

# Pupil Premium & Recovery Strategy Statement

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   | Lewis Street Primary School               |
| Number of pupils in school  | 402 (incl. 28 Nursery)                    |
| Proportion (%) of pupil premium eligible pupils   | 40%                                       |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021 – 2022<br>2022 – 2023<br>2023 – 2024 |
| Date this statement was published   | November 2021                             |
| Date on which it will be reviewed   | July 2022 – Year 1 Review                 |
| Statement authorised by   | Chair of Governors<br>David Jolley        |
| Pupil premium lead  | Wendy McCormack<br>Executive Headteacher  |
| Governor / Trustee lead   | David Pruden                              |

## Funding overview

| Detail  | Amount          |
|---|-----------------|
| Pupil premium funding allocation this academic year       | £203,684        |
| Recovery premium funding allocation this academic year    | £21,816         |
| Pupil premium funding carried forward from previous years | £0              |
| <b>Total budget for this academic year</b>                | <b>£225,500</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

#### **The Pupil Premium At Lewis Street Primary School**

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The objectives for our disadvantage pupils:

- All children can communicate effectively and have the speaking and listening skills achieve in all areas of the curriculum.
- Progress by the end of each key stage is equitable for all children.
- All children are able to regulate their behaviours so that disruption to learning is minimal.
- All children have a wide range of experiences and opportunities to develop cultural capital.
- All children are meeting our attendance target of 96%.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Over 50% of children in socially deprived areas may start school with impoverished <b>speech, language</b> and <b>communication</b> skills. On average children from the poorest 20% of the population are over 17 months behind a child in the highest income group in language development at age three.   |
| 2                | Assessments, observations, and discussions with pupils indicate underdeveloped <b>oral language</b> skills and <b>vocabulary</b> gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.   |
| 3                | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as readers.  |
| 4                | Internal and external (where available) assessments indicate that attainment in <b>reading, writing and mathematics</b> in <b>KS1</b> among disadvantaged pupils is below that of non-disadvantaged pupils.  |
| 5                | Internal and external (where available) assessments indicate that attainment in <b>reading, writing, mathematics and GPS</b> in <b>KS2</b> is too low.   |
| 6                | To address issues associated with <b>mental health</b> and <b>disadvantage</b> . Our assessments (including wellbeing survey and pupil voice), observations and discussions with pupils and families have identified <b>social</b> and <b>emotional</b> issues for many pupils, notably due to self-esteem, and a lack of enrichment opportunities as well as first hand experiences during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. |
| 7                | Our <b>attendance</b> data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3 - 7% lower than for non-disadvantaged pupils.<br><br>8.5% of disadvantaged pupils have been 'persistently absent' compared to 3.6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.  |

## 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 speech, language and communication skills among disadvantaged pupils.   | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.   |
| To increase articulation and reasoning throughout school for all pupils through the use of critical thinking and vocabulary across the curriculum where the confidence levels of children in public speaking is increased. | Pupil talk is a high priority in all lessons and pupil feedback reflects positive engagement and enjoyment in all learning.<br>Opportunities to develop an understanding of and to use high quality vocabulary is evident in all subjects.<br>Feedback and questioning is used effectively in all subjects to provide challenge and deepen thinking.  |
| Improved phonic attainment for disadvantaged pupils at the end of Year 1 and ensure gap is closed by end of Year 2 so as not to negatively impact on development as readers.   | Parents/Carers will feel fully supported during their child's early reading journey from EYFS to Y1. All applicable staff members will teach RWI to a consistent high standard. Parents will be provided with home learning resources to develop Phonics. Pupils will be able to decode in line with their Year group expectations.<br>Consistency in books is evident across all subjects in all year groups. KS2 reading outcomes in 2024/25 show that more than X%* of disadvantaged pupils met the expected standard. |
| To close the gap between disadvantaged and non-disadvantaged in KS1 in reading, writing and Mathematics.   | KS1 reading, writing and maths outcomes in 2024/25 show that more than X%* of disadvantaged pupils met the expected standard.   |
| To raise the attainment and progress of all pupils, disadvantaged and non-disadvantaged in reading, writing, mathematics and GPS by the end of KS2 at both the 'expected' standard and 'greater depth'.                    | KS2 reading, writing, GPS and maths outcomes in 2024/25 show that more than X%* of disadvantaged pupils met the expected standard.  |
| To address children's emotional, behavioural and mental health needs at an early stage in order to remove barriers to learning and lay the foundations for making healthy life choices in teenage and adult years.         | Boxall assess all pupils to accurately target and provide emotional and therapeutic support to identified pupils and families of target PPG.<br>Pupil voice shows that pupils are happy to attend school, feel safe and ready to learn.   |

