

# Pupil premium strategy statement 2021-22 through to 2023-24

## Academic Year 2022-23 Update

This statement details our school's use of pupil premium (and recovery premium) over a 3 academic year period (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 outcomes for disadvantaged pupils last academic year

### School overview

Detail	Data
Number of pupils in school	44/221 (2022-23 allocation)
Proportion (%) of pupil premium eligible pupils	19.9 %
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022/ 23 to 2023/24 (Year 2 of 3)
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarah Cope
Pupil premium lead	Sarah Cope
Governor / Trustee lead	Jason Wainwright

### Funding overview 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year	£60 940
Recovery premium funding allocation this academic year	£6 380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4 058
Total budget for this academic year	£71 378

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Intent**

*"The Whitchurch Church of England Federation is committed to excellence and the maintenance of high standards.*

*As a fully inclusive Federation we aim to facilitate access for all children to quality first teaching, additional support in each year group and specific programmes or targeted interventions and additional opportunities to enhance the curriculum e.g. enrichment visits / visitors.*

*The Federation adopts a tiered approach to Pupil Premium spending. Improving the quality of teaching is at the heart of our approach, including professional development, training and support for early career teachers and recruitment and retention. Targeted support for struggling pupils is also a key component; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.*

*As part of the additional provision made for pupils who belong to vulnerable groups, the Federation will ensure that the needs of socially disadvantaged pupils are adequately assessed and clarified at termly pupil progress meetings. In making provision for our disadvantaged pupils, 'The Whitchurch Church of England Federation' recognises that not all pupils who receive free school meals will be socially disadvantaged. The Governors and staff also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the Federation has legitimately identified as being socially disadvantaged.*

*The pupil premium is not based on ability. Research shows that the most academically able pupils from disadvantaged backgrounds are at risk of under-performing. The Federation therefore focuses on these pupils just as much as pupils with low results."*

#### **Main Aims**

- We will adopt a whole school outward facing approach to supporting disadvantaged pupils, developing a collective responsibility for addressing challenges, raising outcomes and a belief that all pupils can attain well. As a team, we will learn from effective practice and research evidence.
- Our overarching approach to improving outcomes for all children begins with a clear set of principles for teaching and learning, and pedagogy, and clear curriculum drivers, which form the consensus amongst our team over what is required to support all children.
- We will ensure 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. Staff will identify

pupils with the greatest need within each year group, therefore understanding disadvantage in context.

- For KS1 pupils, who are all entitled to receive Universal Free School Meals, we will liaise with the Local Authority to identify those who are eligible for Pupil Premium funding, and make this clear to parents and carers of pupils in EYFS and KS1 especially where they mistakenly believe that eligibility for EYPP will carry forward.
- We will take into account guidance detailed in the DfE publications, Education Recovery, support for early years' settings, schools and providers of 16-19 education, June 2021, and Teaching a broad and balanced curriculum for education recovery, June 2021.
- The majority of our work through the Pupil Premium funding will be aimed at focusing on the key challenges that are preventing our disadvantaged pupils from attaining well across reading, writing and maths. We will identify the likely challenges to learning for our identified disadvantaged children and link them to desirable outcomes as the basis for choosing appropriate actions and approaches to address them. Our main focus will be ensuring pupils catch up with their reading, with our priority being the successful teaching of phonics using the Read, Write Inc. programme. As reading is so important for accessing the rest of the curriculum, ensuring pupils catch up on their reading is essential.
- The Pupil Premium funding will be allocated to a series of early interventions, the ultimate outcome of which will be that pupils will achieve their academic and personal potential. We will allocate funding to support reception pupils to access Nuffield Early Language Intervention (NELI) together with other oral language intervention through Talk Boost. We will continue to adopt a whole school approach to developing vocabulary using the Word Aware approach.
- Funded interventions will also include pastoral support where appropriate for example attendance support, family liaison, development of social skills, self – regulation and strategies to support those pupils displaying challenging, oppositional behaviours.
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. Arbor, intervention impact reports, pupil progress meetings, diagnostic assessment and financial systems).

