

# Pupil Premium Strategy Statement

## Part 2 - 2022 - 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	421
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 <u>2022 – 2023</u> 2023 – 2024
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	£217,826
Recovery premium funding allocation this academic year	£22,246
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£240,072</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></td><td></td></tr><tr><td>Reception (all)</td><td>66%</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)			Reception (all)	66%	
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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>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 2022-23</b></p> <table><tr><th>TALK Assessment</th><th>Sept 22</th><th>July 23</th></tr><tr><td>All</td><td></td><td></td></tr><tr><td>D pupils</td><td></td><td></td></tr></table>	TALK Assessment	Sept 22	July 23	All			D pupils											
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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.	<p>Parents/Carers will feel fully supported during their child’s early reading journey from EYFS to Y1.</p> <p>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</p>																		

	<p>be able to decode in line with their Year group expectations.</p> <p>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.</p> <p><b>Starting point information 2021-22</b></p> <table><tr><th>Phonics screen</th><th>Nov 21</th><th>June 22</th></tr><tr><td>Year 1 (all)</td><td>42%</td><td>64%</td></tr><tr><td>Year 2 (all)</td><td>52%</td><td>41%</td></tr></table> <p><b>Starting point information 2022-23</b></p> <table><tr><th>Phonics screen</th><th>Nov 22</th><th>June 23</th></tr><tr><td>Year 1 (all)</td><td></td><td></td></tr><tr><td>Year 2 (all)</td><td>64%</td><td></td></tr><tr><td>Year 3 (all)</td><td>41%</td><td></td></tr></table>	Phonics screen	Nov 21	June 22	Year 1 (all)	42%	64%	Year 2 (all)	52%	41%	Phonics screen	Nov 22	June 23	Year 1 (all)			Year 2 (all)	64%		Year 3 (all)	41%				
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To close the gap between disadvantaged and non-disadvantaged in KS1 in reading, writing and Mathematics.	<p>KS1 reading, writing and maths outcomes in 2024/25 show that more than X%* of disadvantaged pupils met the expected standard.</p> <p><b>Starting point information 2021-22</b></p> <table><tr><th>July '22</th><th>Rd</th><th>Wr</th><th>Ma</th></tr><tr><td>Year 2 (all)</td><td>32/60 (53%) (11/60=18%)</td><td>23/60 (38%)</td><td>31/60(52%) (9/60=15%)</td></tr><tr><td>Year 2 (D)</td><td>10/28 (36%) (3/28=11%)</td><td>6/28=21%</td><td>10/28(36%) (4/28=14%)</td></tr></table> <p><b>Starting point information 2022-23</b></p> <table><tr><th>July '23</th><th>Rd</th><th>Wr</th><th>Ma</th></tr><tr><td>Year 2(all)</td><td></td><td></td><td></td></tr><tr><td>Year 2 (D)</td><td></td><td></td><td></td></tr></table>	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%)	6/28=21%	10/28(36%) (4/28=14%)	July '23	Rd	Wr	Ma	Year 2(all)				Year 2 (D)			
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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'.	<p>KS2 reading, writing, GPS and maths outcomes in 2024/25 show that more than X%* of disadvantaged pupils met the expected standard.</p> <p><b>Starting point information 2021-22</b></p> <table><tr><th>July '22</th><th>Rd</th><th>Wr</th><th>Ma</th><th>GPS</th></tr><tr><td>Year 6 (all)</td><td>61%</td><td>61%</td><td>66%</td><td>50%</td></tr></table>	July '22	Rd	Wr	Ma	GPS	Year 6 (all)	61%	61%	66%	50%														
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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.	<p>Boxall assess all pupils to accurately target and provide emotional and therapeutic support to identified pupils and families of target PPG.</p> <p>Pupil voice shows that pupils are happy to attend school, feel safe and ready to learn.</p> <p>Pupils are able to achieve their potential as they are ready to learn.</p> <p><b>Starting point information 2021-23</b></p> <table><tr><td>Boxall</td><td>Summer '21</td><td>Spring '23</td></tr><tr><td>All</td><td>71%</td><td></td></tr><tr><td>D pupils</td><td>46%</td><td></td></tr></table>	Boxall	Summer '21	Spring '23	All	71%		D pupils	46%																			
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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><b>Starting point information 2021-22</b></p> <table><tr><td>Attendance</td><td>Aut '21</td><td>Sum'22</td></tr><tr><td>Attendance (all)</td><td>92.2%</td><td>91.1%</td></tr><tr><td>Attendance (D)</td><td>92.7%</td><td>89.6%</td></tr><tr><td>PA (all)</td><td>27.4%</td><td>34.3%</td></tr><tr><td>PA (D)</td><td>13.2%</td><td>18.0%</td></tr></table> <p><b>Starting point information 2022-23</b></p> <table><tr><td>Attendance</td><td>Aut '22</td><td>Sum '23</td></tr><tr><td>Attendance (all)</td><td></td><td></td></tr><tr><td>Attendance (D)</td><td></td><td></td></tr><tr><td>PA (all)</td><td></td><td></td></tr></table>	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%	Attendance	Aut '22	Sum '23	Attendance (all)			Attendance (D)			PA (all)		
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<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: £125,000

