

# Pupil Premium Strategy Statement

## Part 3 - 2023 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Lewis Street Primary School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021 – 2022 2022 – 2023 <u>2023 – 2024</u>
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023 – Year 2 Review
Statement authorised by	Chair of Governors David Jolley
Pupil premium lead	Wendy McCormack Executive Headteacher
Governor / Trustee lead	David Pruden

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,194
Recovery premium funding allocation this academic year	£11,896
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£257,090</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 including SEND. 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 including SEND. 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, including SEND, 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 SEND, including their attainment.
7	Our <b>attendance</b> data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1 - 4% lower than for non-disadvantaged pupils.  7% of disadvantaged pupils have been 'persistently absent' compared to 0% 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.	<p>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.</p> <p><b>Starting point information 2021-22</b></p> <table><tr><th>WellComm/C&amp;L</th><th>Sept 21</th><th>July 22</th></tr><tr><td>Nursery (all)</td><td>21%</td><td>55%</td></tr><tr><td>Reception (all)</td><td>34%</td><td>66%</td></tr></table> <p><b>Starting point information 2022-23</b></p> <table><tr><th>WellComm/C&amp;L</th><th>Sept 22</th><th>July 23</th></tr><tr><td>Nursery (all)</td><td>30%</td><td>63%</td></tr><tr><td>Reception (all)</td><td>34%</td><td>63%</td></tr></table> <p><b>Starting point information 2023-24</b></p> <table><tr><th>WellComm/C&amp;L</th><th>Sept 23</th><th>July 24</th></tr><tr><td>Nursery (all)</td><td>27%</td><td></td></tr><tr><td>Reception (all)</td><td>38%</td><td></td></tr></table>	WellComm/C&L	Sept 21	July 22	Nursery (all)	21%	55%	Reception (all)	34%	66%	WellComm/C&L	Sept 22	July 23	Nursery (all)	30%	63%	Reception (all)	34%	63%	WellComm/C&L	Sept 23	July 24	Nursery (all)	27%		Reception (all)	38%	
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<p>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.</p>	<p>Pupil talk is a high priority in all lessons and pupil feedback reflects positive engagement and enjoyment in all learning.</p> <p>Opportunities to develop an understanding of and to use high quality vocabulary is evident in all subjects.</p> <p>Feedback and questioning is used effectively in all subjects to provide challenge and deepen thinking.</p> <p><b>Starting point information 2023-24</b>  <i>TALK Assessment – 6 pupils per class assessed in the Autumn Term 2023. Pupils to be re-assessed at the end of the Summer Term 2024.</i></p>
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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. 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.

#### Starting point information 2021-22

Phonics screen	Nov 21	June 22
Year 1 (all)	42%	64%
Year 2 (all)	52%	41%

#### Starting point information 2022-23

Phonics screen	Nov 22	June 23
Year 1 (all)	18%	63%
Year 2 (all)	64%	75%
Year 3 (all)	41%	93%

#### Starting point information 2023-24

Phonics screen	Nov 23	June 24
Year 1 (all)	70%	
Year 2 (all)	80%	
Year 3 (all)	87%	

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.

#### Starting point information 2021-22

July '22	Rd	Wr	Ma
Year 2 (all)	32/60=53% (11/60=18%)	23/60=38%	31/60=52% (9/60=15%)
Year 2 (D)	10/28=36% (3/28=11%)	5/28 =21%	10/28=36% (4/28=14%)

#### Starting point information 2022-23

July '23	Rd	Wr	Ma
Year 2 (all)	35/59=59% (7/59=12%)	28/59=47% (5/59=7%)	35/59=59% (11/59=19%)
Year 2 (D)	16/59=27% (2/59=3%)	13/59 =22% (1/59 =2%)	17/59=29% (5/59=8%)

#### Starting point information 2023-24

July '24	Rd	Wr	Ma
Year 2 (all)			
Year 2 (D)			

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 out-comes in 2024/25 show that more than X%\* of disadvantaged pupils met the expected standard.

