

## Pupil Premium Strategy Statement 2021-24



This statement details our school's use of pupil premium (and recovery premium 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	Burnley Springfield Community Primary School
Number of pupils in school	211 (updated July 2023)
Proportion (%) of pupil premium eligible pupils	50.2% (updated July 2023)
Academic year/years that our current pupil premium strategy plan covers	2021-2022 until 2024-2025 (although reviewed annually)
Date this statement was published	2 <sup>nd</sup> September 2021 and then updated on 1 <sup>st</sup> September 2022 and 1 <sup>st</sup> September 2023.
Date on which it will be reviewed	Termly (fully July 2022, July 2023, July 2024)
Statement authorised by	Mary Buchanan
Pupil Premium Lead	Andrew Douglas
Governor Lead	Mary Buchanan

### Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year (2023-24)	£147,450
Recovery Premium funding allocation this academic year (2023-24)	£13,050
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
School led tutoring for the academic year (2023-24)	£9,084

Total for this year (2023-2024)

£169,584

### Part A: Pupil Premium Strategy Plan - Statement of Intent

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge Number	Detail of Challenge
1	<ul style="list-style-type: none"> <li>Our on-entry observations of EYFS cohorts, starting school indicates that pupils are starting with very low starting points and even more so since the pandemic.</li> <li>Disadvantaged pupils are starting school with underdeveloped speech, language and communication skills. (also, the case with the non-disadvantaged) This impacts on their ability to make progress.</li> <li>Since the pandemic, we have seen a significant increase in the number of disadvantaged children that require SEND support for SLCN.</li> <li>In 2018-19, the percentage of disadvantaged children that were new starters and had SLCN as a primary category of need was around 4.9%. By 2022-23, this figure rose to 13.8%.</li> </ul>
2	<ul style="list-style-type: none"> <li>Assessment data and observations suggest our disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers and also their ability to access the curriculum.</li> </ul>
3	<ul style="list-style-type: none"> <li>Internal and external assessments indicate that Reading, Writing and Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</li> </ul>
4	<ul style="list-style-type: none"> <li>The number of new starters at reception that are disadvantaged and require SEND support is increasing. In 2022-23, this equated to 17.2%, compared to the figure of 3.3% (2021-22).</li> <li>Across school the number of disadvantaged pupils that also require SEND support has increased. In 2019-20, the figure stood at 10.3%. By 2022-23, this was at 14.2%.</li> <li>In 2022-23 the number of children with primary category of need on the SEND register for SEMH stood at 8.5% (Lancs-2.2%), compared to a figure of 3.9% (Lancs 1.8%) in 2018-19. (This is not just limited to disadvantaged children)</li> <li>The primary category of need for our children with SEND is SEMH. They display a mix of active and passive behaviours such as:           <ul style="list-style-type: none"> <li>Passive Behaviours               <ul style="list-style-type: none"> <li>Anxiety.</li> <li>Low mood.</li> <li>Being withdrawn.</li> <li>Avoiding risks.</li> <li>Unable to make choices.</li> <li>Low self-worth.</li> <li>Isolated.</li> <li>Unable to accept overt praise.</li> <li>Failure to engage.