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>• <b>PiXL resources used for assessment; QLAs and targeted interventions.</b></li> <li>• <i>Opportunity to further explore use of PiXL to tailor assessments into next steps/precision teaching.</i></li> <li>• <b>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.</b></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>• <i>CPD for all staff and pupils in in Metacognition and self-regulation to be explored.</i></li> <li>• <i>Vocabulary and reading comprehension training from John Murray with a focus on inference and vocabulary.</i></li> <li>• <i>Further focus on Feedback – written/verbal and when and how this is delivered to pupils.</i></li> <li>• <i>TRGs and Research Enquiry to share and improve practice within the Partnership.</i></li> </ul>		
<p>Mentoring and coaching</p> <ul style="list-style-type: none"> <li>• <b>Coaching - planned programme of coaching – Level 1; 2 or 3.</b></li> <li>• <b>Senior Leadership team coaching.</b></li> <li>• <b>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.</b></li> <li>• <b>Ensure all ECT mentors have</b></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> </ul>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £58,000

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> </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>	1

<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>Further explore PiXL therapies by liaising with PiXL consultants.</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>SENDCo to attend all A4A meetings.</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>Continue to liaise with specialist teachers and agencies and explore further support available.</li> <li>Explore use of technology to</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: £58,000

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.</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> <li>• <b>Attendance and Punctuality rewards celebrated, e.g. weekly assembly</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>

<p><b>trophies; End of term events.</b></p> <ul style="list-style-type: none"> <li>• <i>Consider new evidenced based initiatives to promote improved attendance.</i></li> </ul>		
<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</p> <ul style="list-style-type: none"> <li>• <b>Range of after school clubs take place Mon-Thurs offering wellbeing, arts, music and reading.</b></li> <li>• <i>Continually monitor clubs on offer – ensuring a range on other than sports and that children would like including lunchtime clubs.</i></li> <li>• <b>Trips and visitors planned in to enhance the curriculum.</b></li> <li>• <i>Continue to explore new visits and visitors. All to visit a museum/music venue during primary school years.</i></li> <li>• <b>Residential in place for Year 6 – Lledr Hall.</b></li> <li>• <b>Shared minibus to support sporting fixtures and competitions, and local area visits.</b></li> <li>• <b>MAPAS events and WCIT lessons.</b></li> <li>• <b>Chess lessons and Chess Club.</b></li> <li>• <b>Sporting Competitions.</b></li> <li>• <b>Fundraising /charity events e.g. Discos; Bingo and fairs.</b></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 EYFs.</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: £241,000**

## 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 2021 to 2022 academic year.

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

- Reception children assessed by SALT in Sep/Oct but long-term absence meant the LSA 3 continued these by herself with input from HS/CS for the rest of the academic year.
- Baseline was undertaken by Nursery and Reception (NFER) in September/October 21, and regular S&L groups taken by LSA3 throughout the year. Groups were regularly re-assessed and re-grouped by Blank Level.
- Class teachers continued to offer QFT using TALK strategies and P4C questioning. ELKAN systems are still used to engage EAL/DA children into story telling techniques, innovation of texts etc. The Laurel Trust engaged children in Forrest School activities to boost C&L skills- Impact to be reported by TC.

**Nursery** – Year end 55% were ARE in C&L.

**Reception** – Year end 66% reached ARE for C&L

- Reception Summer data shows that 38/58= 66% Reception children have achieved the expected level in the C&L ELG. 34 /29 of chn have achieved a Good Level of Development (GLD). (GLD - Prime areas of C&L, PSED & PD and Specific areas of Literacy and Maths)

#### 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.
- 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 talk. Active Listening is in use across school, backed up for example by the use of random selection via 'Thinking Sticks' - all pupils know that they can be called on to contribute to a discussion.
- During this year's QAR visit, an observer remarked on the high quality of children's talk.
- A system for measuring progress for 'talk/speaking' is being developed and data will be provided for the first time in 2022-23.
- All current teaching staff and many LSAs are trained to the P4C Level 1 standard by the Partnership's Talk Consultant.
- Pupils speak to varying audiences in assemblies; audibility continues to be a focus. This is addressed in class by pupils using phrases such as 'Please will you repeat that?'
- Pupils are routinely introduced to new subject specific vocabulary across the curriculum. New vocabulary is on display for the children to access when necessary.

