

Pupil Premium Strategy Statement: Berkswich CE Primary School

This statement details our school's use of pupil premium and recovery premium for the 3 year duration of the strategy spanning from 2021-2024. This update reflects spending and supporting evidence for the allocation of the funds to help improve the attainment of our disadvantaged pupils for the 2022 to 2023 academic year.

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	Berkswich CE Primary School
Number of pupils in school	215 (Rec – Y6)
Proportion (%) of pupil premium eligible pupils	8.3%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Samantha Jackson Headteacher
Pupil premium lead	Lisa Andrews SENDCo
Governor / Trustee lead	Steve Cope - Lead for disadvantaged pupils

Funding Overview

Detail	Amount
Pupil premium funding allocation Academic Year 2022-23	Reported with funding from 1 st April 2022- 31 st March 2023= £18,935
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 2023-24	Funding from 1st April 2023- 31st March 2024= £20 595

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Berkswich, we believe that the highest possible standards can only be achieved by having aspirational and ambitious expectations of all learners. Some pupils from disadvantaged backgrounds, those that have been previously in care or those whose families that part of the forces may require additional support; therefore, we use all the resources available to allow them to reach their fullest potential both academic and socially.

At Berkswich CE Primary, we strongly believe that reaching your potential is not about where you come from, instead about developing the necessary skills and values required to succeed. The pupils in receipt of the Pupil Premium Funding can face specific barriers to reaching their full potential, and, at Berkswich, we are determined to provide the support and guidance they need to help them overcome these barriers. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

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.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, 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	From analysing the school data, it indicates that some pupil premium/disadvantaged children are lower attaining and achieving slower progress rates in reading, writing and mathematics when compared to non-disadvantaged pupils.
2	From observation and discussion with some pupil premium/disadvantaged, children it shows that some children have limited experiences beyond their home life and immediate community.
3	Reduced attendance dipping below the school's target of 96% in some situations.
4	Increasing speech and language needs throughout school particularly in the Early Year Foundation Stage.
5	Increasing difficulties regarding anxiety, social, emotional and poor mental health including negative early childhood experiences for those children who are looked after and post-looked after.
6	Wider enrichment for Pupil Premium children including those with social workers and those facing financial austerity within the current climate.

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
Accelerated Progress in Reading	Children will achieve above National Average in Reading.
Accelerated Progress in Writing	Children will achieve above National Average in Writing.
Accelerated Progress in Mathematics.	Children will achieve above National Average in Mathematics.
Pupil Premium children will achieve a statutory pass in the Phonics Screening Check.	Children will achieve above National Average in the Phonics Screening Check.

Attendance of all Pupil Premium children is above 96% on average across the length of this 3-year strategy.	Pupils will achieve 96% or above attendance across the school year.
Early identification of Speech Needs via a speech and language screener provided by The Early Outcome Fund and the follow-on intervention; It's Time to Talk program helps to ensure early identification and intervention of need is carried out.	Children will achieve an improvement in scores on the 3 annually screener. Progress will also be monitored on the It's Time to Talk intervention. Screening takes place three times across the year September, March and July. Results help to target evidence-based interventions.
Children's mental health and wellbeing are promoted and protected in all areas of school life. Early identification and intervention are prioritised.	Children and young people's emotional health and well-being are essential foundations for keeping them safe, helping them reach their full potential, and preparing them for a thriving adulthood.

Activity in Academic Year (2023-24)

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

Teaching

Budgeted cost: £14,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF, 2021) EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Pupil_Premium_Guidance.pdf (educationendowmentfoundation.org.uk) Some example research: Collaborative learning (+5) - The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. Mastery learning (+5) (e.g. Maths Hub) - The impact of mastery learning approaches is an additional five months progress, on average, over the course of	1,4

