



# 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	Moorfield Primary School
Number of pupils in school	127
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 <b><u>2022 – 2023</u></b> 2023 – 2024
Date this statement was published	November 0222
Date on which it will be reviewed	July 2023 – Year 2 Review
Statement authorised by	Chair of Governors Jenny David
Pupil premium lead	David Nightingale Headteacher
Governor / Trustee lead	John Walsh

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,976
Recovery premium funding allocation this academic year	£6,399
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£117,375</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### The Pupil Premium At Moorfield Primary School

#### What are our ultimate objectives for our disadvantaged pupils?

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.

#### How does our current pupil premium strategy plan work towards achieving these objectives?

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 are meeting our attendance target of 96.5%

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.

#### What are the key principles of our strategy plan?

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	Assessments, observations, and discussions with pupils indicate underdeveloped <b>oral language skills and vocabulary gaps</b> among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that attainment in <b>reading, writing and mathematics</b> in KS1 among disadvantaged pupils, including SEND, is below that of non-disadvantaged pupils
4	Internal and external (where available) assessments indicate that attainment in <b>reading, writing and mathematics</b> in KS2 among disadvantaged pupils, including SEND, is below that of non-disadvantaged pupils
5	Our assessments (including wellbeing survey), 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 during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our <b>attendance</b> data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1 - 3% lower than for non-disadvantaged pupils.  22% of disadvantaged pupils have been 'persistently absent' compared to 18% 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															
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<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 border="1" data-bbox="818 819 1412 927"> <thead> <tr> <th data-bbox="818 819 1169 875">ELG - C&amp;L</th> <th data-bbox="1169 819 1412 875">July 22</th> </tr> </thead> <tbody> <tr> <td data-bbox="818 875 1169 927">Reception (all)</td> <td data-bbox="1169 875 1412 927">56%</td> </tr> </tbody> </table> <p><b>Starting point information 2022-23</b></p> <table border="1" data-bbox="818 1016 1412 1182"> <thead> <tr> <th data-bbox="818 1016 1098 1072">ELG - C&amp;L</th> <th data-bbox="1098 1016 1257 1072">Sept 22</th> <th data-bbox="1257 1016 1412 1072">July 23</th> </tr> </thead> <tbody> <tr> <td data-bbox="818 1072 1098 1128">Nursery (all)</td> <td data-bbox="1098 1072 1257 1128">33%</td> <td data-bbox="1257 1072 1412 1128"></td> </tr> <tr> <td data-bbox="818 1128 1098 1182">Reception (all)</td> <td data-bbox="1098 1128 1257 1182">36%</td> <td data-bbox="1257 1128 1412 1182"></td> </tr> </tbody> </table>	ELG - C&L	July 22	Reception (all)	56%	ELG - C&L	Sept 22	July 23	Nursery (all)	33%		Reception (all)	36%			
ELG - C&L	July 22															
Reception (all)	56%															
ELG - C&L	Sept 22	July 23														
Nursery (all)	33%															
Reception (all)	36%															
<p>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>	<p>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.</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 border="1" data-bbox="818 1628 1412 1823"> <thead> <tr> <th data-bbox="818 1628 1090 1684">Phonics screen</th> <th data-bbox="1090 1628 1249 1684">Nov 21</th> <th data-bbox="1249 1628 1412 1684">June 22</th> </tr> </thead> <tbody> <tr> <td data-bbox="818 1684 1090 1740">Year 1 (all)</td> <td data-bbox="1090 1684 1249 1740">N/A</td> <td data-bbox="1249 1684 1412 1740">92%</td> </tr> <tr> <td data-bbox="818 1740 1090 1823">Year 2 (all)</td> <td data-bbox="1090 1740 1249 1823">21/29 (72%)</td> <td data-bbox="1249 1740 1412 1823">86%</td> </tr> </tbody> </table> <p><b>Starting point information 2022-23</b></p> <table border="1" data-bbox="818 1951 1412 2049"> <thead> <tr> <th data-bbox="818 1951 1090 2007">Phonics screen</th> <th data-bbox="1090 1951 1249 2007">Nov 22</th> <th data-bbox="1249 1951 1412 2007">June 23</th> </tr> </thead> <tbody> <tr> <td data-bbox="818 2007 1090 2049">Year 1 (all)</td> <td data-bbox="1090 2007 1249 2049"></td> <td data-bbox="1249 2007 1412 2049"></td> </tr> </tbody> </table>	Phonics screen	Nov 21	June 22	Year 1 (all)	N/A	92%	Year 2 (all)	21/29 (72%)	86%	Phonics screen	Nov 22	June 23	Year 1 (all)		
Phonics screen	Nov 21	June 22														
Year 1 (all)	N/A	92%														
Year 2 (all)	21/29 (72%)	86%														
Phonics screen	Nov 22	June 23														
Year 1 (all)																