#### Starting point information 2021-22

July '22	Rd	Wr	Ma	GPS
Year 6 (all)	61%	61%	66%	50%
Year 6 (D)	57%	43%	61%	48%

#### Starting point information 2022-23

July '23	Rd	Wr	Ma	GPS
Year 6 (all)	67% (28%)	58% (10%)	82% (24%)	65% (30%)
Year 6 (D)	28% (9%)	24% (2%)	39% (7%)	26% (9%)

#### Starting point information 2023-24

July '24	Rd	Wr	Ma	GPS
Year 6 (all)				
Year 6 (D)				



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.

Pupil voice shows that pupils are happy to attend school, feel safe and ready to learn.

Pupils are able to achieve their potential as they are ready to learn.

#### Starting point information 2021-23

Boxall	Summer '21	Summer '23
All	71%	
D Pupils	46%	

#### Starting point information 2023-24

CORDS	Autumn '23	Summer '24
All	21%	
D Pupils	24%	

*Boxall assessments not taken as system to be replaced with CORDS in Autumn 2023.*

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Sustained high attendance from 2024/25 demonstrated by:

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%.

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.

#### Starting point information 2021-22

Attendance	Aut '21	Sum '22
Attendance (all)	92.2%	91.1%
Attendance (D)	92.7%	89.6%
PA (all)	27.4%	34.3%
PA (D)	13.2%	18.0%

#### Starting point information 2022-23

Attendance	Aut '22	Sum '23
Attendance (all)	91.8%	92.2%

	Attendance (D)	90.7%	90.3%
	PA (all)	25.3%	26.8%
	PA (D)	12.5%	14.4%
	<b>Starting point information 2023-24</b>		
	<b>Attendance</b>	<b>Aut '23</b>	<b>Sum '24</b>
	Attendance (all)	92.3%	
	Attendance (D)	92.3%	
	PA (all)	20.5%	
	PA (D)	13.7%	
<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.

**Green** – What we currently offer.

**Orange** – What we intend to additionally offer.

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <ul style="list-style-type: none"> <li><b>High Quality CPD/staff training supports the development of teaching and learning.</b></li> <li><b>Shared PPA across the Partnership supports the development of planning within all curriculum areas in all year groups.</b></li> <li><b>LSAs have access to planning time.</b></li> <li><b>Lesson enquiry; team teaching e.g. RWInc and peer observations enable teachers to develop their own pedagogy, e.g. P4C/TALK.</b></li> <li><b>Moderation activities across Partnership; Cluster and wider LA.</b></li> <li><b>Opportunity to develop this further within Cluster and through networks, e.g. Maths Hub TRGs.</b></li> </ul>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> <li>The EEF's <a href="#">guidance reports</a> offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The <a href="#">EEF Toolkit</a> includes summaries of the best available evidence on approaches.</li> <li>Evidence Based Education's <a href="#">Great Teaching Toolkit</a> provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.</li> <li>Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF '<a href="#">Cognitive Science Approaches in the Classroom: A Review of the Evidence</a>' summarises the evidence for teachers.</li> </ul>	1, 2, 3 & 4

<ul style="list-style-type: none"> <li>• <i>Opportunities for shared practice within phases and paired/team teaching, research enquiry, etc. carefully planned.</i></li> <li>• PiXL resources used for assessment; QLAs and targeted interventions.</li> <li>• <i>Opportunity to further explore use of PiXL to tailor assessments into next steps/precision teaching.</i></li> <li>• Key Priorities are written to ensure development of high quality teaching for all learners. A KP for 'the wider curriculum and assessment' written to ensure clear next steps can be looked at for all learners.</li> </ul>		
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p> <ul style="list-style-type: none"> <li>• <b>Talk and P4C training remains a high priority for all staff.</b></li> <li>• <b>Maths Mastery training delivered through NCETM/Maths Hub/Maths No Problem; cluster events and in-house support.</b></li> <li>• <b>RWInc phonics training supports teachers and LSAs to deliver exactly</b></li> </ul>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the</p> <p>best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The <a href="#">EEF Toolkit</a> and <a href="#">guidance reports</a>.</li> <li>• The EEF's '<a href="#">Effective Professional Development</a>' guidance report offers support in designing and delivering PD and selecting external PD.</li> <li>• The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as '<a href="#">Considering a balanced design</a>', and more <a href="#">here</a>.</li> </ul>	<p>1, 2, 3, 4 &amp; 5</p>