	a year. There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery'. Metacognition (+7) - The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	
Staff CPD	Now, more than ever, professional learning must be capitalised and underlined at the head of our priority list. The challenges we faced prior to the outbreak of Covid-19 still exist, and many of these are likely to have been exacerbated by the effects of the virus and the national lockdown. For example, the Education Endowment Foundation (EEF) (2020) has produced a rapid evidence assessment examining the potential impact of school closures on the attainment gap between advantaged and disadvantaged students, which predicts that school closures are likely to reverse progress made to close the gap in the last decade since 2011. Professional learning holds one of the keys to sustained improvement at a systemic level. A 2015 review of international research into teacher professional development suggested that subject-specific continuing professional development (CPD) is more effective than generic pedagogic CPD, in terms of its impact on pupil outcomes (TDI, 2015). The report from the Teacher Development Trust (TDT) suggests that effective CPD should be underpinned by: • subject knowledge • subject-specific pedagogy • clarity around learner progression, starting points and next steps • content and activities dedicated to helping teachers understand how pupils learn, both generally and in specific subject areas. A more recent report into current practice suggests that subject-specific CPD is favoured by teachers and appears to have more impact on pupil outcomes. Staff have been trained on the Educational Psychology Service Recommended Reading Intervention and have implemented this throughout school. Staff have been on a wider variety of CPD courses to further advance their understanding in relation to Autism. We know that effective CPD programmes built around subject expertise are likely to improve outcomes for young people as well as teachers' sense of job satisfaction. THE EDUCATION EXCHANGE DESIGNING A CPD MODEL FIT FOR THE FUTURE By Andy Tharby, 2021	1,4

Teaching Assistant Support	The latest research shows that when TAs are used in a focused way – to deliver structured, high-quality support to small groups or individual children – pupils make an additional two to four months' progress. Evaluation of the two studies was funded by the Education Endowment Foundation (EEF, 2021) charity, which says there is compelling evidence that should help shape the way TAs are used in schools to ensure they improve pupils' results.	1,4
Speech and Language Training	Early intervention programs are designed to enhance the developmental competence of participants and to prevent or minimize developmental delays. Children targeted for early intervention may either include environmentally or biologically vulnerable children, or those with established developmental deficits. There is growing consensus based on the best available evidence that early interventions can exert moderate positive effects. <i>Benefits of early intervention for children with developmental disabilities. Annette Majnemer, 1998</i> The first years of life are vital in giving every child the best start, with speech, language and communication skills an important indicator of child wellbeing. These skills shape a child's ability to learn, develop friendships and their future life chances. Every child, regardless of circumstance should be able to develop and thrive. There is increasing concern about the numbers of children starting school with poor speech, language and communication skills, with unacceptable differences in outcomes in different areas of the country. Inequalities in early language development are recognisable in the second year of life and have an impact by the time children enter school. This guidance is part of a wider programme of work to support early child development including the Department for Education's work to encourage parents to engage in activities that support their child's early learning – and the modernisation of the Healthy Child Programme announced in the Green Paper, Advancing Our Health: prevention in the 2020s. <i>Public Health England, 2020</i> The importance of early identification and intervention is further supported in the <i>SEND Review, March 2022.</i>	4
Training on range of areas of need including ASD and Pastoral support. ELSA, Occupational Therapy, Emotion Coaching, Lego Intervention Support.	Autism and ASD CPD courses can help you develop a better understanding and awareness, including what it is and how to recognise common signs and behaviour. Autism CPD courses can help you explore subjects such as causes, common misconceptions, diagnosis and assessments. CPD courses can be a great way to learn for teachers, caregivers, parents and educators, as well as any individual who wishes to understand the subject better and become more confident in their understanding of autism. <u>https://cpduk.co.uk/news/cpd-for-autism-and-asd-courses</u>	1

Supporting home learning through the use of Timetable Rock Stars and Ten Town Software Programs	Times Tables Rock Stars continues to grow its reach and influence. • More than 8,000 primary and secondary schools were subscribed in August 2018, including 3,000 in the North of England. • An estimated 370,000 disadvantaged children are benefitting from Times Tables Rock Stars. • The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it. https://shinetrust.org.uk/case-study/times-tables-rock-stars/ 2021	1
Increasing access to high quality decodable books which is in line with the new reading framework and the government approved early reading program 'Little Wandle' EYFS/KS1 Books	Over the last two decades, there has been a deepening recognition of the fundamental importance of improving reading standards on a child's future academic achievement, wellbeing and success in life. The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread. Fluency of reading is also a key indicator for future success in further education, higher education and employment. Even more significantly, being a highly engaged reader has the potential to allow a child to overcome their background. In 2000, results from the OECD's Programme for International Student Assessment (PISA) showed that: "while the degree of engagement in reading varies considerably from country to country, 15-year-olds whose parents have the lowest occupational status but who are highly engaged in reading obtain higher average reading scores in PISA than students whose parents have high or medium occupational status but who report to be poorly engaged in reading. This suggests that finding ways to engage students in reading may be one of the most effective ways to leverage social change. This finding remains pertinent, with a 2021 OECD report stating that "PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status" The Reading Framework July 2021	1,4
Little Wandle Phonics Scheme validated by the Department for Education in line with the new Reading Framework.	To Ensure high quality consistent teaching of phonics and early reading for every child in every classroom and help you continue to grow a love of reading in your school. Little Wandle 2021. The further development of rich resources have been purchased to ensure the success of the program. A member of staff is leading this alongside another member of staff who is leading the phonics specifically.	1,4

