

Pupil premium strategy statement- November 2021- Reviewed 15.2.22 Reviewed again 3.4.22 Reviewed again 30.9.22

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	Wirksworth Junior school
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	32 pupils 25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 completed 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022 April 2022 September 2022
Statement authorised by	Chair of Governors Katie Forster. New Co chairs Ed Robinson and Martin Counter
Pupil premium lead	Isabel Webb
Governor / Trustee lead	John Greenough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,674
Recovery premium funding allocation this academic year	£4,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£43,314

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 pupil premiums and 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. Class teachers work tirelessly to develop lines of communications, and offer 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 at 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	70% have poor or persistently poor attendance last year.
2	50% of pupil premiums are SEND.
3	50% of pupil premiums have a need for Early Help support, due to being on the ACES scale.
4	10% of pupil premiums are achieving Greater Depth in either R/W/M from KS1/EYFS outcomes.
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.	25% of pupil premiums' parents do not attend parents' evenings or have regular contact with the class teacher.
13.	33% of pupil premiums parents have mental health issues (anxiety or depression)
14.	10% 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
Improved attendance in pupil premiums to be inline with national levels and non-pupil premiums.	Overall pupil premium attendance to be good (96%) and 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.
SEND pupils are making more than expected progress and are not held back by low aspirations and expectations of them.	SEND pupils books show high expectations and progress in books can be seen.
Early help is supporting pupils' social skills in school and pupils are more resilient to cope with changes.	Boxall profiles show impact of Nurture and Lego therapy. Early Help support is effective at improving pupils' lives. Outcomes will be be-spoke to the pupils; success could be: attendance, resilience, build home/school communication and relationships, parental involvement, Boxall profiles increases in positive areas.
Pupil premiums are making accelerated progress in reading, writing and maths	<p>Pupils results are improving. Standardised scores in reading and maths have increased.</p> <p>July 2022 (expected progress score should be 3)</p> <p><u>Year 3:</u></p> <ul style="list-style-type: none"> • Maths Progress scores: 3.2 • Reading Progress scores: 3.2 • Writing Progress scores: 2.6 • 60% of p/p attendance is below- see attendance officer file for interventions and actions. • Maths baseline Average SS 87 end of year 91 • Reading baseline Average SS 91 end of year 100 <p><u>Year 4:</u></p> <ul style="list-style-type: none"> • Maths Progress scores: 3.75 • Reading Progress scores: 3.25 • Writing Progress scores: 2.5 • 50% of p/p attendance is below- see attendance officer file for interventions and actions. • Maths baseline Average SS 80 end of year 84 • Reading July 21 Average SS 80 end of year 91 <p><u>Year 5:</u></p> <ul style="list-style-type: none"> • Maths Progress scores: 3.13 • Reading Progress scores: 3.75 • Writing Progress scores: 4.75 • 70% p/p attendance is below- see attendance officer file for interventions and actions.

- Maths baseline Average SS 90 end of year 94
- Reading July 21 Average SS 96 end of year 101

Year 6:

- Maths Progress scores: 5.00
- Reading Progress scores: 4.43
- Writing Progress scores: 4.14
- 88% of p/p attendance is below- see attendance officer file for interventions and actions.
- Maths baseline Average SS 82 and SATS end of year 93
- Reading July 21 Average SS 99 end of year 102

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: £ 6475

Activity	Evidence that supports this approach	Challenge number(s) addressed and review
<p>Talk for Reading training for staff to have explicit teaching of comprehension.</p> <p>£950</p>	<p><u>EEF research on explicit reading comprehension + 6 months</u></p> <p>Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text</p>	<p>2,4 and 5</p> <p><i>15.2.22: Training completed by all staff- English coordinator and school council looking to develop good reading environments in the classroom.</i></p> <p><i>September 2022: Reading environment updated in each classroom. Teachers have targeted comprehension teaching in areas of weakness from assessments. Reading SS improved in all year groups.</i></p> <p><i>Next step: continue to use assessment to guide the learning. Look at how to engage parents to support reading at home.</i></p>
<p>Purchasing of books matched to the needs of pupils reading ability. Staff trained in teaching phonics and supporting the KS1 curriculum as well as more for the recommended reads for independent readers in the class</p> <p>£2000</p>	<p><u>Phonics- EEF research +5 months</u></p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p><i>Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a</i></p>	<p>2,4 and 5.</p> <p><i>September 2021: Books have been purchased and pupils have been taking these books home to support their phonics.</i></p> <p><i>April 2022: Pupils requiring phonics has reduced. Pupils have made progress in the amount of phonics sounds they know.</i></p> <p><i>September 2022: Progress can be seen in pupils in phonics and reading SS scores over the year.</i></p> <p><i>Next step: quickly moving children to extra SEND support if phonics intervention not making rapid progress- new scheme to be</i></p>