</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Poor personal presentation</li> <li>• Lethargy/apathy.</li> <li>• Daydreaming.</li> <li>• Unable to make and maintain friendships.</li> <li>• Speech anxiety/ reluctance to speak.</li> <li>• Task avoidance.</li> <li>• Passively under-responsive</li> <li>• Passively over- responsive</li> </ul> <p>And Active Behaviours such as:</p> <ul style="list-style-type: none"> <li>• Actively over-responsive</li> <li>• Actively under-responsive</li> <li>• Restlessness/over-activity</li> <li>• Mind Hooks</li> <li>• Impulsivity</li> <li>• Increased displays of physical outlet</li> <li>• Increased displays of verbal outlet</li> <li>• Strong sense of injustice- this may be misguided.</li> <li>• Emotionally overreactive to output.</li> <li>• Difficulties with change/transitions</li> <li>• Flight, Fight, Freeze, Fawn</li> <li>• Sensory Input needs, which may include eating issues.</li> <li>• Underdeveloped empathy</li> <li>• Lack of personal boundaries</li> <li>• Proprioception- inability to sense movement within their own body.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Our assessments and observations reveal that all of our disadvantaged pupils meet at least one, with a very large majority meeting two or more of the following indicators: <ul style="list-style-type: none"> <li>• Low levels of self-confidence,</li> <li>• Low self-esteem</li> <li>• Lack of emotional resilience</li> <li>• Difficulty with self-regulation.</li> <li>• Have witnessed DV/substance misuse.</li> <li>• Lack of routines and boundaries</li> <li>• From a chaotic home</li> <li>• CLA</li> <li>• Are subject to Child Protection Plan</li> <li>• CIN</li> <li>• Has SEND</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Living with mental health difficulties</li> <li>• Living in absolute poverty</li> <li>• Lives with parents that have limited parental capacity.</li> <li>• Child has experienced childhood trauma/abuse.</li> <li>• Child lives in insecure/unstable housing.</li> <li>• As a result of the above families place less importance on education, which was particularly evident during the pandemic, with low levels of engagement, with reference to remote learning during partial school closure. This led to limited progress being made and pupils falling behind.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Our observations indicate that pupils have a limited knowledge and understanding of the world -limited life experiences/cultural capital. These challenges affect the vast majority of our pupils and not just our disadvantaged pupils.</li> </ul>
7	<ul style="list-style-type: none"> <li>• Our attendance data indicates that attendance has declined since the pandemic (some historic). This is more prevalent amongst the disadvantaged children which has impacted on pupil progress. These findings are supported by national studies. In 2018-2019, total school absence was at 3.8% which was broadly in line with National (4.0%). By 2021-22, total school absence increased to 6.4%, however this was still broadly in line with National (6.3%)</li> <li>• Persistent absenteeism for school in 2018-19 stood at 8.6% compared to the National Figure of 8.2%. Persistent absenteeism for school has continued to increase. For 2021-22, 21.5% of children were classed as persistent absentees, compared to 17.7% nationally. As a result of this, these children have not been able to take advantage of bespoke interventions and high-quality teaching. In conclusion, it can be said that assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</li> </ul>