## Challenges

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

Challenge number	Updated 2022-23
1	Assessments of pupils decoding skills show 38% of disadvantaged year one pupils attained the expectations of the phonics screening check during Summer Term 2022, compared to 73% of other pupils. At the end of Key Stage One, 36% of the disadvantaged cohort achieved the expected standard in reading, compared to national other pupils' attainment at 72%. The attainment gap during Autumn Term 2022 in year two is 36% which continues to highlight a need to support the development of early reading.
2	Baseline assessments indicate that 29% of disadvantaged pupils on entry to our Reception class have communication and language skills that do not meet age-related expectations. BPVS assessments during Autumn 2022 demonstrate that 53% of Year 1 disadvantaged pupils and 56% of Year 2 disadvantaged pupils score below their actual age equivalent expectations.
3	Internal assessments indicate that on entry to Reception class, 33% of our disadvantaged pupils do not have a strong grounding in number, compared to 23% of non-disadvantaged pupils. The current gap in attainment in Year One is 8%, however in Year Two the maths attainment gap is 35%.
4	Internal assessments indicate that on entry to Reception class 50% of disadvantaged pupils have entered with attainment below age-related expectations, compared to 34% of non-disadvantaged pupils. Writing attainment particularly among current Y2 disadvantaged pupils is significantly below that of non-disadvantaged pupils with a current gap in attainment of 37%. The current gap in attainment in Year One is 8%.
5	<p>Learning walks, discussions and observations have identified a group of children who struggle with social emotional and self-regulation / self-awareness issues. Some children are identified with attachment disorder and ACE, with behaviour of others stemming from difficult home lives or undiagnosed SEND.</p> <p>The challenges particularly affect disadvantaged pupils in Key Stage One. Currently 55% of our KS1 disadvantaged children require varying levels of support with their social and emotional development.</p>
6	<p>Analysis of attendance confirms that the disadvantaged families need ongoing additional support. Internal analysis indicates that at the end of the 2021-22 academic year, the attendance of disadvantaged pupils is 93.1% compared to non-disadvantaged pupils at 93.9%.</p> <p>21% of disadvantaged pupils (11/52 across all year groups) have been "persistently absent" compared to 13 % of non-disadvantaged pupils.</p>

## Intended outcomes

Intended outcome	Success criteria
<p>Ensure high quality systematic teaching of phonics so that every child becomes a fluent reader.</p>	<p>The academy holds the ambition that disadvantaged pupils' attainment returns to pre-pandemic levels (90%+) by the end of this strategy action plan.</p> <p>By 2023/24, the attainment gap between disadvantaged pupils and other pupils will narrow at the end of KS1, in line with national figures. (Below 14% 2019 data).</p> <p><i>(Measured through RWI attainment and progress data, learning walks, pupil progress meetings, PSC outcomes, IDSR).</i></p> <p>PSC 2021-2022 All 65% pass  PP 37% pass  <b>GAP 28%</b></p> <p>PSC 2022-2023 All 71% pass  PP 62% pass  <b>GAP 9%</b></p> <p>Achieved through the purchase of RWI development days with Rosie Instone. Reading lead released to coach staff weekly and develop personalised CPD pathways on the RWI portal. All staff trained as reading teachers. Full access to the Ruth Miskin portal for training videos. Teaching videos sent home weekly to consolidate class learning. Additional 1:1 reading, phonics tutoring and RWI lessons for PP children. The teaching of reading prioritised so staff allocated to reading interventions. Parent RWI workshop. Pathways to READ now purchased for academic year 2023-2024 for year 1 to improve comprehension and fluency.</p> <p>RWI bookbag books purchased. High quality recommended reads from Pathways and the Reading Spine in class reading areas alongside previously taught Pathways books from previous years to increase confidence and fluency for all learners.</p>
<p>Improved oral language skills and vocabulary for disadvantaged pupils</p>	<ol style="list-style-type: none"> <li>1. Disadvantaged pupils will make the necessary progress from individual starting points through diagnostic assessment so that their language is in line with age expectations at the end of KS1. (Unless identified SEN Communication &amp; Language needs are identified).</li> <li>2. Disadvantaged pupils will achieve the expected standard in the communication and language early learning goals in line with national average. (Unless identified SEN Communication &amp; Language needs are identified).</li> </ol>