#### 3. 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:

- Phonics has been consistently taught throughout Year 1 by the systematic teaching of RWI.
- Children are initially assessed, then ability grouped to be taught in smaller, daily groups.
- All staff have had refresher training and drop-ins have been undertaken to ensure delivery and QFT is 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. The books have proved to be more interesting to the children and enhanced participation, variety of genre and a deeper love for reading (Pupil Voice).
- Additional targeted interventions have been directed towards children falling just below ARE in phonics, who have been identified through data collection and A4A meetings. These have been taught by an additional LSA3 each afternoon and have significantly improved outcomes for those children falling just below the screener threshold.
- Regular half termly assessments ensure children move groups and/or are targeted for the interventions as needed.
- Consultation with the AHT is always sought to ensure the groupings are robust.
- Two parental workshops were delivered to Year 1 parents to inform them of the screener. At each session parents were given key information and links to resources to aid home learning. Uptake was significantly higher this year than in previous ones.
- Seesaw was used as a platform to boost home learning too, with work set to encourage phonics learning at home.

#### **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. Of the 10 children we targeted to pass the Phonics Screener in Summer 2022, 9/22 = 41% passed. The other 11 children have also made fantastic progress, for example one child scored 4 on the Autumn screener and 20 on the Summer screener.
- During achievement for all meetings, teachers have identified the children who need intervention from Pixl QLA's and these have been planned for, implemented and delivered by LSA's. The QLA's have also informed teachers of areas for future planning. The new development of the AfA Excel spreadsheet has clearly informed teachers of where DA children are working and what they are achieving, allowing teachers to implement appropriate support and scaffolding.
- Novel based approach has enabled children from Y1-6 to develop their GPS and reading skills as well as provide an extensive range of writing opportunities across the year groups. All children have been immersed in the year group novel and then completed differentiated tasks. Novel based learning has given all children the opportunity to be exposed to higher level vocabulary, some of which now use confidently in their writing and class discussions.
- The feedback from KS1 moderation was positive and teacher judgements were agreed with. Advice was given, particularly in Maths and steps have already been taken to implement this. For example, providing more opportunities to develop reasoning skills and giving GDS children more exposure to this earlier in the year.

- The use of PiXL style reading comprehensions used in Y2 has given children a varied amount of question styles which has had a positive impact when children complete reading assessments.
- Year 1 use the PiXL interview questions to help teacher assessment and to prepare the children for reading assessments in Year 2. Children are much more comfortable as they have seen the style of questions before.
- KS1 have been delivering fluency lessons throughout the year, ensuring that children are confident at recalling important number facts. This has also given them the opportunity to revisit skills throughout the year and confidently apply these in context. This has been evident in Pixl assessments, SATs papers and journal entries. The CPA approach has been used by KS1 teachers throughout the year allowing children to take ownership of their learning and chose appropriate apparatus when needed.
- A MNP problem is presented to all children (differentiated where needed) at the start of the lesson, providing all children to further their discussion and reasoning skills amongst peers, followed by quality first teaching.
- Topsy Page has team taught with the Year 2 team this year delivering sessions to model development of talk and strategies that can be used in all areas of the curriculum to promote high quality talk. She has also modelled P4C lessons, to encourage thinking skills, quality questioning and reasoning.

**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':**

- Writing interventions ran by teachers after school for a term- all 10 children involved received EXS.
- Reading interventions ran by School-led tutoring and LSA's- children became more fluent with an increased reading speed.
- School- led tutoring supporting WTS children with arithmetic- significantly raised arithmetic scores and confidence.
- Spelling group for children identified scoring less than 10/20 in spelling test– reduced number of spelling errors in independent work and increased spelling scores.
- School-led tutoring vocabulary focused group- Increased use of higher-level vocabulary in writing and oracy.
- GDS maths group to secure knowledge ran by teachers after school- 7/8 achieved GDS in SATs.

**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**

One-to-one counselling intervention for children ran at full capacity throughout 2021-2 with a total of 22 children accessing this particular part of the service with a total of 278 sessions being offered to clients. Place2Talk (group solution-focused therapy) sessions has also continued to be very popular at the school with 233 sessions held and 82 children seen. In addition, 3 families have accessed PIPT (Personalised Individual Prevention Training). A total of 10 child safeguarding concerns were reported to the school following concerns raised in Place2Be interventions. Journey of Hope, a group intervention for up to 6 children focussing on social skills and

friendships, took place for the first time and was very well received by the group of children that participated.

#### **Therapeutic Interventions**

- Y6 completed a 6 week CSE programme called Real Love Rocks.
- Anti-Bullying and social/emotional skills sessions completed with Y6 during the Autumn Term.
- A total of 47 children have taken part in 11 groups of Messy Crew and 1 group of Messy Play.
- Foundation 92 completed a six 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.
- Six children have accessed Play Therapy.

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

##### **Attendance**

Attendance for the year is 91.1%. Persistent absenteeism is 34.3% (National 30%, Salford 28%) but when taking leavers and nursery children out would reduce to 27.6%. 28 fixed penalty notices issued for unauthorised holidays and 16 fixed penalty notice referrals made for poor attendance. EWO referrals have been submitted to fast track. Attendance has been 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.

##### **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

## 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.