	week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful framework.	<i>introduced to be inline with the feeder infant school.</i>
Phonics systematic diagnostic testing, Release time for assessment and training £450	<u>Phonics -EEF research +5 months</u> High-quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs. 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. A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively. This approach can be used for high- and low-attaining pupils and for whole-class and targeted interventions.	2,4 and 5 <i>September 2021 training given and all staff using assessment to meet pupils needs.</i> <i>Next steps: training in the new Little Wandle scheme which is inline with the feeder infant school. Ensure this is monitored tightly and children move on an off the phonics program swiftly. Sounds to be reinforced in lessons, especially spelling and reading.</i>
Purchasing of vocabulary ninja books to support vocabulary acquisition. £1250	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.	7 <i>September 21. Ninja vocab books purchased and pupils/teachers using them in the classrooms to support their writing.</i> <i>April 2022: Vocabulary is mapped across the school in maths and other subject areas.</i> <i>Maths dictionaries purchased in May 2022.</i> <i>Next step: Monitor the vocabulary use across the curriculum and ensure children are having opportunities to practise this vocabulary when using talk partners.</i>
Training for TA on Mastery maths. Three days Training free. Cover for training £830	<u>EEF research on effective teaching assistants + 4 months</u> Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.	5,6 and 7. <i>September to July 2022. TAs on Mastery Maths training and leading on case studies in school and the support they are offering them and impact.</i> <i>September 2022- All TAs have been part of the training from the Maths hub.</i> <i>Next steps: focus on TA questioning in the class to stretch and support pupils to become independent- support from the Maths hub- Jenny Flavell.</i>
Effective teaching modelling, explanations, questioning and feedback Walk thru books – £395	<u>EFF 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.	5,6 and 7. <i>September to July 2022. This is scheduled as part of the SIP. Currently, looked at scaffolding, independent practice and live modelling.</i>

<p>Release time to monitor the interventions- £600</p>		<p><i>April 2022 teachers are using live modelling and scaffolding in lessons</i></p> <p><i>July 2022: Teachers are modelling within lessons and using questions to have higher expectations of pupils to answer in full sentences.</i></p> <p><i>Next steps: focus on TAs use of questioning within lessons, and effective use of talk partners and cold calling.</i></p>
<p>Effective teaching- Constructive oral feedback through questioning to pupils- training staff using Tom Sherrington</p> <p>See costings above.</p>	<p><u>EEF research on effective feedback+ 7 months</u></p> <p>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 and 7</p> <p><i>Planned for Summer term 1</i></p> <p><i>September 2022: training given in June 2022. More time is needed to embed this.</i></p> <p><i>Next steps: more training on metacognitive approaches and monitoring of this from the English lead.</i></p>