	<p>(Measured through diagnostic testing (BPVS/Talk Boost/NELI), attainment and progress data for reading / writing/ maths, EYFS – Communication and Language, lesson observations, work scrutiny, pupil voice, pupil progress meetings).</p> <p>2022-2023 – the 29% PP children identified on baseline assessment as not meeting the expected standard for communication and language.</p> <p>RECEPTION</p> <p>NELI All 100% met EXS standard PP 100% met EXS standard GAP 0%</p> <p>Year 2</p> <p>TALK BOOST All 63% met EXS standard PP 80% met EXS standard</p> <p>Communication and language intervention prioritised and led by the inclusion team. Chn receive SLLIC and SALT support from LA as well as TA's. EYFS accreditation for the Curiosity Approach.</p> <p>BPVS going into 2023-2024 Year 2 – 50% of PP children with moderately low or low receptive vocabulary.</p>																		
<p>Improved maths attainment for disadvantaged pupils at the end of year KS1.</p>	<ul style="list-style-type: none"> <li>• KS1 maths outcomes by the end of this action plan will show that attainment of disadvantaged pupils is in line with the national average expected standard for similar pupils. (At least 62%+ 2019 data).</li> <li>• The attainment gap between disadvantaged pupils and other pupils will narrow at the end of KS1, in line with national figures. (Below 17% 2019 data).</li> </ul> <p>(Measured through attainment and progress data, pupil voice, lesson observations and work scrutiny, pupil progress meetings, KS1 outcomes, ASP/IDSR).</p> <p>Key Stage 1</p> <table data-bbox="798 1792 1197 2016"> <tr> <td>2021-2022</td> <td>All</td> <td>68% pass</td> </tr> <tr> <td></td> <td>PP</td> <td>43% pass</td> </tr> <tr> <td></td> <td><b>GAP</b></td> <td><b>25%</b></td> </tr> <tr> <td>2022-2023</td> <td>All</td> <td>69% pass</td> </tr> <tr> <td></td> <td>PP</td> <td>50% pass</td> </tr> <tr> <td></td> <td><b>GAP</b></td> <td><b>19%</b></td> </tr> </table>	2021-2022	All	68% pass		PP	43% pass		<b>GAP</b>	<b>25%</b>	2022-2023	All	69% pass		PP	50% pass		<b>GAP</b>	<b>19%</b>
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	<p>From Spring 2, Power Maths purchased and introduced through high quality CPD to address lack of accelerated progress. Senior leaders released to coach and team teach across the school. Maths SLE providing CPD and model/Team teach opportunities. Practical resources purchased to support the very hands on practical approach to deepened children's conceptual knowledge of the number system. Purchase of Mastering Maths &amp; CPD for staff. Support from SLE to develop maths lead new to post. Maths lead to access and incorporate Maths Hub resources where appropriate.</p>																		
<p>Improved writing attainment for disadvantaged pupils at the end of year KS1.</p>	<ul style="list-style-type: none"> <li>• KS1 writing outcomes in 2023/24 show that attainment of disadvantaged pupils is in line with the national average expected standard for similar pupils. (At least 55%+ 2019 data).</li> <li>• The attainment gap between disadvantaged pupils and other pupils will narrow at the end of KS1, in line with national figures. (Below 18% 2019 data).</li> </ul> <p><i>(Measured through attainment and progress data, pupil voice, lesson observations and work scrutiny, pupil progress meetings, KS1 outcomes, ASP/IDSR).</i></p> <p><b>KS1</b></p> <table border="0"> <tr> <td>2021-2022</td> <td>All</td> <td>58% pass</td> </tr> <tr> <td></td> <td>PP</td> <td>29% pass</td> </tr> <tr> <td></td> <td><b>GAP</b></td> <td><b>29%</b></td> </tr> <tr> <td>2022-2023</td> <td>All</td> <td>61% pass</td> </tr> <tr> <td></td> <td>PP</td> <td>45% pass</td> </tr> <tr> <td></td> <td><b>GAP</b></td> <td><b>16%</b></td> </tr> </table> <p>Pathways to Spell implemented in year 2. Class dojo messaging used to communicate home learning expectations weekly. Writing across all subjects moderated. CPD and coaching from English lead on adaptive planning. TEAM teaching and coaching for all staff from Principal and English lead.</p> <p>CPD based on research from Rosenshine, Vygotsky and EEF on scaffolding and supporting learners. 'I do, We do, You do' model adopted.</p>	2021-2022	All	58% pass		PP	29% pass		<b>GAP</b>	<b>29%</b>	2022-2023	All	61% pass		PP	45% pass		<b>GAP</b>	<b>16%</b>
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<p>Develop strategies to support emotional health and well-being, promote social emotional development and manage self-awareness and self-regulation/ self-calming techniques.</p>	<ul style="list-style-type: none"> <li>• An increasing number of disadvantaged pupils demonstrate positive attitudes and commitment to their education. They are highly motivated, persistent in the face of</li> </ul>																		

