF research phonics + 5 months</u></p> <p>Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support.</p> <p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to use accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions.</p>	<p>2,4 and 5</p> <p><i>Dec 23: Structure phonics interventions using diagnostic testing and led by experienced teachers. Progress can be seen in pupils' phonics knowledge.</i></p> <p><u>March 24</u> TAs are trained in phonics and are leading 1:1 sessions and progress can be seen the children's phonics confidence and knowledge. One pupil premium child is receiving this session.</p>
<p>Discussions with pupils about their metacognition to enable teachers to understand how the pupil learns and build stronger relationships with the pupil and their learning- focus on maths. Reviewed every 6 weeks.</p>	<p><u>EEF research on metacognition +7 months</u></p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills</p>	<p>4, 6 and 11</p> <p><i>Dec 23: Pupil Premium lead is monitoring learning journeys with all pupil premiums and the progress in mathematics. Small steps of progress can be seen in pupils' mathematics skills.</i></p> <p><u>March 24:</u> pupil premium learning journeys are showing children are</p>

<p>£1200- release time cover</p>	<p>more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	<p>making progress in gaps and can speak with their teacher about how they learn and what helps them to learn more. Maths results show strong progress. Standardised score increases.</p> <ul style="list-style-type: none"> • Y3 +13 • Y4 +7 • Y5 +2 • Y6 -1 <p><i>Where progress is not as strong individualised support has been given to discuss barriers and identify support or scaffolds needed.</i></p>
<p>Nurture/Lego therapy. To work on bespoke targeted interventions focussing on social and emotional learning. Twice a week (SEL) £3510</p> <p>Boxall Profile purchased £100</p> <p>Purchasing behaviour support £900</p>	<p><u>EEF research targeted interventions + 4 months</u></p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>1, 3, 13 and 14</p> <p><i>Dec 23: Nurture leads trained in leading Nurture and the use of Boxall Profiles. Planning monitored by the SENCo meeting needs identified in the Boxall areas. Progress will be collected after the 12-week intervention.</i></p> <p><i>Dec 23: Behaviour support has written 1 report for a pupil premium child this term.</i></p> <p><i>March 24: Behaviour support has written an additional 2 reports for pupil premium children to support the children's social and emotional health in school.</i></p>
<p>Homework club. Supporting pupils' access to maths homework or reading at extra sessions after school. £1,190</p>	<p><u>EEF – homework +5 months</u></p> <p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. Broader evidence suggests that homework should not be used as a punishment or penalty for poor performance.</p>	<p>8 and 10</p> <p><i>Dec 23: Homework club is being lead and 3 pupil premiums are attending regularly. This is advertised 1:1 in parents' evenings to encourage more attendance.</i></p> <p><i>March 24: 5/10 children attending are pupils in receipt of pupil premium funding.</i></p>

Multiplication early morning club. Daily. £1,575	See above <u>EEF -parental engagement +4 months</u> <u>EEF – targeted interventions + 4 months</u>	3, 6 and 10 <i>Dec 23: TT Rockstar club is being lead and 5 pupil premiums are attending regularly. This is advertised 1:1 in parents' evenings to encourage more attendance.</i> <i>March 24: TT Rockstar club- 3 pupil premiums continue to attend out of 12 children. 47 children have been invited for free.</i>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15687

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer £5850	In the past support from the Attendance Officer has ensured improved attendance for pupils she has worked with.	1, 3 and 9 <i>March 24: Attendance officer is working with four children who are in receipt of pupil premium funding and making small steps to change attitudes to school and attendance/lateness. Attendance for these is being monitored tightly.</i>
Family support Worker to build stronger relationships with the school £5665	Children that work with the family support worker have resulted in improved attendance, wellbeing and communication with the school. EEF research	1, 3, 9 and 11 <i>Dec 23: Family support worker has worked with 2 pupil premium children this term and had positive impacts on the pupils' home life.</i> <i>March 24: Family support worker is currently working with 2 pupil premium children this term and positive steps have been seen at home and in school.</i>
Extra support at dinner time to support behaviour-midday supervisor £1912	Targeted approaches that are tailored to pupils' needs such as regular report cards or functional behaviour assessments may be appropriate where pupils are struggling with behaviour. Extra dinner time staff will allow us to run a nurture session during dinnertime (EEF research on behaviour)	14 <i>Dec 23: Support has been given 1:1 to two pupil premium children in school during break and dinnertimes.</i> <i>March 24: Extra TA support has been given by two TAs at dinnertime to support with social interactions. These TA's also lead Nurture in school to help remind children of the social skills they are learning about in the classroom to reinforce these on the playground.</i>
Behaviour support training for staff on managing pupil's behaviour with demand avoidance and how to deescalate behaviours. SENDCo to monitor in leadership time. Training on being an Autism Advocate school.	The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage though universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. The restorative practice training is for all staff so all staff can deal and help manage pupils'	2, 3, 13 and 14 <i>Dec 23: Teaching staff have been trained in the DCC sensory toolkit and are using this to help children to regulate in the classroom and on the playground.</i> <i>Dec 23: Staff have been 1 out of the 3 training sessions for autism. All staff are aware of what autism is and how we need to make adaptations on how and what we say which may dysregulate children. Sensory</i>