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|   | Pupils are able to achieve their potential as they are ready to learn.  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.                 | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 8%.</li> </ul> <p>The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</p> |
| <p>* This will be updated when we have accurate assessment information for disadvantage and non-disadvantage.</p> |   |

## Activity in this academic year

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

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

Budgeted cost: £52,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>   | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>                           | 1,2,3,4,5                     |
| <p>Embedding talk activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 1,2,3,6                       |
| <p>Continue to embed RWI to secure stronger phonics teaching for all pupils. This includes release time for the reading leads to quality assure and access consultancy support.</p>   | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 1,2,3,4                       |
| <p>Develop a consistent approach to assessment from Y1 – 6, ensuring this is progressive from EY to KS1.</p>  | <p>These frameworks are only used to make a teacher assessment at the end of the key stage. To track progress, PiXL is used three times a year.</p> <p><a href="https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1">https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1</a></p> | 1,2,3,4,5                     |

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|--|---|-------|
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher re-release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p><a href="https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2">https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> |       |
| <p>Employ additional teachers to deliver the School-led tutoring programme including:</p> <ul style="list-style-type: none"> <li>• Phonics in KS1</li> <li>• English and Maths in KS2</li> </ul>   | <p>Tutoring will be 121 or small group based and be planned taking into account the characteristics associated with positive outcomes listed in the DfE Guidance document:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led Tutoring Guidance.pdf</a></p>   | 3,4,5 |
| <p>Improve the emotional well-being of children to ensure that they are ready to learn.</p> <p>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>   | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>   | 6,7   |

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

Budgeted cost: £70,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Use the WellComm assessment tool to:</p> <ul style="list-style-type: none"> <li>enable teachers to quickly screen children's speech and language skills, and then to provide immediate targeted support where it is needed;</li> <li>use Wellcomm resources so that practitioners can also enhance the skills of those children whose speech is developing along normal lines.</li> <li>provides Group Reports for comparative purposes and also individual reports to support tailored interventions.</li> </ul> <p>Blank Level TALC assessments to track progress in understanding and speaking.</p> | <p><b>Social disadvantage and Social mobility</b></p> <p>Over 50% of children in socially deprived areas may start school with impoverished speech, language and communication skills. On average children from the poorest 20% of the population are over 17 months behind a child in the highest income group in language development at age three.</p> <p><a href="https://www.gla-assessment.co.uk/assessments/products/wellcomm/">https://www.gla-assessment.co.uk/assessments/products/wellcomm/</a></p> <p>In England, almost one child in four (23%) does not meet the expected level of language development by the age of five. Children living in poverty face a much greater risk of falling behind – one in three (35%) does not have the language skills expected of a five-year-old.</p> <p>Use TALC = Test of Abstract Language. Comprehension (Elklan) based on the Language of Learning Model proposed by Blank, Rose and Berlin (1978).</p> <p><a href="https://www.research.manchester.ac.uk/portal/files/">https://www.research.manchester.ac.uk/portal/files/</a></p> | 1,2,3,4                       |
| To embed P4C in every classroom with expectations for once a week, with flexibility within the weekly timetable.  | We have known for a long time that talk is essential to children's thinking and learning, and to the productive engagement in classroom life, especially in the early and primary years. We now have additional evidence, from over 20 major international studies, that high quality classroom talk raises standards in the core   | 1,2,3,4,5                     |