	<p>difficulties and take a pride in their achievements.</p> <ul style="list-style-type: none"> <li>• The majority of disadvantaged pupils demonstrate awareness and implementation of self-regulation / self-calming strategies and can articulate their emotions.</li> <li>• The majority of pupils display exemplary learning behaviours. Others show improvements in their learning behaviours.</li> <li>• Number of sanctions/incidents reduces throughout the year.</li> <li>• Disadvantaged pupils will demonstrate knowledge and understanding of support and consequences in respect of behavioural expectations.</li> <li>• Improved quality of relationships, behaviour and attitudes enable identified children to be ready for school and to access learning independently.</li> <li>• REST scores for the majority of disadvantaged pupils improve to at least "expected" levels at the end of KS1.</li> </ul> <p><i>(Measured through learning walks, lesson observations, results of staff / pupil / parent surveys).</i></p> <p>REST scores Reduction of incident on CPOMS Parent surveys Positive handling training</p>
<p>To sustain improved attendance for all pupils, particularly our disadvantaged cohort.</p>	<ul style="list-style-type: none"> <li>• The Academy will adhere to the guidance, 'Working together to improve school attendance, DfE 2022'.</li> <li>• Attendance structures are rigorously implemented and monitored in line with the Federation Attendance Policy 2022.</li> <li>• Whole School Attendance will improve so that it is &gt;96%.</li> <li>• There will be a focus on persistent absence of disadvantaged pupils so that it is less than the proportion of enrolments nationally who are persistently absent at 18.3% (non-disadvantaged pupils).</li> </ul>



	<p>(Measured through MIS attendance data, IDSR/ASP)</p> <p>2021-22 Whole school attendance 93.0%</p> <p>Pupil premium 91.3%</p> <p>GAP 1.7%</p> <p>2022-23 Whole school attendance 94.4%</p> <p>Pupil premium 92.8%</p> <p>GAP 1.6%</p> <p>Persistent absences</p> <p>?</p>
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### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2022/23** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 31 674

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop a programme of high quality CPD rooted in research.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> <p>The NFER research report, Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice, highlights seven distinct 'building blocks of success' including: "High quality teaching for all – emphasise 'quality first teaching' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice."</p>	1,2,3,4,5