<p>Training on the use of the DCC Sensory Toolkit.</p> <p>£960</p>	<p>behaviour in the school the same consistent approach.</p> <p>EEF says professional development is needed to implement approaches effectively.</p>	<p><i>manipulatives being used on the playground and classroom.</i></p> <p><i>March 24: All staff trained on the Autism Advocacy training are more aware of needs in school, they have read the one-page profiles and how neurodiverse children see the world differently.</i></p>
<p>Bespoke relationship building and 1:1 support given to parents to support them managing their child's behaviours and attendance from Nurture Lead and Attendance Officer.</p> <p>£300</p>	<p>Osher et al, Driver of human development: How relationships and context shape learning and development</p> <p>This discusses how relationships and context shape learning. We will develop relationships with parents to understand the lived experience of the child and how to develop bespoke support package for them.</p>	<p>3 and 8</p> <p><i>Dec 23: Attendance officer giving 1:1 support for some parents on getting their child into school. Good relationships are being built. School signed up for the DFE attendance program.</i></p> <p><i>March 24: ongoing as above.</i></p>
<p>Cultural experiences-supporting families so pupils can attend trips-such as sailing and music lessons.</p> <p>£1000</p>	<p>Giving pupils access to cultural experiences will mean pupils will get access to similar to those experiences than non-pupil premium children.</p>	<p>8 and 9</p> <p><i>Dec 23: one pupil premium being given drumming lessons to help him to regulate.</i></p> <p><i>March 24: one child in receipt of pupil premium funding has been supported with payment for the Conover residential trip. 14 children are not attending the trip of which 4 of these are pupil premium, finance is not a barrier to them not attending.</i></p> <p><i>We have also agreed to fund two hours of games activities. In the summer term, this will be focussed on pupil premium children who are reluctant to take part in PE and to support for competitions.</i></p>

Total budgeted cost: £49,045

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.

Successes and next steps

- Pupil premiums across the school have made more than expected progress in reading and maths. The year group standardised scores in reading and maths have improved across all year groups.
- Pupil premiums continue to show sustained new learning in writing books because of the sequencing of writing and because staff have been trained in the new spelling program which is running across the whole school and has been monitored by English lead and DCC advisor, Simon Robinson. ***To ensure progress in writing continues and improves the school needs to sequence the grammar teaching across the school and improve teacher knowledge of grammar terms and the pedagogy.***
- Pupil Premium showed improvements in the gaps in their learning because of maths, phonics and writing interventions, targeted to the needs of the children. Next steps is to embed the maths mastery approach across school and use the NRICH small steps and intervention program to support gaps in pupil premiums' learning.
- Of the pupil premiums with behavioural struggles, Lego therapy had impacted positively on the following areas: participating constructively, self-esteem, sharing and confidence building. ***This will be continued next year.***
- Pupil premiums' cultural capital continued to be improved; aspirations were widened and a love of learning was developed through the development of the bespoke curriculum with philosophical questioning and financial support was given for children to go sailing and attend adventurous activities, residentials and music lessons. ***This will be continued next year.***
- Those that worked with the Family Support Worker had improvements in family life which improved the pupils' wellbeing and safety. (Evidence can be seen on My Concern) to develop this further use Boxall profiles to show improvements from support offered from the family support worker, or Early Help Worker. ***This will be continued next year.***
- Pupil premiums who have had support from the attendance officer have seen improvements in attendance and lateness into school. Pupil voice has shown improvements in their mental health and wellbeing. ***This will be continued next year.***
- Behaviour Support and Educational Psychologist reports are supporting the SENDCo and teachers to write bespoke actions to improve pupils' wellbeing and learning across the school. Success can be seen on Individual Education Plans and in My Concern behavioural concerns and chronologies. ***This will be continued next year.***
- The pupil premium review has resulted in a tighter attendance policy which is supporting children in coming to school on time and improving attendance. New strategies have been put in place to improve the profile of attendance with children and parents, such as: the weekly attendance board in school and on Class Dojo, attendance report on the newsletter, termly personalised attendance reports sent home via email and an information letter on attendance and how parents can improve this and be supported in school. ***This will be continued next year.***

- Pupils sense of belonging and regulating their emotions has improved because of the use of restorative practise when there are behavioural issues in school, which all staff have been trained on. ***This will be continued next year.***

Catch-up premium

A large number of pupils in year 6 were identified as being eligible for additional support to close gaps in their learning. Small group interventions in reading, maths and writing took place conducted by the class teachers who were released by a supply teacher across the school. Groups consisted of no more than 6 pupils with bespoke learning packages derived from data analysis and baseline assessments. In total, 156 sessions took place across the three curricular areas with the vast majority of pupils made considerable progress within the gaps identified.

Year 6

- **Maths July 23 Average SS 96 and SATS end of year 98**
- **Reading July 23 Average SS 104 end of year 107**
- **Progress scores: 3.7 Writing over the year- expected is normally 3.**

Year 5

- **Maths July 23 Average SS 84 end of year 87**
- **Reading July 23 Average SS 91 end of year 94**
- **Progress scores: 3.0 Writing over the year- expected is normally 3.**

Year 4

- **Maths July 23 Average SS 88 end of year 98**
- **Reading July 23 Average SS 101 end of year 104**
- **Progress scores: 3.25 Writing over the year- expected is normally 3.**

Year 3

- **Maths baseline Average SS 86 end of year 89**
- **Reading baseline Average SS 92 end of year 100**
- **Progress scores: 2.44 Writing over the year- expected is normally 3.**

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
N/A	N/A

Service pupil premium funding (optional)

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

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