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

Budgeted cost: £24,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured support for pupil premiums led by the class teacher twice a week.</p> <p>£12285</p> <p>Puma and Pira papers purchased to identify gaps in learning.</p> <p>£1512.00</p> <p>Educational Psychologist involvement to support targeted interventions for the SEND pupil premiums</p> <p>£2560</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>2,4,5,6 and 7</p> <p><i>September to July 2022. Interventions are being led and impact has been seen PUMA and PIRA test results in areas of weaknesses.</i></p> <p><i>PUMA and PIRA tests are supporting teachers identifying gaps in learning which are addressed in planning and lessons.</i></p> <p><i>Ed psychologist and Behaviour Support has been in and created a support for teachers to follow to support the learning.</i></p> <p><i>September 2022: maths and reading interventions have been led across the school for the pupil premium children and SS scores have improved for all year groups in maths and reading- see above scores on page 5 & 6.</i></p> <p><i>Next steps: continue to use the National Tutoring scheme to target</i></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.	<i>small group interventions- pre and post learning.</i>
Structure phonics interventions using diagnostic testing and led by experienced teachers. £1700	<u>EEF research phonics + 5 months</u> 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. 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.	2,4 and 5 <i>September 2022. A 4 staged reading assessment is in place (embedded) to identify gaps in phonics knowledge which the teacher is using to match teaching to the pupils' needs.</i> <i>April 2022: English coordinator is monitoring phonics support and reorganise groups to meet the needs of the pupils.</i> <i>September 2022: SS in reading for the P/P have increased across all year groups. Pupils phonics scores have improved. Books are matched to the needs of the children.</i>
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. £600- release time cover	<u>EEF research on metacognition +7 months</u> 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 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.	11 <i>September and January 2022. Pupil learning journeys created in maths and pupils can see that they have made progress on what they wanted since September. New targets set for April 2022.</i> <i>April 22: Discussion with the attendance officer if to include this as part of the pupil voice in improving attendance. (March 2022) completed. Role to start in May 2022.</i> <i>September 2022: effective 1:1 mentoring given to pupil premium children. Children are actively improving their attendance and lateness by changing behaviours and learning new skills. Attendance policy has been updated to show the support we now offer pupils with poor attendance and lateness. Teachers have led maths learning journeys on allowing them to focus on areas they want to work on and what steps they can take.</i> <i>Next steps: to develop the pupil voice further by having small group sessions, daily 1:1 where needed. Develop the engagement of parents in this offer. Learning journeys to be monitored tightly.</i>
Nurture/Lego therapy. To work on bespoke targeted interventions focussing on social and emotional learning. Twice a week (SEL) £3510	<u>EEF research targeted interventions + 4 months</u> Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These	1 <i>September to March22: Nurture continues to run. Boxal profiles have been completed for entry and exit points and success can be seen in these areas.</i>

<p>Behaviour support</p>	<p>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><i>TA and teacher trained in Lego therapy- due to staffing this has not yet started. Planned to start in May 2022. Completed.</i></p> <p><i>January 2022. Behaviour support are helping the school to write plans and support pupils in school.</i></p> <p><i>September 22: TAs are now trained in Lego therapy and this is being used across the school to support. This is having an impact on pupils Boxhall scores.</i></p> <p><i>Next steps: tighter monitoring of SEMH interventions. Purchase Boxhall profile online to identify areas to target support and identify best intervention to use.</i></p> <p><i>Train staff member as a mental health lead across the school for pupils using the DFE free training.</i></p>
<p>Homework club. Supporting pupils' access to maths homework or reading at extra sessions after school. £570</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>10</p> <p><i>March 2022. Homework club is running every week however not all pupil premiums are attending. Encourage this to be used at parents evening and through Class Dojo.</i></p> <p><i>September 2022: More pupil premiums are attending the homework sessions; however, this is not consistent.</i></p> <p><i>Next steps: investigate why children invited are not attending the free club. Offer free incentives for the children who attend regularly.</i></p>
<p>Multiplication early morning club. Daily. £300</p>	<p>See above</p> <p><u>EEF -parental engagement +4 months</u> <u>EEF – targeted interventions + 4 months</u></p>	<p>10</p> <p><i>Started in October 21, however few pupils have been attending. When new HLTA starts in March 2022, reinvigorate the club to encourage more pupils to attend. Plan to start in April 2022.</i></p> <p><i>September 2022: despite this being run daily there is still only five or six children attending, despite in being offered freely.</i></p> <p><i>Next steps: investigate why children invited are not attending the free club. Offer free incentives for the children who attend regularly.</i></p>
<p>Pupil premium review. £1000- costings needed.</p>	<p><u>The DFE says</u> 'You can commission a review at any time if you want to improve your school's pupil premium strategy. All</p>	<p>All.</p> <p><i>14.2.22 Pupil Premium Review conducted with Kim Neville. Second visit in April to review steps and</i></p>

	<p>schools should consider whether they could benefit from the fresh perspective of an experienced school leader to help them try new approaches or improve current provision to help raise the attainment of their disadvantaged pupils.'</p>	<p><i>another in July 2022. Report will be sent over to support the strategy.</i></p> <p><i>September 2022: Three P/P reviews in the year have helped develop the role of the attendance officer and the school now has a very tight attendance policy which is having an impact on p/p attendance and lateness. This can be seen in individual attendance who have been receiving 1:1 support. Governors receive a termly report to question impact of support.</i></p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14162