	<p>The EEF Attainment Gap Report 2018 states that <i>“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.”</i></p>	
<p>Ensure all staff continue to have access to professional development for RWI phonics, including instructional coaching (Vice Principal) and working with external consultant from Ruth Miskin Consultancy.</p> <p>Ongoing purchase of RWI decodable home reading books matched to developing phonic knowledge.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102800/Reading_framework_teaching_the_foundations_of_literacy_-_Sept_22.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102800/Reading_framework_teaching_the_foundations_of_literacy_-_Sept_22.pdf</a></p> <p>Phonics approaches have a positive impact (5+ months) with extensive evidence. Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1
<p>Ongoing enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Our Maths subject leader will have access to *Shaw Maths Hub resources and CPD. The Academy will access the Mastering Number programme from Reception through to Year Two.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p><a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</a></p> <p>Children's chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts. Approaches involving primary schools demonstrate more effectiveness with impact of up to 8 months progress.</p>	3

<p>Ongoing implementation of Pathways schemes (Reading, Writing, Spelling and Progress) throughout the academy.</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</a></p> <p>The EEF guidance confirms that children need access to effective writing instruction which focuses on developing key groups of skills that work together as children write. Promoting fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling further supports the development of literacy skills.</p>	<p>1, 4</p>
<p>Purchase of standardised diagnostic assessments to identify pupil needs, inform teaching &amp; learning and targeted academic intervention. 22/23 NTS assessments.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Diagnostic-Assessment-Tool.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Diagnostic-Assessment-Tool.pdf</a></p> <p>Standardised tests provide specific information about the individual needs of pupils so that the correct universal or additional support can be provided.</p>	<p>1,2,3,4</p>
<p>Develop Families and Inclusion Team to include Strategic Lead and Learning Mentor (ELSA). External professionals to work with children exhibiting challenging behaviour. Engage with DfE Behaviour Hub programme.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term#nav-download-the-guidance-report-and-poster">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term#nav-download-the-guidance-report-and-poster</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p>	<p>5</p>

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

Budgeted cost: £ 13 683

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions (1:1)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1
Nuffield Early Language Intervention Talk Boost Intervention	<a href="https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention">https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention</a>  <a href="https://ican.org.uk/media/2970/actt_report.pdf">https://ican.org.uk/media/2970/actt_report.pdf</a> Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.	2
Small group / one to one tuition using the National Tutoring Programme where possible to support the development of writing and mathematical skills (Pathways to Progress / Shine/Breakfast Phonics)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. Intensive individual support can improve pupil outcomes by 5 months+. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching. Impact of up to 4 months can be secured.	1,2,3,4

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

Budgeted cost: £ 27 317

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Restructure Families and Inclusion Team to include a strategic lead – Head of School, who will embed the principles of good practice outlined in the DfE Improving School Attendance guidance.</p> <p>Employ a Family Support Assistant to support and engage families to support their children's academic learning, as well as more intensive programmes for families in crisis.</p> <p>Employ a Learning mentor to support children with emotional health / self-regulation / meta-cognition.</p> <p>Ongoing liaison with Local Authority Education Access Team with an ongoing focus on Persistent Absentees and intervention at EYFS (nursery).</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working together to improve school attendance.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>NfER briefing for school leaders identifies addressing attendance as a key step- "higher levels of pupil absence were associated with poorer outcomes for disadvantaged pupils in both primary and secondary schools".</p> <p><i>'Children who are persistently absent are affected in a number of ways. Pupils who have ongoing <b>absence issues often come from disadvantaged backgrounds</b>. These children may start school behind their peers in terms of their language and social development, and missing lots of school makes it harder for them to catch up. When a child is allowed to miss school on a frequent basis, they develop poor attitudes to school. They're more likely to truant at secondary level, and this affects their GCSE grades and their chances of finding a job, further education or training'. DfE 2012</i></p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. By supporting parents effectively, schools may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or self-regulation as well as specific skills such as phonics or reading.</p>	<p>4</p>