### 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
Improve Language and Communication skills for pupils in school	<ul style="list-style-type: none"> <li>• Timely identification of children that require speech and language support with a view to improving outcomes.</li> <li>• % of children reaching expected standard improves year on year.</li> <li>• % of children showing good or better progress in SLCN increases from starting points for language and there is a year-on-year increase in terms of progress measures</li> <li>• Gap between disadvantaged children and their peers narrows, with assessment data when compared to initial baseline assessments.</li> <li>• Wellcomm results show a % increase in the number of pupils at ARE at the end of the year across all year groups, when compared to the starting points.</li> </ul>

	<ul style="list-style-type: none"> <li>All staff are confident in delivering WELLCOMM across school as an intervention.</li> <li>NELI demonstrates positive impact- children make accelerated progress. This programme is used with identified EYFS and Y1 children as a means of improving children's language and early literacy skills.</li> </ul>
Improved Phonic Screening Results at Y1 and improved reading attainment amongst disadvantaged pupils	<ul style="list-style-type: none"> <li>Y1 Phonics screening results for disadvantaged pupils show accelerated progress when compared to baseline results.</li> <li>KS2 reading outcomes in 2024/25 show that the progress measure for pupils improves when compared to previous year and moves closer to 0.</li> </ul>
Improved EYFS, KS1 and KS2 outcomes in Maths and English for our disadvantaged pupils, ensuring they make accelerated progress from their starting points by 'catching up' on missed learning opportunities	<ul style="list-style-type: none"> <li>Results show improvement in progress measures for disadvantaged pupils in Maths, Reading and Writing at the end of KS2. This improves year on year.</li> <li>At the end of KS1, the percentage of disadvantaged pupils achieving the expected standard improves when compared to baseline EYFS results.</li> <li>At the end of EYFS, the percentage of disadvantaged pupils achieving the expected standard improves when compared to on entry reception baselines results.</li> </ul>
To achieve and sustain improved wellbeing for pupils in our school, particularly our disadvantaged pupils with SEND that have SEMH as their primary category of need.	<ul style="list-style-type: none"> <li>Wider reading/research/CPD successfully undertaken by the SLT and then filtered down to staff (AC Education Team) on behaviours linked to trauma. This leads to the creation of a Relationship policy that replaces the Behaviour policy.</li> <li>School staff are better placed to deal with behaviours of children with SEND that have SEMH as their primary concern, as a result bespoke training delivered by behaviour specialists and educational psychologists.</li> <li>School successfully undertakes reassessment of Wellbeing award in 2022-23. This process leads to the implementation of strategies that impact positively on the wellbeing of disadvantaged children with SEMH.</li> <li>The number of incidents on CPOMS linked to disadvantaged children with SEND and with a primary SEMH concern shows a decline.</li> <li>Monitoring and evaluation from pupil attitude questionnaires reveal that children are demonstrating increased levels of self-confidence, self-esteem and emotional resilience leading to improved levels of engagement in class compared to starting points.</li> <li>Teachers report that identified children are better placed to respond more positively to stressful, unexpected situations and crises through improvements seen in self-regulation.</li> </ul>
Further strengthen and develop the pastoral team so that they are well placed to deal with the increasing levels of vulnerability amongst disadvantaged children and their families.	<ul style="list-style-type: none"> <li>Pastoral member of staff is successfully appointed to work alongside Pastoral Manager, so that bespoke SEMH sessions can be delivered with demonstratable impact.</li> <li>Levels of engagement from vulnerable families increases.</li> <li>Parents of disadvantaged pupils attend workshops and classes hosted by the school which ensures parents are better placed to support pupils with their needs.</li> <li>Families readily access support services within and arranged by school resulting in parents being better placed to support their children</li> </ul>

<p>Increased cultural capital is woven through the curriculum, therefore providing all pupils with the desire to aspire and achieve social mobility whatever their starting points.</p>	<ul style="list-style-type: none"> <li>• A significant increase in participation in a range of experiences, visits, working with creative practitioners etc., bringing learning to life, particularly amongst disadvantaged pupils.</li> <li>• Pupils have access to a range of extra-curricular provision to broaden their experiences that are highlighted in whole school progression maps created by subject leaders.</li> <li>• School funds visits for PP pupils, taking away the financial barriers for families.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• The attendance gap between disadvantaged pupils and non-disadvantaged pupils is reduced when compared to previous years.</li> <li>• The percentage of all pupils who are persistently absent falls year on year and moves closer to the local and National figure.</li> <li>• The gap between persistently absent disadvantaged pupils and non-disadvantaged is reduced further.</li> </ul>

### Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £50,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>High-quality teaching delivered by staff across school.</p> <p>Teachers explicitly teach metacognitive strategies but with subject specific content, once CPD has been provided.</p> <p>During lessons teachers model their own thinking to demonstrate metacognition strategies and use metacognitive talk related to the learning objectives.</p> <p>Opportunities are created for pupils to reflect on and monitor their strengths and areas of improvement.</p> <p>Challenges are provided for pupils to develop effective strategies.</p>	<p><b>Very high impact for very low cost based on extensive evidence.</b></p> <p>There is a strong evidence base that evidence suggests the use of 'metacognitive strategies' which get pupils to think about their own learning - can be worth the equivalent of an additional +7 months' progress when used well.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	<p>1,3</p>
<p>Regular high quality CPD delivered provided, which includes also utilising the local authority where required to ensure staff become highly skilled. Use of Teaching and Learning Communities within school whereby teachers come together in groups, over time, to discuss and analyse practice, aiming to gain new knowledge and skills.</p>	<p>There is a strong evidence base that suggests that staff will see better progress from pupils if provided with high quality CPD, which focuses on and involves building knowledge, motivating teachers, developing teacher techniques, embedding practice. Additionally, it leads to skilled and confident staff.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1,3</p>