	<table border="1"> <tr> <td>Year 2 (all)</td> <td></td> <td></td> </tr> <tr> <td>Year 3 (all)</td> <td></td> <td></td> </tr> </table>	Year 2 (all)			Year 3 (all)																										
Year 2 (all)																															
Year 3 (all)																															
<p>To close the gap between disadvantaged and non-disadvantaged in KS1 in reading, writing and Mathematics.</p>	<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 border="1"> <thead> <tr> <th>July '22</th> <th>Rd</th> <th>Wr</th> <th>Ma</th> </tr> </thead> <tbody> <tr> <td>Year 2(all)</td> <td>63%</td> <td>48%</td> <td>62%</td> </tr> <tr> <td>Year 2 (D)</td> <td>64%</td> <td>43%</td> <td>64%</td> </tr> </tbody> </table> <p><b>Starting point information 2022-23</b></p> <table border="1"> <thead> <tr> <th>July '23</th> <th>Rd</th> <th>Wr</th> <th>Ma</th> </tr> </thead> <tbody> <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> </tbody> </table>	July '22	Rd	Wr	Ma	Year 2(all)	63%	48%	62%	Year 2 (D)	64%	43%	64%	July '23	Rd	Wr	Ma	Year 2(all)				Year 2 (D)									
July '22	Rd	Wr	Ma																												
Year 2(all)	63%	48%	62%																												
Year 2 (D)	64%	43%	64%																												
July '23	Rd	Wr	Ma																												
Year 2(all)																															
Year 2 (D)																															
<p>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>	<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 (19/24 – 79% Dis)</b></p> <table border="1"> <thead> <tr> <th>July '22</th> <th>Rd</th> <th>Wr</th> <th>Ma</th> <th>GPS</th> </tr> </thead> <tbody> <tr> <td>Year 6 (all)</td> <td>67% (17%)</td> <td>50% (0%)</td> <td>58% (21%)</td> <td>38% (4%)</td> </tr> <tr> <td>Year 6 (D)</td> <td>63% (5%)</td> <td>42% (0%)</td> <td>53% (26%)</td> <td>37% (5%)</td> </tr> </tbody> </table> <p><b>Starting point information 2022-23</b></p> <table border="1"> <thead> <tr> <th>July '23</th> <th>Rd</th> <th>Wr</th> <th>Ma</th> <th>GPS</th> </tr> </thead> <tbody> <tr> <td>Year 6 (all)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 6 (D)</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	July '22	Rd	Wr	Ma	GPS	Year 6 (all)	67% (17%)	50% (0%)	58% (21%)	38% (4%)	Year 6 (D)	63% (5%)	42% (0%)	53% (26%)	37% (5%)	July '23	Rd	Wr	Ma	GPS	Year 6 (all)					Year 6 (D)				
July '22	Rd	Wr	Ma	GPS																											
Year 6 (all)	67% (17%)	50% (0%)	58% (21%)	38% (4%)																											
Year 6 (D)	63% (5%)	42% (0%)	53% (26%)	37% (5%)																											
July '23	Rd	Wr	Ma	GPS																											
Year 6 (all)																															
Year 6 (D)																															
<p>To address children's emotional, behavioural and mental health needs at an early stage in order to remove barriers to learning and lay</p>	<p>Boxall assess all pupils to accurately target and provide emotional and therapeutic support to identified pupils and families of target PPG.</p>																														