	<p>Targeted approaches to social and emotional learning have a greater impact than the average (4 months). SEL interventions are likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation which may subsequently increase academic attainment.</p>	
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**Total budgeted cost: £72 674**

### **Part B: Review of outcomes in the previous academic year**

The Academy has reviewed the performance of our disadvantaged pupils' performance during the 2021/2022 academic year using key stage 1 performance data, phonics screening check results, Early Years Foundation Stage Profile outcomes and our own internal assessments.

We compared these outcomes to those for disadvantaged pupils nationally and other pupils (non-disadvantaged) at the Academy and nationally.

Throughout the academic year 2021-2022, the Academy has continued to be negatively impacted by inconsistent staff and pupil attendance due to illness (Covid related and other). The Academy lost 154 staff working days during Spring Term 2022. Key staff including the Academy SENDCO and Family Support Assistant have been absent on a long-term basis.

The impact of partial school closures on attainment, behaviour and wellbeing continues to be felt; exacerbated by the above mentioned staff absences which has limited the Academy's ability to implement all planned intervention and identify SEND needs. This is reflected in the Summer 2022 outcomes with lower attainment than previous cohorts, particularly those socially disadvantaged pupils, where the attainment gap at the end of KS1 has grown both within the Academy and against other pupils nationally. Many of our pupils who missed out on early EYFS teaching have not yet caught up, particularly in phonics and writing. Some pupils are still struggling with behavioural expectations and social skills such as listening.

Whilst the Academy can demonstrate some progress and recovery by summer 2021, on average, pupils were not performing as well as pre-pandemic cohorts.

Due to the clear gaps in phonic knowledge displayed by the year two cohort, priority was apportioned to phonics intervention. Tutoring was implemented during Summer term 2022, focusing on phonics and writing together with additional one to one phonics intervention.

Leaders and staff have worked tirelessly across the year to settle pupils back into routines and help them catch up academically. For some pupils, this has been successful. However, some pupils are still behind both academically and in terms of wider development, which is impacting on attainment and outcomes.

**Ensure high quality systematic teaching of phonics so that every child becomes a fluent reader.**

**Progress Year 1 2021-2022 and Next Steps**

Summer Term 2022 Phonics Screening Check outcomes indicated that 38% of disadvantaged pupils met the expected standard (6 pupils out of 16) compared to 73% of non-disadvantaged pupils within the Academy and 80% of pupils nationally (a gap of 42%.) Attainment has fallen, increasing the disadvantaged attainment gap. Attainment of disadvantaged pupils nationally fell to 62%. By the end of the academic year, 12 of the 19 disadvantaged pupils in year one have been identified with SEND barriers to learning, 5 children have needs linked to Communication and Language needs with 6 children identified for dyslexia screening.

At the end of key stage one, 71.4% of the Academy disadvantaged cohort achieved the expected standard in phonics (10/14), this is 18.5% lower than the national other pupils' attainment of 89.9% and 6.9% (equivalent to one child) below the national standard for disadvantaged pupils.

At the end of key stage one, 5 out of 14 pupils achieved the expected standard in reading, 36% of the disadvantaged cohort. This is 36% lower than the national other pupils' attainment at 72%, this represents a slight reduction in the 40% gap at the start of the academic year.

**Improved oral language for disadvantaged pupils**

**Progress Year 1 2021-2022 and Next Steps**

At the end of EYFS, 84.6% of disadvantaged pupils achieved the Prime Learning Goals in Communication & Language, compared to 83.6% of non-disadvantaged pupils within the Academy, a positive difference of 1%. The attainment was greater than both disadvantaged pupils nationally 68.8% and non-disadvantaged pupils nationally at 81.4%. Two disadvantaged pupils accessed NELI with both making significant progress with their standardised scores, achieving scores within the above average and much above average descriptors.