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| <p>To improve the public speaking skills and confidence of all children.</p>  | <p>subjects as typically measured in national and international tests.<br/> <i>Robin Alexander – letter to the Secretary of State 30 September 2011</i></p> <p>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:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> |                   |
| <p>To ensure high quality consistent phonics teaching/intervention throughout the KS1.</p> <p>To ensure the application of phonics is well embedded in Reading.</p> <p>To track the attainment of pupils in Years 1 and 2 to ensure that the majority pass the phonics screening check.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | <p>2, 3, 4</p>    |
| <p>Additional English and maths sessions targeted at disadvantaged pupils who require further support. These are to take place in addition to timetabled lessons.</p>   | <p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | <p>3</p>          |
| <p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will</p>   | <p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | <p>1, 2, 3, 4</p> |

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| be disadvantaged, including those who are high attainers. |  |  |
|---|--|--|

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

Budgeted cost: £105.000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Additional pastoral support across KS1 and KS2 to deliver bespoke interventions in building emotional resilience and readiness for learning.  | Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  | 1,3,4,5                       |
| Therapeutic interventions in place including: Play Therapy; Gardening Therapy; Horse Riding; Messy Play; Lego Therapy Anger Management and Emotional Regulation. Commissioned multi-agency support including the Education and Welfare Service. | Over 1 million children in the UK have a mental health problem. Nearly half of young people with mental health problems drop out of full time education by age 15. Over 90% of young offenders had a mental health problem in childhood. 1 in 6 adults have a mental health problem. The World Health Organisation predicted that depression will be the 2nd largest killer of all parents by 2020.   | 1,2,6,7                       |
| Half termly experiential learning for all pupils.   | Experiential learning has the powerful potential to support motivation for learning. Experiential learning presents learning opportunities that <b>focus on material and skills</b> that are relevant to children's lives, which has a positive impact on their motivation to learn.<br><br><a href="https://www.citb.co.uk/media/u0bephbg/best-practice-in-experiential-learning-final.pdf">https://www.citb.co.uk/media/u0bephbg/best-practice-in-experiential-learning-final.pdf</a> |                               |
| Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and   | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.   | 4, 5                          |

|  |  |     |
|--|--|-----|
| implement new procedures and appointing attendance/support officers to improve attendance.<br>Also the purchase of a SLA with Education Welfare Officer. |  |     |
| Contingency fund for acute issues.   | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £227,000**

## 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 2020 to 2021 academic year.

**1. To raise the attainment of the PPG in CLL in the EY. This will be measured each term by the school's EY tracking system and by the speech & language team's assessments:**

SALT assessments updated in December by SALT (MK), later than expected due to bubble closures, SALT absence and Summer lockdown. After grouping children were regularly given sessions by LSA3 and SALT when present. All results and progress shared with SENDCo and LT. Children were regularly re-grouped and assessed as needed. TALK, P4C and Blank level strategies continue to be taught across EYFS as part of QFT. WELLCOMM continued, when bubbles were present. Results vary greatly across the cohort. Blended learning S&L sessions were sent via the Tapestry learning platform by LSA 3, and well received.

**2. To close the gap between boys and girls in listening and attention; understanding; speaking; managing feelings and behaviour; reading, writing, number and shape, space and measures in Reception:**

Helicopter stories have continued in class and a new 'writing' area has been introduced in each Reception class to encourage independent scribing. These include puppets and other resources to spark the children's enthusiasm and creativity. Due to COVID restrictions, Early Help Workshops could not be held in school, but on-line versions were made and sent to Nursery and Reception parents/carers to view. These included phonics and reading, which staff identified as the areas most affected by closures and lockdowns. The REAL project was temporarily halted, also due to restrictions, but some continued on-line and in school when feasible, with the targeted children. The results have been sent to NATCEN for their data purposes. Bubble closures and lockdowns have affected most initiatives but staff have embraced blended learning wherever possible.