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer £5850</p>	<p>In the past support from the Attendance Officer has ensured improved attendance for pupils she has worked with.</p>	<p>1, 3 and 9</p> <p><i>Bespoke support given to pupils/families. Impact can be seen on attendance data.</i></p>
<p>Family support Worker to build stronger relationships with the school £4200</p>	<p>Children that work with the family support worker have resulted in improved attendance, wellbeing and communication with the school.</p> <p>EEF research</p>	<p>1, 3, 9 and 11</p> <p><i>Bespoke support given to pupils/families. Impact can be seen on attendance and parental engagement.</i></p> <p><i>September 2022: Support actioned and impact can be seen on My Concern for individuals who have been receiving support.</i></p>
<p>Extra support at dinner time to support behaviour-midday supervisor £1912</p>	<p>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)</p>	<p>14</p> <p><i>Struggled playtime with lots of activities. Nurture offered over dinnertime. Less behaviour incidences have been reported.</i></p> <p><i>MDS to be given playleader training-17.2.22 completed. Impacting on supporting behaviour for pupils at dinnertime.</i></p> <p><i>September 2022: Quiet time/nurture is offered over lunch time which is accessible to all. Behaviour incidents have reduced at lunchtime.</i></p>
<p>Restorative practise training £1200</p>	<p>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'</p>	<p>14</p> <p><i>October 2022. Training given. Staff are using restorative approaches in dealing with behaviour issues in school. TA and MDS attended training. Follow up training sessions have been given. Behaviour policy.</i></p> <p><i>Behaviour policy to be shared with parents in the summer term 2022.</i></p> <p><i>September 2022: Behaviour plan updated and shared with parents. All staff using restorative practise. MDS are supported in this by the</i></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>Attendance Officer who is speaking to MDS after lunchtimes.</i></p> <p><i>Next steps: parents to give feedback on the policy and how to shape this.</i></p>
<p>Cultural changes in the school to develop relationships with parents.</p> <p>£FREE</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>February 2022. There has been a change in staff expectations that they need to purposely engage with the parents even with COVID restrictions to build relationships. Staff on the playground at the end of the day, chasing non-attendance at parents' evenings and sharing positive messages- not just negative ones.</i></p> <p><i>Staff meeting planned for May 2022 to discuss engaging parents.</i></p> <p><i>Next steps: Discussed how to engage parents but this needs further development on The INSET day on 31.10.22 where we are having training from Marc Rowland, Derby Research School and John Tomsett.</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</p> <p><i>September 2022: Money shared when there is a financial need, to plan how this is shared equitably across pupils. Completed and added to the school vision.</i></p> <p><i>Next step: to have a more structured approach to funding.</i></p>

Total budgeted cost: £ 44,725

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Successes and next steps

- A wider range of reading was seen in pupil premiums because of the long-term plan of high-quality reading books introduced in reading lessons and through our bespoke curriculum.
- There were improved phonics and reading skills because of phonics interventions led in school and delivered remotely via live Microsoft Teams meetings.
- Pupil premiums show sustained new learning in writing books because teachers have been trained in Talk for Writing and have high expectations of the writing non-negotiables.
- Of the pupil premiums with behavioural struggles, Lego therapy had impacted positively on the following areas: -sense of self, negativism towards self, attachment, being emotionally secure and responds constructively towards others.
- Pupil premiums' cultural capital was improved; aspirations were widened and a love of learning was developed through the development of the bespoke curriculum with philosophical questioning.
- Pupil premiums who were not in school were engaged in remote learning during lockdown as all pupil premiums were given access to laptops during the March 2021 lockdown, and if not were supported to come into school for learning by the Family Support Worker or the Attendance Officer.
- Pupil premium families had more financial support because the school's Attendance Officer signposted and helped apply for: uniform grants, mental health and wellbeing agencies, food banks and Christmas present boxes for the children from the women's institution.
- HMI in February 2021 reported the school was effective at supporting pupils through COVID lockdown.
- Pupil premiums had improved mental health and wellbeing because support staff were released to conduct extra wellbeing checks made by phone, Microsoft Teams or doorstep knocks.
- Pupil premium families received more family support because the school made more referrals to the school Family Support Worker.
- Those that worked with the Family Support Worker had improvements in family life which improved the pupils' wellbeing and safety.
- The pupil premiums who were reluctant to return to school due to COVID had reduced anxiety and improved attendance because of the support offered by the school's Attendance Officer.

- Wellbeing and cultural experiences were developed because of access to the remote Christmas Theatre show, regular forest schools and Makaton music lessons.
- Pupil Premium showed improvements in the gaps in their learning because of maths, phonics and writing interventions.
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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