Across Key Stage 1, pupils accessed Talk Boost intervention and were engaged with quality texts throughout the English curriculum. 8 children eligible for pupil premium accessed Talk Boost, making positive progress.

BPVS scores for the 11 Year 1 disadvantaged pupils assessed, indicate some positive impact in scaled scores, albeit not all children are in line with above average scores. BPVS scores for the Year 2 disadvantaged pupils have not improved as encouragingly. Whilst standardised scores have improved, the gains have not been sufficient to secure age-related progress. These children will be further supported as they transition to the Junior Academy.

## **Improved maths attainment for disadvantaged pupils at the end of year KS1.**

### **Progress 2021-2022 and Next Steps**

At the end of EYFS, 76.9% of disadvantaged pupils attained the ELGs in Mathematics compared to 65.6% of other pupils within the Academy and 79.2% of pupils nationally. Nationally, 61.6% of disadvantaged pupils attained the ELGs in Mathematics.

In mathematics, 43% of the Academy Year 2 disadvantaged cohort achieved the expected standard, 6 pupils out of 14. This is 29.7% lower than the national non-disadvantaged cohort at 72.6% and 9% below the disadvantaged cohort (equivalent to 1.3 children).

### **Progress 2021-2022 and Next Steps**

## **Improved writing attainment for disadvantaged pupils at the end of year KS1.**

At the end of EYFS, 69.2% of disadvantaged pupils achieved the ELG in writing, compared to 65.6% of other pupils within the Academy. Nationally, 53.7% of EYFS pupils eligible for pupil premium attained the ELG in writing, with 72.4% of other pupils nationally.

29% of the Academy disadvantaged cohort achieved the expected standard in writing (4/14) at the end of key stage one. This is 34% lower than the national other pupils' cohort at 62.7% and 12.6% lower than the national disadvantaged cohort attainment (two children).

**Develop strategies to support emotional health and well-being, promote social emotional development and manage self-awareness and self-regulation/ self-calming techniques.**

### **Progress 2021-2022 and Next Steps**

At the end of EYFS, 84.6% of pupils achieved the ELGs in Personal, Social, Emotional Development compared to 73.8% of disadvantaged children nationally. This attainment was greater than that of other pupils within the Academy and in line with the other pupils nationally cohort.

The majority of disadvantaged pupils across key stage one demonstrated high levels of motivation and perseverance, REST scores indicate that most children were developing improved resilience, however, further support is needed to develop emotional wellbeing through both a universal and targeted PSHE approach.

Observations across the Academy and particularly throughout year two demonstrated that there was disrupted learning as a consequence of other children struggling to manage their emotions and self-regulate, frequently displaying defiant and challenging behaviours. Whilst staff considered that there was potentially an underlying SEND in respect of these pupils, support in respect of advice and guidance



has been limited. The local area SEND provision has been a real challenge with key personnel leaving the service and the most recent inspection raising significant concerns about the effectiveness of the local area. Children with (potential) SEND barriers to learning have been negatively impacted by delays in accessing external support as well as the long term absence of the Academy SENDCO.

Behaviour will be re-prioritised as a whole school ambition. We will review our approach to inclusive behaviour management to develop a culture of restorative practice through engagement with the DfE Behaviour Hub programme. There will be a focus on embedding social norms and systems, together with a review of the Behaviour policy and consequences. The programme will focus on the professional development of staff in order to empower them to share responsibility for behaviour.