<p>Purchase a DFE validated systematic synthetic phonics programme (Success for All- FFT) to secure stronger phonics for all pupils.</p>	<p><b>High impact for very low cost based on very extensive evidence.</b></p> <p>Phonics approaches have a strong evidence base that indicates a positive impact (+5 months) on the development 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>EEF project in 2017 revealed that schools delivering SfA as prescribed by the developers saw larger gains in children’s literacy after two years than those that completed fewer aspects of the programme. FSM children at the end of EYFS and Y1 showed +3 months and +2 months progress respectively.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/success-for-all">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/success-for-all</a></p>	<p>2,3</p>
<p>Purchase standardised diagnostic assessments from NFER, which are closely matched to the SATS. Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1,2,3</p>
<p>Recruit additional Learning Support Assistants and provide them with specific training that links to evidenced based targeted interventions (Reading, Writing and Maths) so that they can deliver interventions.</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1,2,3</p>
<p>Purchase WELLCOMM for Key stage 2 classes- a complete speech and language programme.</p>	<p>There is strong evidence base that communication and language approaches typically have a very high impact and increase young children’s learning by 7 months.</p>	<p>1</p>

Subscriptions to web based online programmes (Bug Club, Purple Mash, Bedrock, TT rockstars)	<p>Use of digital technologies - clear evidence to support technology at home for maths, English and phonics.</p> <p><a href="#">Using Digital Technology to Improve Learning   Education Endowment Foundation   EEF</a></p> <p><a href="#">Pupil Premium Guide   Education Endowment Foundation   EEF</a></p> <p><a href="#">Working with Parents to Support Pupils's Learning   Education Endowment Foundation   EEF</a></p>	1, 2,3
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Budgeted Cost: £65,360**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular Speech and language intervention sessions conducted (WELLCOMM/NELI) for targeted pupils across school, run by learning support assistants.	<p>There is a strong evidence base for the effectiveness of the NELI programme. The trial evaluation found that children receiving the NELI programme made the equivalent of 3 additional months' progress in language skills, on average, compared to children who did not receive NELI. This result has a very high security rating: 5 out of 5 on the EEF padlock scale.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1</a></p>	1
Additional phonics sessions targeted at disadvantaged pupils, including the bottom 20%, in EYFS and KS1 who require further phonics support, as a means of accelerating progress and further narrowing the gap.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

<p>Daily reading sessions and delivery of Tutoring with Lightning Squad with children that are not being supported by parents at home or are in the bottom 20% for decoding/not proficient in word reading across school- additional staff to facilitate this across school.</p> <p>Daily class read led by teacher to promote love for reading, using high quality texts and also provide a model for fluency.</p> <p>Individual assessment records of progress, for children that are behind. Use of RAP Assessment Programme - FFT</p>	<p>The act of reading aloud to the class from a challenging text may support the development of the children’s spoken language comprehension and therefore contribute to their reading comprehension skills.</p> <p>Developing a reading habit is perceived as helping students to get better at reading. Teresa Cremin et al (2014) suggest that the acquisition of the habit of reading is helped when teachers build communities of readers in their classrooms, developing a love of reading and the motivation to do so - building both the will and the skill.</p> <p>DFE Reading framework 2023.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1178136/The_Reading_Framework_2023.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1178136/The_Reading_Framework_2023.pdf</a></p>	<p>2,3</p>
<p>Increased focus on maths fluency- daily sessions timetabled across school to build foundations. Maths also integrated into different activities throughout the day.</p> <p>Maths lessons making use of manipulatives and representatives to encourage discussion and embed concepts.</p>	<p>High expectations of ALL pupils - no ceiling/differentiation in expectations  <a href="#">Improving Mathematics in the Early Years and Key Stage 1   Education Endowment Foundation   EEF</a></p>	<p>3</p>
<p>Engage with the National Tutoring Pro-gramme and school led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>There is strong evidence base that small group tuition has an average impact of 4 months additional progress over the course of the year. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>
<p>Appoint an additional Senior SENDCo to ensure there is capacity to deal with the rising number of children with SEND that are also PP.</p>	<p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/</a></p>	<p>4</p>