<p>the foundations for making healthy life choices in teenage and adult years.</p>	<p>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.</p> <p><b>Starting point information 2021-23</b></p> <table border="1" data-bbox="810 383 1407 495"> <thead> <tr> <th>Boxall</th> <th>Summer '22</th> <th>Spring '23</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>80%</td> <td></td> </tr> <tr> <td>D pupils</td> <td>36%</td> <td></td> </tr> </tbody> </table>	Boxall	Summer '22	Spring '23	All	80%		D pupils	36%																						
Boxall	Summer '22	Spring '23																													
All	80%																														
D pupils	36%																														
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<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 border="1" data-bbox="820 994 1417 1218"> <thead> <tr> <th>Attendance</th> <th>Aut '21</th> <th>Sum '22</th> </tr> </thead> <tbody> <tr> <td>Attendance (all)</td> <td>93.9%</td> <td>93.6%</td> </tr> <tr> <td>Attendance (D)</td> <td>93.2%</td> <td>93%</td> </tr> <tr> <td>PA (all)</td> <td>23.7%</td> <td>20.1%</td> </tr> <tr> <td>PA (D)</td> <td>25%</td> <td>21.7%</td> </tr> </tbody> </table> <p><b>Starting point information 2022-23</b></p> <table border="1" data-bbox="820 1312 1417 1503"> <thead> <tr> <th>Attendance</th> <th>Aut '22</th> <th>Sum '23</th> </tr> </thead> <tbody> <tr> <td>Attendance (all)</td> <td>94.6%</td> <td></td> </tr> <tr> <td>Attendance (D)</td> <td>94.2%</td> <td></td> </tr> <tr> <td>PA (all)</td> <td>19.5</td> <td></td> </tr> <tr> <td>PA (D)</td> <td>23.5%</td> <td></td> </tr> </tbody> </table>	Attendance	Aut '21	Sum '22	Attendance (all)	93.9%	93.6%	Attendance (D)	93.2%	93%	PA (all)	23.7%	20.1%	PA (D)	25%	21.7%	Attendance	Aut '22	Sum '23	Attendance (all)	94.6%		Attendance (D)	94.2%		PA (all)	19.5		PA (D)	23.5%	
Attendance	Aut '21	Sum '22																													
Attendance (all)	93.9%	93.6%																													
Attendance (D)	93.2%	93%																													
PA (all)	23.7%	20.1%																													
PA (D)	25%	21.7%																													
Attendance	Aut '22	Sum '23																													
Attendance (all)	94.6%																														
Attendance (D)	94.2%																														
PA (all)	19.5																														
PA (D)	23.5%																														
<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 are currently doing.

**Orange** – what we intend to add to our offer.

## Teaching

Budgeted cost: £75,000

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>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; Cluster and wider LA.</b> <i>Opportunity to develop this further within Cluster.</i></li> <li>• <b>PiXL resources used for assessment; QLAs and targeted interventions.</b> <i>Opportunity to further explore use of PiXL to tailor assessments into next steps/precision teaching.</i></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> </ul> <p>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.</p>	<p>1, 2, 3, 4</p>

<ul style="list-style-type: none"> <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, e.g. 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 NCEM/Maths Hub/; PowerMaths; cluster events and in-house support.</b></li> <li>• <b>RWinc phonics training supports teachers and LSAs to deliver exactly what the pupils need.</b></li> <li>• <b>P4C training in place for all new teachers and LSAs to support TALK.</b></li> <li>• <b>Staff attend Cluster meetings across all subjects to share key messages and approaches.</b></li> <li>• <i>CPD for all staff and pupils in in Metacognition and self-regulation to be explored.</i></li> <li>• <i>Further focus on Feedback – written/verbal and when and how this</i></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> </ul> <p>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>.</p>	<p>1, 3, 4, 5</p>

<p><i>is delivered to pupils.</i></p>		
<ul style="list-style-type: none"> <li>• <b>Continue to embed RWI to secure stronger phonics teaching for all pupils. This includes release time for the reading lead and continuing with the consultancy buy in service.</b></li> </ul>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<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 completed coaching level 1 and 2.</b></li> <li>• <b>Continue to ensure that the ECTs have coaching opportunities built within these sessions.</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> <p>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.</p>	<p>All</p>

## Targeted academic support

Budgeted cost: £37,512

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>Precision teaching takes place using PiXL therapies.</b></li> <li>• <b>LSA3s have an area where they lead – WellComm; Speech &amp; Language (EYFS); ICT</b></li> <li>• <i>Extend this for maths interventions.</i></li> <li>• <b>Academic mentor for small groups (years 2-3)</b></li> <li>• <b>Phonics groups are assessed and streamed according to stage; groups delivered daily by class teachers and LSAs; groups changed half-termly.</b></li> <li>• <i>Further explore PiXL therapies by liaising with PiXL consultants.</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> </ul> <p>The EEF has dedicated web pages on effective approaches to support <a href="#">literacy</a> and <a href="#">numeracy</a>.</p>	<p>1</p>
<p>Activity and resources to meet the specific needs of</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and</p>	<p>1, 2, 3, 4, 5</p>