<p>what the pupils need.</p> <ul style="list-style-type: none"> <li>• P4C training in place for all new teachers and LSAs to support TALK.</li> <li>• Staff attend Cluster meetings across all subjects to share key messages and approaches.</li> <li>• CPD for all staff and pupils in in Metacognition and self-regulation to be explored.</li> <li>• Vocabulary and reading comprehension training from John Murray with a focus on inference and vocabulary.</li> <li>• Further focus on Feedback – written/verbal and when and how this is delivered to pupils.</li> <li>• TRGs and Research Enquiry to share and improve practice within the Partnership.</li> </ul>		
<p>Mentoring and coaching</p> <ul style="list-style-type: none"> <li>• Coaching - planned programme of coaching – Level 1; 2 or 3.</li> <li>• Senior Leadership team coaching.</li> <li>• All ECTs have a trained mentor with regular weekly meetings scheduled and termly progress reviews where coaching conversations are used to reflect on practice and develop further.</li> <li>• Ensure all ECT mentors have</li> </ul>	<p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the '<a href="#">Effective Mechanisms of PD</a>' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.</li> </ul>	<p>1, 2, 3, 4, 5 &amp; 6</p>

<p>completed coaching level 1 and 2.</p> <ul style="list-style-type: none"> <li>• Continue to ensure that the 10% (ECT1) and 5% (ECT2) have coaching opportunities built within these sessions.</li> <li>• <i>Develop Coaching pairs for all teachers to reflect on and improve own practice.</i></li> <li>• <i>Implementation of Leadership Residency Programme through Challenge Partners.</i></li> </ul>		
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## 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>Interventions to support language development, literacy, and numeracy</p> <ul style="list-style-type: none"> <li>• <b>LSAs/teachers support with targeted interventions that feed into next steps in learning from QFT.</b></li> <li>• <b>QLAs used effectively to identify target groups and foci.</b></li> <li>• <b>Precision teaching takes place using PiXL therapies.</b></li> <li>• <b>LSA3s have an area where they lead – WellComm; Speech &amp; Language (EYFS); phonics; speech bubbles; RWI phonic catch up.</b></li> <li>• <i>Extend this for Early Maths interventions.</i></li> <li>• <b>Trained teachers deliver School Led tutoring.</b></li> <li>• <i>Continue to Tutor Trust for focus groups in KS1 &amp; 2.</i></li> </ul>	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF's '<a href="#">Selecting Interventions</a>' tool offers evidence-informed guidance to select an apt programme.</li> <li>• The EEF has dedicated web pages on effective approaches to support <a href="#">literacy</a> and <a href="#">numeracy</a>.</li> </ul>	<p>1</p>

<ul style="list-style-type: none"> <li>Phonics groups are assessed and streamed according to stage; groups delivered daily by class teachers and LSAs; groups changed half-termly.</li> <li><i>Further explore PiXL therapies by liaising with PiXL consultants.</i></li> </ul>		
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p> <ul style="list-style-type: none"> <li>SENDCo provides support/advice to all staff, parents/carers</li> <li><i>SENDCo to attend all A4A meetings.</i></li> <li>A4A meetings allow achievement and progress of these pupils to be discussed and next steps to be identified.</li> <li>SALT assessment and intervention supported by Speech Therapists.</li> <li>Play therapy for targeted pupils.</li> <li>Timetabled access to Sensory room for children across all year groups as required.</li> <li>Intervention support from Primary Inclusion Team.</li> <li>Access to advice and support from EP.</li> <li><i>Continue to liaise with specialist teachers and agencies and explore further support available.</i></li> <li><i>Explore use of technology to</i></li> </ul>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:</p> <p>The EEF guidance report on <a href="#">Special Educational Needs in Mainstream Schools</a> includes 5 evidence-based recommendations to support pupils with SEND</p>	<p>1, 2, 3, 4, 5 &amp; 6</p>