### **Improve the attendance of disadvantaged pupils**

#### **Progress 2021 -2022 and Next Steps**

**This commentary refers to published absence data for Autumn 2021 and Spring 2022–KS1 only.**

The percentage of sessions recorded as an absence for the disadvantaged cohort in KS1 is 6.1% (482 sessions) which is 4% lower than the national percentage of 10.1 % and 2.1% lower than the percentage of the previous year of 8.2%. Absence is also lower than that of non-disadvantaged pupils nationally of 6.4%. The percentage of sessions recorded as attended is 93.9%, 4.0% greater than the national percentage of 89.9% for disadvantaged pupils and 0.3% greater than attendance of non-disadvantaged pupils nationally (93.6%).

5 enrolments were considered to be persistent absentees, 16.1% of enrolments (31 in KS1). The proportion of enrolments nationally that are persistently absent is 33.9% (17.8% greater than the Academy), for those children who are not disadvantaged, the provision of enrolments that are persistently absent is 18.3%.

Whilst this date represents a positive picture, the Academy recognises the attendance of disadvantaged pupils is an on-going priority and will continue to be a focus in our current plan.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
BPVS	GL Assessment

NTS	Hodder Education
Read, Write Inc.	Ruth Miskin
Pathways (Read, Write, Progress)	The Literacy Company
NELI	Nuffield Foundation
Talk Boost	Ican
Shine	Hodder Education
Mastering Number	National Centre for Excellence in the Teaching of Mathematics
Behaviour Hub	Department for Education Education Development Trust

## Further information (optional)

Following access to professional development through St Bart's Multi-Academy Trust and Marc Rowland, Unity Research School, we evaluated the current number of strategies and in particular interventions we were employing to tackle our approach to the disadvantage gap. The training also helped us to gain external perspectives and other approaches to the use of funding.

A Pupil Premium Review, commissioned in February 2020, just before the pandemic identified that there was a strong commitment to ensuring that pupils are very well supported both academically and socially, however, we felt that some of our strategies were too wide reaching and did not focus on the controllable factors impacting on learning sufficiently. We have taken into account the EEF guidance, *Using your pupil premium funding effectively*, and recognise that we need to focus on effective implementation of evidence based approaches to both high quality teaching and intervention.

[https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm\\_source=/guidance-for-teachers/using-pupil-premium&utm\\_medium=search&utm\\_campaign=site\\_searchh&search\\_term](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&utm_medium=search&utm_campaign=site_searchh&search_term)

We have been influenced by the publication of *The reading framework, Teaching the foundations of literacy*, January 2022 which confirms our decision to focus on early reading as a priority.



Reading\_framework  
k\_teaching\_the\_fou

In his foreword, The Rt. Hon Nick Gibb MP states; *Even more significantly, being a highly engaged reader has the potential to allow a child to overcome their background. In 2000, results from the OECD's Programme for International Student Assessment (PISA) showed that: "while the degree of engagement in reading varies considerably from country to country, 15-year-olds whose parents have the lowest occupational status but who are highly engaged in reading obtain higher average reading scores in PISA than students whose parents have high or medium occupational status but who report to be poorly engaged in reading. This suggests that finding ways to engage students in reading may be one of the most effective ways to leverage social change."*

*This finding remains pertinent, with a 2021 OECD report stating that "PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status". Research by the Institute of Education has also found that the benefits of reading continue as children get older, with the combined effect on children's progress at 16 of regularly reading books and newspapers and visiting the library "four times greater than the advantage children gained from having a parent with a degree". In short, reading can achieve something teachers and policymakers have been attempting for decades: to lessen or even eliminate the impact of early life disadvantage.*

We looked at reports and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address educational disadvantage.

Our strategy plan will be supplemented by additional activity that is not being funded by pupil premium or recovery premium, for example, offering a wide range of extra-curricular activities to support wellbeing, health, attendance, aspiration and behaviour. Disadvantaged pupils will be encouraged and supported to participate in these activities.

In addition, we have identified that several children from disadvantaged families do not wear uniform in accordance with the Academy guidelines. Some children are not appropriately dressed for the weather conditions. The Academy has therefore set aside a sum of money to provide disadvantaged families with uniform in line with our Uniform policy.