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

Budgeted Cost: £54,224

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Appoint a full-time pastoral manager and another pastoral member of staff to take a lead on supporting and working with vulnerable families and children.</p> <p>Roles to involve leading on attendance and embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>Parent surveys <a href="#">Working with Parents to Support Pupils's Learning   Education Endowment Foundation   EEF</a></p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5,7
<p>Access to a range of extra-curricular provisions and a rich, first-hand curriculum offer to build cultural capital, language and vocabulary and life experiences. Enrichment experiences to create aspirational children. Cultural capital lead to track what children are accessing.</p>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	6
<p>Whole staff CPD focusing on mental health and wellbeing to support pupils' learning: attachment training, adverse childhood experiences and early trauma, complex trauma, safeguarding, with a view to improving social, emotional learning skills.</p> <p>Once training has taken place, SEL to be woven through teaching time.</p>	<p>Knowledge of individual pupils needs and changing trend in the emotional and mental health of pupils. <a href="#">Improving Social and Emotional Learning in Primary Schools   Education Endowment Foundation   EEF</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour, and relationships with peers)</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p>	4,5

<p>Further Improve Parental Engagement when it comes to supporting their children's academic learning.</p>	<p><b>High impact for very low cost based on very extensive evidence.</b></p> <p>EEF reports on positive impact on parental involvement on outcomes for pupils, with on average 4 months additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parents">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parents</a></p>	<p>5</p>
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## Part B: Review of outcomes in the previous academic year

### Pupil Premium strategy outcomes

#### **Evaluation 2020-21**

Covid from March 2020 - Feb 2021 led to National tests being cancelled in July 2020/21 - there is therefore no national data.

Our assessments, observations and internal monitoring indicated that the following were significantly impacted last year, primarily due to COVID-19-related issues.

- Attendance rates across school
- Pupil behaviour, wellbeing, and mental health- especially more so for disadvantaged pupils
- Achievement and attainment- much of the end of year targets were not met as the children could not benefit from the PP strategy plan. Results at the end of 20-21, showed that the gap between PP and Non-PP children had further widened across subjects. This was the case, despite school putting in place a high-quality curriculum during school closure. During school closure, all children had access to learning material on the school's learning platform and resources from oak academy. More than 50+ devices were also loaned out to families struggling with access to devices. Unfortunately, the number of devices school was allocated was not enough- so school created relevant learning packs for children, which were delivered to children every week. Despite all these steps being put in place, engagement across year groups was minimal.

#### **Evaluation 2021-22**

- A full-time pastoral manager appointed, who will also take a lead on Attendance and will become the DSL.
- NFER tests purchased for all children to engage with summative tests.

#### **Speech and Language Data**

##### WELLCOMM:

	% age expected or above		% above age expected	
On entry	7/27	26%	0%	
December	12/27	44%	4/27	15%
March	15/27	56%	8/27	30%
June	15/25	60%	0/25	0%

**NELI DATA:**

Child	Test	Standardised Score	Percentile Rank	Expressive Vocabulary	Listening Comprehension	Receptive Vocabulary	Sentence Repetition
1	Baseline	69	2	65	75	78	69
	At the end						
2	Baseline	71	3	65	80	78	71
	At the end						
3	Baseline	82	12	87	85	87	76
	At the end	96	41	95	99	95	97
4	Baseline	89	24	85	93	95	90
	At the end	110	76	98	121	116	101
5	Baseline	80	10	79	84	91	77
	At the end	85	17	92	88	87	81
6	Baseline	69	2	65	75	76	81
	At the end						
7	Baseline	81	11	77	78	99	85
	At the end	81	11	89	85	73	87
8	Baseline	65	1	65	71	65	73
	At the end						
9	Baseline	81	11	75	88	82	95
	At the end	101	55	95	99	104	109