EY Resourcing and change to Hygge Approach in Reception	Resources are carefully organised to make them visible to adults and children, not hidden away but valued and celebrated! They should also be presented in ways to make them not only appealing to use but also to support incidental learning, e.g. using labelling and shadowing to reinforce early literacy and numeracy. Creating delightful corners of curiosity Alongside continuous provision, creating delightful corners of curiosity enables us to introduce inspiring enhancements to bring new learning to our early years classrooms – enriching language, deepening understanding and providing opportunities to embed prior learning in new and diverse contexts Early Excellence Centre for Inspiring Learning, June 2021	1,2,4
Dingley's Promise Training Staff Release to attend training.	Dingley's Promise is aimed at empowering early years practitioners to deliver inclusive practices by upskilling them through training and shared information/learning resources. It is expected that the training will increase learners' awareness of the needs of all children, especially those with SEND and vulnerable pupils enhancing their confidence in supporting the learning and well-being of all children in their setting.	1, 4

Targeted Academic Support

The school records, on an individual basis, the targeted academic support for all children. The information below is summarised for anonymity purposes.

Budgeted cost: £10,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted. Tutoring is one of the most effective tools for helping pupils recover lost education and many pupils have already benefited this year from the NTP. The Government is offering schools a new expanded tutoring offer from the start of academic year 2021/22. DfE November 2021. 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:	1

	<u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u> Evidence gathered internally by formative assessment gathered by tutor. The tutoring program remains in school and children have been selected who require the additional support particularly those who are disadvantaged or classed as vulnerable.	
GL Assessment Screening Software. Available to all pupils including PP children.	GL Assessment provides teachers with vital insights about their pupils, in turn helping those pupils to do better. Geoff Barton General Secretary, ASC The resulting 'triangulation' around a child gives us rich data as well as an in-depth picture of him/her in relation to every other child, and ensures that, while not everyone will ultimately achieve the same results, all children will make the best possible progress. This aspirational learning approach is about setting tough targets for individuals, but not generalised SMART targets that may be unrealistic or impossible for some while being insufficiently taxing for others. Using GL Assessment data with educators and leaders to drive high achievement - GL Assessment (gl-assessment.co.uk)	1,5
iASEND Tracking Software Many PP children are tracked through iASEND to ensure progress can be evaluated and evidenced.	A key element of iASEND and where it differs from rivals is by using "barriers to learning" in different domains creates a code, where one child's progress can be compared with all other pupils with the same code regardless of school, label and age. This is the key element in thinking that sets iASEND apart and allows the system to benchmark pupils and thus enables practitioners to focus on best practice. Building on this, iASEND is based on an hierarchical set of assessment statements.	1,4
It's Time to Talk Intervention EYFS (Free training, budget for resourcing, staff delivering intervention)	'It's Time to Talk' is a preverbal and early language skills targeted group intervention. It is designed for children in the early years and to be delivered by trained early years' practitioners. The programme targets early interaction, attention and listening and single word vocabulary development in early topics. 'Children taking part in the intervention are developing in their language and this is shown through our Early Years development tracking. They are more confident and are using more words during play. 'Nursery Practitioner-Stoke Speaks Out	1,4
Recommended Reading Approach (RRA) (EPATT) A structured reading approach to support children who are behind.	Word reading Synthesis – this is a phonological skill (i.e. children or young people do not look at print) and refers to a child or young person's capability to hear individual sounds and put them together to make words. Systematic phonic intervention that focuses on the most frequently occurring grapheme-phoneme correspondences (GPCs) in written English Teaching children and young people to correct the pronunciation of words that have been decoded accurately but lead	1