**3. To close the gap between boys and girls in KS1 in reading, writing and Mathematics:**

**Y1** - Phonics interventions with SA ratio of 1:5 supported school target of 69%. Children were on track to achieve this but Phonic Screener was cancelled due to Lockdown. In school tracking data shows 48% of Y1 pupils are on track to pass the phonics screener with 47% of the PP pupils on track. Extra Guided reading sessions with additional teacher support all children to make good progress. Impact limited due to lockdown. Writing intervention for lower attainers supported accelerated progress and development of basic skills. Impact limited due to lockdown. Continuous provision in Autumn Term focused on EYFS framework to ensure pre-requisite skills covered, moving to National Curriculum for whole cohort January. January lockdown meant delay for whole cohort moving to Y1 curriculum – March 2021. Online videos, SeeSaw and Zoom lessons used for home learning for bubble closure to help pupils to remain on track. Additional technology provided for 4 families with some engagement from 2 of the 4 but still limited.

**Y2** - Small group PiXL interventions for Maths and Reading and all children have made progress. 2 PP children have moved to Greater Depth. Breakfast Reading Club once a week for target children to promote reading for pleasure and reading fluency. Additional teacher led

interventions during Spring and Summer term for English and Maths. Targeted attendance and welfare support provided by Pastoral Team. Daily Zoom lessons for English and Maths during lockdown and bubble closures with additional technology available for 6 PP pupils. Of these 6 pupils, engagement in home learning remained low for 5 out of the 6 pupils. Paper packs were also provided as requested. Phonics lessons for all pupils during Autumn Term and additional phonics lessons for pupils who did not pass the screener in Autumn.

**4. To increase articulation and reasoning throughout school for all pupils through the use of critical thinking and vocabulary across the curriculum where the confidence levels of children in public speaking is increased:**

Talk Prompts and Teacher Talk Moves are in everyday use in all classes. Talk Promises are on display in each classroom, and are referred to regularly. Partner talk and small group talk is in regular use, by observation. Audibility continues to be a focus. Children are reminded to use a clear voice that all can hear as part of our Talk Promises. Children challenge their peers, using a learnt phrase ("Please can you talk a bit louder?") Regular P4C lessons take place in all classes. The Daily Question is on display in EYFS classrooms and is a feature of lunchtimes in Phase 2/3. Children in Phase 1 vote for a question before it is debated. Those in Phases 2 and 3 form questions in small groups post stimulus, and choose the one to debate. It is hoped that in the coming academic year we can build towards the SAPERE Silver Award. Active listening is in use across the school and in all curriculum areas. Children are often asked to repeat what their peers have said. Children across the school speak to larger audiences in Zoom Assemblies. Public speaking in other forms has been affected by issues around class bubble mixing this year.

**5. To Increase the percentage of parents/carers involved in school life and their children's learning:**

No home visits took place due to the pandemic. However stay and play sessions and meet the teacher evening did take place safely in school. Some children were followed up with a door step visit later into the term if there were any concerns. Home visits were greatly impacted by the Covid pandemic in the Spring Term. However, we were able to continue with remote home visits in school, liaising with parents and children via 'in house' interventions. Parental engagement via Tapestry and quality conversations with parents at the school gate enhanced book talk and ideas around the ORIM framework. There have been 100% engagement of REAL (Raising Early Attainment in Literacy) project target children within remote home visits which has had a great impact on their literacy levels and engagement with high quality texts. Two Learner Review days ensured all parents were contacted by telephone consultation, to discuss progress, next steps, concerns and outcomes for all children. Any further support was then advised, ready to support with next year's transition. The REAL project commenced in school, in the Summer term, following on from the in house interventions. Weekly phone calls during the lockdown and conversations with parents enabled any parents/children struggling to be referred to a weekly counselling session with Place2Be virtually. Teachers also made regular contact with these families to offer additional support.