**PROGRESS DATA (2021-22)**

	Year Group	PP Expected Progress %	Non-PP Expected Progress %	Difference between PP and Non-PP 2021-22	PP Better than Expected Progress %	Non-PP Better than Expected Progress %	Difference between PP and Non-PP 2021-22
Reading	1	70.6 (12/17)	64.3 (9/14)	+6.3	47.1 (8/17)	57.1 (8/14)	-10
	2	73.3 (11/15)	80.0 (12/15)	-6.7	66.7 (10/15)	73.3 (11/15)	-6.6
	3	45.5 (5/11)	83.3 (15/18)	-37.8	36.4 (4/11)	77.8 (14/18)	-41.4
	4	66.7 (12/18)	92.3 (12/13)	-25.6	38.9 (7/18)	69.2 (9/13)	-30.3
	5	61.1 (11/18)	86.7 (13/15)	-25.6	50.0 (9/18)	80.0 (12/15)	-30.0
	6	68.8 (11/16)	92.9 (13/14)	-24.1	56.3 (9/16)	64.3 (9/14)	-8.0
Writing	1	76.5 (13/17)	64.3 (9/14)	+12.2	58.8 (10/17)	57.1 (8/14)	+1.7
	2	80.0 (12/15)	86.7 (13/15)	-6.7	73.3 (11/15)	80.0 (12/15)	-6.7
	3	45.5 (5/11)	83.3 (15/18)	-37.8	45.5 (5/11)	72.2 (13/18)	-26.7
	4	72.2 (13/18)	92.3 (12/13)	-20.1	72.2 (13/18)	92.3 (12/13)	-20.1
	5	66.7 (12/18)	86.7 (13/15)	-20.0	61.1 (11/18)	86.7 (13/15)	-25.6
	6	62.5 (10/16)	92.9 (13/14)	-30.4	56.3 (9/16)	92.9 (13/14)	-36.6
Maths	1	82.4 (14/17)	64.3 (9/14)	+18.1	47.1 (8/17)	14.3 (2/14)	+32.8
	2	86.7 (13/15)	86.7 (13/15)	0	86.7 (13/15)	80.0 (12/15)	+6.7
	3	45.5 (5/11)	88.9 (16/18)	-43.4	45.5 (5/11)	72.2 (13/18)	-26.7
	4	55.6 (10/18)	92.3 (12/13)	-36.7	50.0 (9/18)	84.6 (11/13)	-34.6
	5	55.6 (10/18)	93.3 (14/15)	-37.7	44.4 (8/18)	80.0 (12/15)	-35.6
	6	75.0 (12/16)	92.9 (13/14)	-17.9	75.0 (12/16)	85.7 (12/14)	-10.7

**PHONICS RESULTS (2021-22)**

	% Meeting the Standard	PP Meeting the Standard %	Non-PP Meeting the Standard %
2021-2022	53.6%	44 (7/16)	53 (8/15)



**Attendance figures across school- PP v Non-PP****Reception**

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	13	95.96	3.66	0.38	0.10	0.13
Not Pupil Premium	17	92.15	6.40	1.45	0.31	0.08

**Year 1**

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	18	92.30	6.50	1.20	0.32	0.28
Not Pupil Premium	15	92.51	6.24	1.25	0.20	0.08

**Year 2**

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	14	92.45	6.42	1.13	0.63	0.30
Not Pupil Premium	17	93.53	5.07	1.41	0.19	0.07

**Year 3**

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	10	95.21	3.21	1.59	1.88	0.52
Not Pupil Premium	23	92.97	4.02	3.02	0.55	0.13

**Year 4**

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	16	94.00	4.80	1.20	1.05	0.27
Not Pupil Premium	15	95.06	4.10	0.84	0.16	0.06

**Year 5**

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	19	94.42	5.24	0.34	0.17	0.10
Not Pupil Premium	17	92.80	6.71	0.49	0.17	0.03

**Year 6**

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	17	93.61	5.09	1.30	0.65	0.21
Not Pupil Premium	15	96.06	3.37	0.56	0.13	0.04

## Evaluation 2022-23

- A full-time pastoral member of staff was appointed to support the Pastoral Manager. This member of staff became a backup DSL as well.
- School purchased FFT- Phonics for All Scheme to secure stronger phonics results for all pupils- Evidenced based.
- Additional LSAs appointed to move on learning by delivering targeted interventions. This included- three additional members of staff.
- Increased cultural opportunities across school. See Long term plans for 2022-23
- School was successful in accessing a travel subsidy fund of £1000 from Historic Royal Palaces to take the children to London. The Year 6 children will be travelling to London for an overnight stay on 7 March 2023 and returning on 8 March 2024. Whilst in London they will be visiting The Tower of London to participate in a Pirate Prisoners workshop. In addition, they will also access other sites.
- School completed the Attachment Trauma Training and were awarded the AC Education Accreditation Badge for Attachment and Trauma on 9th November 2022.



**Attachment & Trauma**  
Aware School **ACEducation**

- School was reassessed 27.06.23 for the Wellbeing Award and retained the award for a further three years.