<p>disadvantaged pupils with SEND</p> <ul style="list-style-type: none"> <li>• SENDCo provides support/advice to all staff, parents/carers and attends all PP meetings.</li> <li>• PP 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 support SEND children.</li> </ul>	<p>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>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>• Continued training for LSA's,</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-</li> </ul>	<p>3</p>

<p><i>supporting within precision teaching/PIXL therapies.</i></p>	<p>based interventions to support small group and one to one instruction.</p>	
--	---	--

## Wider strategies

Budgeted cost: £60,414

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting attendance</p> <ul style="list-style-type: none"> <li>• <b>EWO on attendance; and home visits.</b></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.</b></li> <li>• <i>Consider new evidenced based initiatives to promote improved attendance.</i></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>6</p>
<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</i></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> <p>The EEF Toolkit has a strand on <a href="#">arts participation</a>.</p>	<p>1, 2, 3, 4, 5 &amp; 6</p>

<p><i>visitors. All to visit a museum/music venue during primary school years.</i></p> <ul style="list-style-type: none"> <li>• Residential in place for KS2 – Lledr Hall.</li> <li>• Mini-bus to support sporting fixtures and competitions.</li> <li>• MAPAS events and WCIT lessons.</li> <li>• Chess lessons and Chess Club.</li> <li>• Sporting Competitions.</li> </ul> <p>Fundraising /charity events e.g. Discos; Bingo and fairs.</p>		
--	--	--

**Total budgeted cost: £172,926 (£55,554 from additional funds)**

## 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.

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

#### Improved oral language skills and vocabulary among disadvantaged pupils.

Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

#### **Starting point information 2021-22**

ELG - C&L	July 22
Reception (all)	56%

#### Comment

This data shows that over half the children achieved the ELG in Communication & Language which includes listening, attention and understanding and speaking. Oral language will continue to be a focus in 2022-23.

#### Improved reading attainment among disadvantaged pupils;

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 screen	Nov 21	June 22
Year 1 (all)	N/A	92%
Year 2 (all)	21/29 (72%)	86%

#### Comment

By the end of June '22 92% of all pupils passed the phonic screener. This was an extremely good outcome. The progress in year 2 (from 72% to 86% of pupils). Again this was an extremely good outcome. In 2022 – 2023 we will continue to focus on phonics as this is integral to developing fluency to ensure all learners can access the curriculum.

Improved maths attainment for disadvantaged pupils at the end of KS2.

To raise the attainment and progress of all pupils, disadvantaged and non-disadvantaged in mathematics by the end of KS2 at both the 'expected' standard and 'greater depth'.

#### **Starting point information 2021-22**

**(19/24 – 79% Dis)**

<b>July '22</b>	<b>Ma</b>
Year 6 (all)	58% (21%)
Year 6 (D)	53% (26%)

**Comment**

Over half of all pupils and over half of disadvantage pupils achieved expected in mathematics in the 2022 national curriculum tests. Particularly pleasing was the number of pupils achieving greater depth.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

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. 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.

<b>Boxall</b>	<b>Autumn '21</b>	<b>Spring '22</b>
<b>All</b>	82%	94%
<b>D pupils</b>	65%	87%

**Comment**

The percentage of disadvantage children feeling like they were achieving in school increased dramatically over the course of the academic year 2021 – 2022 and became more in line with their peers.

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

**Starting point information 2021-22**

<b>Attendance</b>	<b>Aut '21</b>	<b>Sum '22</b>
Attendance (all)	93.9%	93.6%
Attendance (D)	93.2%	93%
PA (all)	23.7%	20.1%
PA (D)	25%	21.7%

**Comment**

Data shows that over the last year despite the efforts of the school attendance remained disappointing. This year (2022-23) our target remains 96.5%. However there was little difference between the attendance of all pupils and the attendance of disadvantage. A pleasing point was PA was reduced but there is still some way to go with this.

--

## 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
ReadingWise	ReadingWise - Literacy Intervention for Schools

## 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.