**6. To address children's emotional, behavioural and mental health needs at an early stage in order to remove barriers to learning and lay the foundations for making healthy life choices in teenage and adult years:**

**Pre Lockdown:** PPG attendance Sept 20 – Jan 21 prior to Lockdown in January 2021 (93%). Every child's attendance was tracked. The EWO worked closely with the CFO to support families and put plans into place to improve children's attendance through letters and attendance meetings

– virtual/doorstep. During this period schools were not allowed to submit Fixed Penalty Notice Referrals unless for unauthorised holidays. The CFO and EWO worked hard to encourage families to bring their children into school. Place2Be ran at a slightly reduced capacity as counsellors were only able to see two children instead of three due to the need for cleaning equipment in between sessions. However, the School Project Manager supported by seeing children that needed this therapeutic input, meaning that all referred children were seen.

**Post Lockdown:** PPG attendance for academic year 20-21 (91%). Place2Be continued to see children during lockdown as the majority were attending school as key worker/vulnerable children. The School Project Manager made weekly phone calls to parents. Updates were provided to the CFO via CPOMS. The Place4Parents Counsellor remained in contact with the parents she was supporting throughout lockdown. CAMHS I-Reach Practitioner continued to work with one child on a weekly basis during/post lockdown to support the child's mental health and anxieties. Rebecca continued this support throughout lockdown via virtual sessions and post lockdown on school site. The Education Welfare Officer supported the Children and Families Officer throughout lockdown with meetings and visits. The Children and Families Officer carried out regular doorstep visits to families needing extra support or where concerns had been raised by teaching staff during their welfare calls/live Zoom lessons.

**7. To enable students to access high quality small group tuition to help improve the maths & reading attainment of Year 5 & 6 pupils who are working below age-expected levels (80% of who are PPG) thereby supporting them to fulfil their potential:**

#### **Tutor Trust**

**Y5** – focus on Reading comprehension skills – literal comprehension: retrieval and inference; vocabulary development; following up on Quality First Teaching. Pupils remained on track. Some sessions were missed during the Autumn Term due to Tutor absence – completed in Spring 2 by different tutor. Impact was limited. 2 children moved EXS between Autumn and Summer Term –  $23/45 = 51\%$ .

**Y6** - focus on Reading comprehension skills – literal comprehension: retrieval and inference; vocabulary development; following up on Quality First Teaching. Pupils remained on track. Some sessions were missed during the Autumn Term due to Tutor absence – completed in Spring 2 by different tutor. Impact was limited. 5 children moved EXS between Autumn and Summer Term –  $32/47 = 68\%$ .

**Additional Teacher** - Maths focus on arithmetic and calculation skills for Y5 and Y6 children carried out in groups of 1:3 daily. In Y5 9 additional pupils achieved EXS by Summer term –  $24/45 = 51\%$ ; in Y6 15 additional pupils achieved EXS by Summer term –  $31/47 = 66\%$ . A target group of Y6 pupils working at Greater Depth received 2 lessons per week focusing on reasoning and applying arithmetic skills – 6 pupils achieved GDS by Summer term (12%). The Y6 teachers provided additional early morning fluency sessions focusing on multiplication and division for 12 targeted pupils to improve recall and speed.

**NELI** - NELI training completed by 2 LSAs during Autumn term and Spring Term. January lockdown, staff isolation and 3 Reception bubble closures impacted on staffing and time available to complete assessments, therefore, intervention has not been started. To be started in 2021. Ongoing interventions for Speech and Language and Phonics with LSA3 show progress made by all pupils with 58% on track for Reading and 49% on track for Writing. Speech and Language therapist bought in to deliver speech and language sessions and direct 1:1 sessions for all children. Those who need 1:1 interventions are followed up with in house daily sessions.

**WELCOMM** - All nursery children are assessed via WELCOMM speech and language tool and then have 3 weekly targeted interventions in accordance with their WELCOMM level. 16 Nursery children no longer need WELCOMM intervention.

## 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         |
|---------------------------------|------------------|
| Journey Of Hope                 | Place2Be         |
| Children's' Shakespeare Project | North West Drama |
| Speech Bubbles                  | North West Drama |



## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. These include:
  - Chess
  - Sports (both key stages)
  - Dance
  - Cooking

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.