2023-2026

- Individual tracking of each PP child, with illustrates barriers, progress and what money has been spent on- separate document held in school.

## Speech and Language Data

### WELLCOMM:

	% age expected or above	
On entry	7/28	25%
December	12/27	49%
March	15/27	56%
June	16/27	59%

Table above shows that % of children showing good or better progress in SLCN increases from starting points.

**NELI DATA:**

Child	Test	Standardised Score	Percentile Rank	Expressive Vocabulary	Listening Comprehension	Receptive Vocabulary	Sentence Repetition
1	Baseline	71	3	75	84	69	77
	At the end	83	13	84	92	81	81
2	Baseline	86	19	87	90	91	85
	At the end	100	52	98	114	83	105
3	Baseline	83	13	85	81	91	85
	At the end	92	32	92	110	83	90
4	Baseline	77	7	84	85	71	77
	At the end	96	40	104	100	98	84
5	Baseline	85	17	101	84	73	85
	At the end	98	46	106	111	90	98
6	Baseline	65	1	79	75	65	69
	At the end						
7	Baseline	81	11	77	90	87	81
	At the end	86	19	82	95	91	87
8	Baseline	83	14	85	87	76	81
	At the end	88	22	85	110	91	93
9	Baseline	75	5	71	80	83	75
	At the end	86	19	84	118	75	87
10	Baseline	76	6	77	88	73	81
	At the end	90	27	90	96	87	94
11	Baseline	91	29	96	95	91	88
	At the end	100	50	95	110	104	90

12	Baseline	92	31	87	95	91	101
	At the end	95	37	89	105	87	101
13	Baseline	91	29	87	107	99	76
	At the end	93	34	95	114	78	93

Table above shows NELI demonstrating positive impact.

### PROGRESS DATA

	Year Group	PP Expected Progress %	Non-PP Expected Progress %	Closing the Gap		PP Better than Expected Progress %	Non-PP Better than Expected Progress %	Closing the Gap	
				Difference between PP and Non-PP 2022-23	Difference between PP and Non-PP 2021-22 (Cohort comparison)			Difference between PP and Non-PP 2022-23	Difference between PP and Non-PP 2021-22 (Cohort comparison)
Reading	1	92.9 (13/14)	73.3 (11/15)	+19.6		85.7 (12/14)	73.3 (11/15)	+12.4	
	2	82.4 (14/17)	57.1 (8/14)	+25.3	+6.3	41.2 (7/17)	57.1(8/14)	-15.9	-10
	3	80.0 (12/15)	93.3 (14/15)	-13.3	-6.7	40.0 (6/15)	60.0 (9/15)	-20.0	-6.6
	4	100 (11/11)	88.9 (16/18)	+11.1	-37.8	81.8 (9/11)	77.8 (14/18)	+4.0	-41.4
	5	66.7 (12/18)	92.3 (12/13)	-25.6	-25.6	55.6 (10/18)	69.2 (9/13)	-13.6	-30.3
	6	66.7 (12/18)	73.3 (11/15)	-6.6	-25.6	50.0 (9/18)	33.3 (5/15)	+16.7	-30.0
Writing	1	92.9 (13/14)	66.7 (10/15)	+26.2		78.6 (11/14)	66.7 (10/15)	+11.9	
	2	82.4 (14/17)	78.6 (11/14)	+3.8	+12.2	70.6 (12/17)	64.3 (9/14)	+6.3	+1.7
	3	53.3 (8/15)	86.7 (13/15)	-33.4	-6.7	26.7 (4/15)	60.0 (9/15)	-33.3	-6.7
	4	90.9 (10/11)	94.4 (17/18)	-3.5	-37.8	90.9 (10/11)	83.3 (15/18)	+7.6	-26.7
	5	72.2 (13/18)	84.6 (11/13)	-12.4	-20.1	66.7 (12/18)	69.2 (9/13)	-2.5	-20.1
	6	72.2 (13/18)	86.7 (13/15)	-14.5	-20.0	50.0 (9/18)	73.3 (11/15)	-23.3	-25.6
Maths	1	71.4 (10/14)	73.3 (11/15)	-1.9		57.1 (8/14)	73.3 (11/15)	-16.2	
	2	88.2 (15/17)	78.6 (11/14)	+9.6	+18.1	58.8 (10/17)	71.4 (10/14)	-12.6	+32.8
	3	66.7 (10/15)	80.0 (12/15)	-13.3	0	46.7 (7/15)	60.0 (9/15)	-13.3	+6.7
	4	90.9 (10/11)	83.3 (15/18)	+7.6	-43.4	90.9 (10/11)	66.7 (12/18)	+24.2	-26.7
	5	66.7 (12/18)	92.3 (12/13)	-25.6	-36.7	50.0 (9/18)	76.9 (10/13)	-26.9	-34.6
	6	61.1 (11/18)	86.7 (13/15)	-26.6	-37.7	50.0 (9/18)	33.3 (5/15)	+16.7	-35.6