<p><i>support SEND children.</i></p>		
<p>Teaching assistant deployment and interventions</p> <ul style="list-style-type: none"> <li>LSAs have timetables that support all learners within the class/identified groups.</li> <li>'Booster' groups for targeted support from January.</li> <li>Targeted After School Clubs, e.g. Reading for Pleasure.</li> <li>Phase 1 LSA focusing on SALT and Phonics interventions with support from Speech and Language Therapists.</li> <li>Continued training for LSA's, supporting within precision teaching/PiXL therapies.</li> </ul>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:</p> <ul style="list-style-type: none"> <li>The EEF guidance report on <a href="#">Making the Best Use of Teaching Assistants</a> includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.</li> <li>The EEF Toolkit has a strand on <a href="#">teaching assistant interventions</a>.</li> </ul>	<p>1, 2, 3, 4, 5 &amp; 6</p>

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs</p> <ul style="list-style-type: none"> <li>Whole school CPD – attachment training; emotion coaching; trauma informed practice and behaviour (PIT Team).</li> </ul>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources:</p> <ul style="list-style-type: none"> <li>The EEF guidance report on <a href="#">Improving Social and Emotional Learning</a></li> </ul>	<p>6</p>

<ul style="list-style-type: none"> <li>• <b>SDQs and Boxalls to identify specific needs and targets, e.g. Sensory resources; Messy Play; PIT team interventions. <i>CORDS replacing Boxall assessments as more teacher friendly and efficient.</i></b></li> <li>• <b>Access to Place2 Be and CAMHS I-Reach.</b></li> <li>• <b>Updated behaviour policy and introduction of Class Dojo.</b></li> <li>• <b>INSET day focused on behaviour training and all staff had input into the behaviour policy.</b></li> <li>• <i>Continue new behaviour approach - Class Dojo with regular reviews and staff/pupil voice.</i></li> <li>• <i>Training for staff and pupils in Self-regulation and self-calming techniques.</i></li> <li>• <i>Social stories – training for new staff in using and writing.</i></li> <li>• <i>Consider implementing ‘The Chimp Paradox by Steve Peters – flipping your lid (links to PIT team training at recent INSET).</i></li> </ul>	<p><a href="#">in Primary Schools</a> includes 5 core competencies to be taught explicitly.</p> <ul style="list-style-type: none"> <li>• The EEF guidance report on <a href="#">Improving Behaviour in Schools</a> includes 6 recommendations to support evidence-informed decisions about behaviour strategies.</li> </ul> <p>The EEF Toolkit has a strand on <a href="#">social and emotional learning</a> and <a href="#">behaviour interventions</a></p>	
<p>Supporting attendance</p> <ul style="list-style-type: none"> <li>• <b>CFO in place and works closely with EWO on attendance; and home visits.</b></li> <li>• <i>Further develop parent workshops led by the CFO with a link to life skills.</i></li> <li>• <b>Process for escalation in place.</b></li> <li>• <b>Support/interventions for parents/carers.</b></li> </ul>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:</p> <p>The EEF guidance report on ‘<a href="#">Working with Parents to Support Children’s Learning</a>’ includes a focus on offering more intensive support, which can include approaches to support attendance</p>	<p>7</p>

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|---|--|--|
| <ul style="list-style-type: none"> <li>Attendance and Punctuality rewards celebrated, e.g. weekly assembly</li> </ul> |  |  |
|---|--|--|

<p><b>trophies; End of term events.</b></p> <ul style="list-style-type: none"> <li>Consider new evidenced based initiatives to promote improved attendance.</li> </ul>		
<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</p> <ul style="list-style-type: none"> <li>Range of after school clubs take place Mon-Thurs offering wellbeing, arts, music and reading.</li> <li>Continually monitor clubs on offer – ensuring a range on other than sports and that children would like including lunchtime clubs.</li> <li>Trips and visitors planned in to enhance the curriculum.</li> <li>Continue to explore new visits and visitors. All to visit a museum/music venue during primary school years.</li> <li>Residential in place for Year 6 – Lledr Hall.</li> <li>Shared minibus to support sporting fixtures and competitions, and local area visits.</li> <li>MAPAS events and WCIT lessons.</li> <li>Chess lessons and Chess Club.</li> <li>Sporting Competitions.</li> <li>Fundraising /charity events e.g. Discos; Bingo and fairs.</li> </ul>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources:</p> <ul style="list-style-type: none"> <li>The EEF Toolkit has a strand on <a href="#">arts participation</a>.</li> </ul>	<p>1, 2, 3, 4, 5 &amp; 6</p>
<p>Extended school time, including summer schools</p>	<p>Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school</p>	<p>5 &amp; 6</p>

<ul style="list-style-type: none"> <li>• <b>Foundation92 holiday clubs.</b></li> <li>• <b>Weekly targeted intervention groups for Y5 and Y6 with focus on specific literacy skills, e.g. spelling group delivered by School Led tutor.</b></li> <li>• <b>Summer school / camps – Tutor Trust and Salford Life Centre.</b></li> </ul>	<p>programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF Toolkit has a strand on <a href="#">extending school time, summer schools</a>, and <a href="#">homework</a>.</li> </ul>	
<p>Communicating with and supporting parents</p> <ul style="list-style-type: none"> <li>• <b>Leaders and CFO on school gates in the morning.</b></li> <li>• <b>All teachers are available at the end of the day to speak to families.</b></li> <li>• <b>Website; Seesaw; ParentApp; letters; newsletters and emails.</b></li> <li>• <b>Learner review days twice per year.</b></li> <li>• <b>Annual Report for parents.</b></li> <li>• <b>Home visits for ALL new starters.</b></li> <li>• <b>Stay and play sessions for new to EYF.</b></li> <li>• <b>Consider extending stay and play sessions to once per half term.</b></li> <li>• <b>Family learning sessions with CFO.</b></li> <li>• <b>Parent curriculum workshops – e.g. coding.</b></li> <li>• <b>Charity/fundraisers – coffee mornings.</b></li> <li>• <b>Opportunities to work with Place2Be for parents/carers, e.g. PIPT.</b></li> </ul>	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF Toolkit has a strand on <a href="#">parental engagement</a>.</li> <li>• The EEF guidance report on <a href="#">'Working with Parents to Support Children's Learning'</a> offers practical approaches and insights for communicating and supporting parents.</li> </ul>	<p>1, 2 &amp; 6</p>

**Total budgeted cost: £260,000**

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

### Pupil premium strategy outcomes

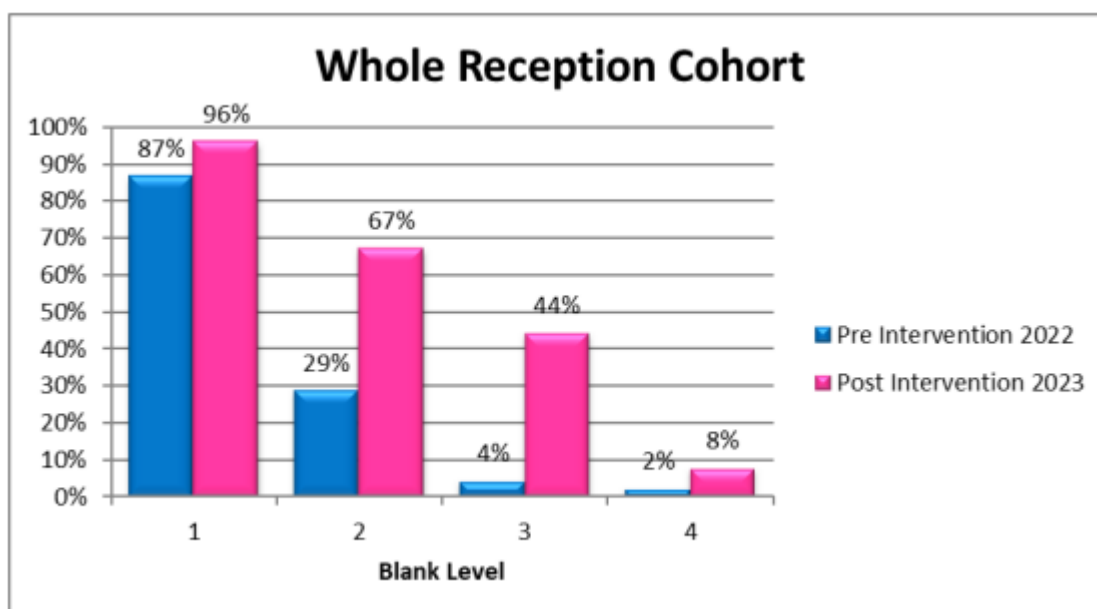
This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### 1. Improved speech, language and communication skills among disadvantaged pupils:

- The Reception cohort started school year 22/23 at 4% ARE for speech and language, as assessed by the SALT Therapist in Sept/Oct 22. SALT Therapist attended a further 19.75 hours to deliver/observe S&L sessions- Najet Mohsin working alongside. NM also attended a virtual 'Colourful Semantics' training session as advised by SALT- helping with Blank Level questioning, description and groupings of words/vocabulary.
- Baseline was undertaken by Nursery and Reception (NFER) in September/October 22, and regular S&L groups taken by LSA3 throughout the year. Groups were regularly re-assessed and re-grouped by Blank Level and Wellcomm techniques (Nursery).
- Class teachers continued to offer QFT using TALK strategies and P4C questioning. ELKLAN systems are still used to engage EAL/DA children into story telling techniques, innovation of texts etc. 'Drawing Club' training was undertaken by DR In December 22, which aids in up-levelling vocabulary at tier 2 level. Training cascaded to all Reception staff.
- Nursery – Year end 63% ARE in C&L from Wellcomm data.
- Reception – Year end 69% reached ARE for C&L (40/59).

In summary, progress made year on year for both Nursery and Reception cohorts.

#### Data from SALT report -year end



**2. 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 continues to be an automatic and embedded part of lessons across the curriculum, rather than a discrete standalone lesson. There is observational evidence of pupils thinking more deeply; this is encouraged by open questioning, paired talk, talk prompts and P4C activities. Talk prompts are used and show progression from EYFS-Y6. Pupils are given 'thinking time' after questions are asked. Learning through dialogue is a key pedagogical approach. Challenging questions are a core part of curriculum and pedagogy. Talk Promises and Teacher Talk Moves are displayed in all classes and are in use across the curriculum. The use of relevant vocabulary ('I think that' / 'I agree with ' scaffolds children's responses. Active Listening is in use across school, backed up for example by the use of random selection via 'lolly sticks' - all pupils know that they can be called on to contribute to a discussion. During this year's QAR visit, a reviewer remarked on the well-established routines and talk strategies and how vocabulary is promoted through talk approaches. A system for measuring progress for 'talk/speaking' is being developed and data will be provided for the first time in 2023-24. All current teaching staff and many LSAs are trained to the P4C Level 1 standard by the Partnership's Talk Consultant. Development days and staff meetings led by Topsy Page ensure that Talk and P4C remain a high priority. P4C book looks have shown that a range of opportunities are provided to develop talk and critical thinking across the curriculum. Pupils speak to varying audiences in assemblies; audibility continues to be a focus. Pupils are routinely introduced to new subject specific vocabulary across the curriculum. New vocabulary is on display for the children to access when necessary. Assessment in Speaking and Listening to be introduced in Autumn 2023.

**3. Improved phonic attainment for disadvantaged pupils at the end of Year 1 and ensure gaps closed by end of Year 2 so as not to negatively impact on development as readers:**

- Phonics was taught throughout Year 1 by the systematic teaching of RWI Speed Sounds. Pupils were initially assessed, then ability grouped to be taught in smaller, daily groups. Regular half termly assessments ensured pupils moved groups and/or were targeted for the interventions as needed. All staff had training to implement the full scheme from September 2023. Drop-ins were undertaken to ensure delivery and QFT was being delivered in the sessions.
- New RWI 'bookbag' reading books and associated resources were purchased to ensure phonics was applied in reading at school and at home. This ensured home reading books were closely matched to pupils' phonic ability.
- Additional targeted interventions were directed towards pupils falling just below ARE in phonics, who were identified through data collection and A4A meetings. These were taught by an additional LSA3 and improved outcomes for those pupils falling just below the screener threshold. School Led tutoring for Year 2 pupils with a qualified teacher supported phonics progress using targeted intervention, e.g. Precision Teaching and additional speed sound sessions. Consultation with the AHT, Assistant Phase Lead and Phonics Lead was sought to ensure the groupings are robust.
- A meeting was delivered to Year 1 and Year 2 parents/carers to inform them of the screener. Parents/carers were given key information and links to resources to aid home learning. Seesaw was used as a platform to boost home learning, with work set to encourage phonics learning at home.
- In summary, progress in phonics has been made year on year.