**PHONICS RESULTS (2022-23)**

	% Meeting the Standard	PP Meeting the Standard %	Non-PP Meeting the Standard %
2021-2022	53.6%	44 (7/16)	53 (8/15)
2022-2023	65.5%	50 (7/14)	80 (12/15)

Percentage of PP children meeting the Standard has increased from 44% to 50%.

**ATTENDANCE (2022-23): Attendance figures across school- PP v Non-PP****EYFS**

	Pupils in group	Attendance	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	18	89.75	8.86	1.39	1.09	0.34
Not Pupil Premium	12	93.73	5.96	0.32	0.00	0.07

**Year 1**

	Pupils in group	Attendance	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	14	93.69	5.18	1.13	0.14	0.30
Not Pupil Premium	17	95.95	3.58	0.47	0.09	0.06

For the above cohort, the attendance for 2021-22 was as below. This year the attendance for PP has declined. However, school admitted an additional PP child.

	Pupils in group	Attendance
Pupil Premium	13	95.96
Not Pupil Premium	17	92.15

**Year 2**

	Pupils in group	Attendance	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	18	92.20	6.63	1.17	0.22	0.08
Not Pupil Premium	14	91.10	8.07	0.83	0.21	0.15

For the above cohort, the attendance for 2021-22 was as below. The attendance for 2022-23 was more or less in line with that of 2021-22.

	Pupils in group	Attendance
Pupil Premium	18	92.30
Not Pupil Premium	15	92.51

### Year 3

	Pupils in group	Attendance	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	16	89.46	8.03	2.51	1.33	0.70
Not Pupil Premium	15	94.93	4.05	1.02	0.09	0.05

For the above cohort, the attendance in the previous year was as below. The attendance for 2022-23 has declined further when compared to the figures for 2021-22. However, two additional PP children also joined.

	Pupils in group	Attendance
Pupil Premium	14	92.45
Not Pupil Premium	17	93.53

### Year 4

	Pupils in group	Attendance	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	13	93.34	5.88	0.78	0.65	0.23
Not Pupil Premium	18	95.20	3.60	1.20	0.54	0.08

For the above cohort, the attendance in the previous year was as below. The attendance for 2022-23 has declined further when compared to the figures for 2021-22. However, two additional PP children also joined.

	Pupils in group	Attendance
Pupil Premium	10	95.21
Not Pupil Premium	23	92.97

### Year 5

	Pupils in group	Attendance	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	18	95.23	4.13	0.64	0.34	0.13
Not Pupil Premium	13	94.11	5.23	0.66	0.11	0.06

For the above cohort, the attendance in the previous year was as below. The attendance for 2022-23 improved when compared to the figures for 2021-22, despite two additional PP children joining.

	Pupils in group	Attendance
Pupil Premium	16	94.00
Not Pupil Premium	15	95.06

**Year 6**

	Pupils in group	Attendance	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	19	95.81	3.89	0.30	0.04	0.03
Not Pupil Premium	15	91.12	7.47	1.41	0.00	0.05

For the above cohort, the attendance in the previous year was as below. The attendance for 2022-23 improved when compared to the figures for 2021-22, despite two additional PP children joining.

	Pupils in group	Attendance
Pupil Premium	19	94.42
Not Pupil Premium	17	92.80

**Externally provided programmes.**

Programme	Provider
NELI project	Nuffield Foundation
S&L intervention-WELLCOMM	GL assessment
Tutoring with Lightning Squad	FFT