#### **4. To close the gap between disadvantaged and non-disadvantaged in KS1 in reading, writing and Mathematics:**

- School led tutoring groups in Maths, Reading, Writing and Phonics for DA children. These have been delivered by CH (a qualified teacher) consistently throughout the year. These sessions have not only had an impact on their learning it has also had a great impact on their confidence and self-esteem in the classroom. Children in these sessions have made good progress.
- In the school led tutoring reading group, 5/9 (56%) progressed by one attainment level, 2/9 (22%) progressed by 2 attainment levels, 1 child (11%) maintained and 1 (11%) we did not have prior data for.
- In the school led tutoring writing group, 6/12 (50%) progressed by 1 attainment level, 3/12 (25%) progressed by 2 attainment levels, 1 child (8%) maintained and 2 did not have any prior data.
- In the school led tutoring Maths group, 11/18 (60%) progressed by 1 attainment level, 3/18 (17%) progressed by 2 attainment levels, 1 child (6%) maintained and 3 did not have any prior data.
- In the school led tutoring phonics group, all children made progress. 21 children did not pass the phonics screening check at the end of Year 1. We have had 4 children new to the country so did not have Year 1 phonics screener data and 2 new children in the leaf. So, in June 2023, 26 Year 2 children completed the phonics screening check. 10/26 (38%) passed meaning 45/61 (74%) of Year 2 children have passed the phonics screening check by the end of Year 2.
- The new AfA (Assessment for All) template highlights where the all groups of children are working. Making it easily visible for teachers to identify patterns with DA children and providing clear next steps for teaching. This has allowed teachers to implement appropriate and effective interventions. Teachers have also used this document to inform future planning and have made appropriate adaptations in class. Interventions and progress have been closely monitored via the detailed achievement for all documents and meetings with AHT and assistant phase lead.
- In Autumn 2022, there were no DA children working at the expected standard or above in writing, by the end of the year 8/27 (30%) of DA children were working at the expected standard.
- In Autumn 2022, there were 2/27 (7%) DA children working at the expected standard or above in reading, by the end of the year 11/27 (41%) of DA children were working at the expected standard.
- In Autumn 2022, there was 1/27 (4%) DA child working at the expected standard in Maths, by the end of the year 12/27 (44%) of DA children were working at the expected standard with 2 of those children (7%) achieving GDS.

**5. 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':**

- Combined GDS 9% which is above national.
- Writing data 61% which is in line with the previous year. GDS 11% which has doubled from the previous year.
- Reading interventions run by School-led tutoring and LSA's- children became more fluent with an increased reading speed. End of Key Stage data has significantly improved- last year EXS- 64% and GDS 14% this year 7% EXS and 29% GDS again, doubling for GDS.
- In reading and writing the Greater depth for disadvantaged children was above national.
- In SPaG, GDS 30% which is in line with national.
- School- led tutoring supporting WTS children with arithmetic- significantly raised arithmetic scores and confidence. 80% of children achieved EXS standard and 24% achieved greater depth which is above national for EXS and in line for GDS.
- Disadvantaged pupils out performed non- disadvantaged by 10% in maths.
- Progress for writing and maths improved on previous year. 0.9 for writing and 1.0 for maths.

**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:**

**Place2Be**

The SPM started the role September 2022. The service did not run to full capacity as the SPM had to recruit 2 new counsellors and they started November 2022. One-to-one counselling intervention for children did not run at full capacity due to this new recruitment and awaiting DBS for counsellors. A total of 11 children accessed 1:1 with a total of 109 sessions being offered to clients. Place2Talk (group solution-focused therapy) sessions has also continued to be very popular at the school with 120 sessions held and 83 children seen. A total of 6 child safeguarding concerns were reported to the school following concerns raised in Place2Be interventions. Place2Think service for staff offering support for understanding children's mental health that may have an impact on classroom behaviour - the service offers signposting to therapeutic services that can support staff through any personal issue was popular with 40 staff accessing this. Place2be have seen 18 parents for support with their children's behaviour, which is having an impact on Parents Mental Health.

**Therapeutic Interventions**

- Y6 completed a 6-week CSE programme called Real Love Rocks.
- A total of 18 children have taken part in 3 groups of Messy Play.
- Foundation 92 completed a 6-week mental health programme with Y4 and Y5.
- Salford Youth Service completed a 20-week programme with Y6 focussing on relationships, problem solving and emotions.
- CAMHS I-Reach practitioner worked with two children throughout the year.
- Play Therapy – 2 children were carried over from the previous year and 5 children completed play therapy in this year. An additional 5 started towards the end of 2022-23 and will continue into 2023-24. The number of sessions per child ranged from 13-24.

- 2 groups, totalling 20 children, of Y1 and Y2 took part in Speech Bubbles.
- CAMHS delivered a one-hour Transition Programme to all Y6 children.

The following 6-week interventions were delivered by Rachelle Broadist from the Primary Inclusion Team to a total of 72 children:

- Enhancing self-esteem KS1 – 12 pupils
- Enhancing self-esteem KS2 – 18 pupils

Children will be encouraged to recognise and talk about their strengths, how they feel about themselves and how others perceive them. Sessions will work towards children understanding who and what makes them feel good about themselves and they will also learn strategies to help boost their self-esteem.

- Drawing and Talking emotions group KS2 – 5 pupils

Drawing and Talking allows individuals to discover and communicate emotions through a non-directed technique in a small group setting.

- Understanding emotions KS1 – 6 pupils
- Understanding emotions KS2 – 14 pupils

The understanding emotions intervention has been developed to support children in developing emotional intelligence. The intervention supports the development of self-awareness, empathy and emotional regulation.

- Friendship and Social Skills KS1 – 5 pupils
- Friendship and Social Skills KS2 – 6 pupils

Children will have the opportunity to practice a range of skills to help them form positive relationships, including turn taking and working co-operatively, forming new friendships, understanding personal space and the attributes of a healthy friendship.

- Barton Brook wellbeing group – 7 pupils

Children visited a local care home to engage in art and craft activities and games to enhance their own social and emotional wellbeing as well as enhancing the wellbeing of the residents.

## **7. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils:**

### **Attendance**

Attendance for the year is 92.2%. Persistent absenteeism is 27.9% (National 22%, Salford 19.3%) but when taking leavers and nursery children out would reduce to 18.9%. 28 holiday penalty notices were issued for unauthorised holidays and 2 truancy penalty notice referrals made for poor attendance. 22 truancy penalty warning letters were issued. 8 EWO referrals have been submitted to fast track. Attendance has continued to be a major concern and challenge this year and despite continued interventions from CFO and EWO it feels like there has been a distinct lack of support in this area from some parents/carers post-Covid. Nevertheless, both attendance and PA has improved year on year and this will continue to be a major focus for the next academic year.

### **Education Welfare**

Regular meetings with the EWO, attendance panels and truancy sweeps continue to take place on a half termly basis. Half termly meetings of the Attendance and Safeguarding Cluster continue. Regular Partnership meetings are also held with the EWO.

## **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*

<b>Programme</b>	<b>Provider</b>
Journey of Hope	Place2Be
Children's' Shakespeare Project	North West Drama
Speech Bubbles	North West Drama
TALC (Test of Abstract Language Comprehension)	Enhanced Salford NHS
Boxall Assessment	Boxall Profile
Educational Psychology Additional Hours	Salford EPS
Curriculum Music	MAPAS (Music and Performing Arts Service)
Chess Teaching	Chess to Schools
High Quality Talk	Topsy Page
P4C	Topsy Page
Therapeutic Play	Curiosity Project
Fishing Therapy	Fishing for Schools
CORDS Assessment (SDQ)	Mental Health Hub

## 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.