	to a nonword pronunciation (Dyson, Best, Solity & Hulme, 2017). Sight vocabulary intervention that focuses on the most frequently occurring phonically irregular words Vocabulary knowledge Generalising reading skills to real books Comprehension Word Reading to accuracy and fluency Oral language skills The following skills: literal, inference, summarising, simplifying syntactic and semantic complexities, critical skills, study skills The following knowledge: vocabulary, facts, reasoning skills, logic, schemata, syntax, specific topic knowledge Spelling Segmentation - this is a phonological skill (i.e. children or young people do not look at print) and refers to a child or young person's capability to hear a word and separate it into the individual sounds Writing letters to dictation Phonic, whole word, morphemic spelling interventions Generalising spelling skills into independent writing/recording Writing Letter and number formation Word formation Writing sentences Oral language skills. https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/School-toolkit/EPs-school-support-information-and-resources/EP-Recommended-Approach-to-Literacy/Staffordshire-Literacy-Guidance-2021.pdf	
Educational Psychology Service Increased commissioned hours purchased this academic year.	Educational Psychologists work in the community in schools and educational settings. The main focus for the work of an Educational Psychologist is to provide advice and support to schools and educational settings staff to meet children and young people's needs. The Educational Psychology Service has provided a core service county wide during and immediately after Covid-19. This will end in December 2022 and a traded offer will re-commence. School have brought into this service for 2023-2024	1,4,5

Wider Strategies Budgeted cost: £8105

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Many PP children access this support through pastoral Identified families and children are supported and school work to alleviate barriers to learning. - Vulnerable children to be highlighted and supported through ELSA, Nurture sessions, positive play sessions, and Lego Therapy sessions. Access and support through Family	In order for children to become effective learners, Maslow (1970) suggested that it is first necessary to ensure that children's physiological and emotional needs are met. Gardner (1983) argued that emotional and social abilities, including intra and interpersonal intelligence, may be more influential than conventional intelligence for personal, career and school success (cited in Burton, Osborne, & Norgate, 2010). Research has found that children's emotional competence at preschool predicts concurrent and later social competence (Denham et al., 2003), and that socioemotional skills and well-being underpin later academic achievement 3 (Duncan et al., 2007; Greenberg et al., 2003; Berger, Lidia, Alejandra & Neva, 2011; Djambazova-Popordanoska, 2016). Children's social and emotional wellbeing is now recognised as a key factor in determining how well	1,2,5

Services is also made available.	children do at school (National Institute for Health and Clinical Excellence, 2008, 2009), with direct teaching of Emotional Literacy found to increase children's academic achievement and improve behaviour (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Zins, Bloodworth, Weissberg, & Walberg, 2007). When these emotional needs are not met, children are at greater risk for maladjustment (failure to cope with the demands of a normal social environment) (Baumeister & Leary, 1995). ELSA-article-version-for-submission-to-Debate-amendmended.pdf (soton.ac.uk). A spokesperson for ELSA from Berkswich attended an ELSA conference where she shared the successes we have had in Berkswich from using the evidence-based intervention. Another member of staff has completed the 6-week ELSA training course.	
Mindfulness Movement All PP children to have access to this if appropriate. 45 minutes £35-1.5 hours £65	A main concept is that yoga may help children and young people cope with stress and thus, contribute positively to balance in life, well-being, and mental health. We present research literature suggesting that yoga improves children's physical and mental well-being. Similarly, yoga in schools helps students improve resilience, mood, and self-regulation skills pertaining to emotions and stress. Yoga provides training of mind and body to bring emotional balance. We argue that children and young people need such tools to listen inward to their bodies, feelings, and ideas. Yoga may assist them in developing in sound ways, to strengthen themselves, and be contributing social beings. Priyanka and S. K. Rasanian, 2021.	2,5
Music Tuition Funding An offer has been sent to all PP children's parents for January 2022 for all music tuition to be subsidised through Pupil Premium. Hourly £60 per term-£180 per year.	A 2016 study at the University of Southern California's Brain and Creativity Institute found that musical experiences in childhood can actually accelerate brain development, particularly in the areas of language acquisition and reading skills. According to the National Association of Music Merchants Foundation (NAMM Foundation), learning to play an instrument can improve mathematical learning and even increase SAT scores. Academic achievement isn't the only benefit of music education and exposure. Music ignites all areas of child development and skills for school readiness, including intellectual, social-emotional, motor, language, and overall literacy. It helps the body and the mind work together. Exposing children to music during early development helps them learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression. For children and adults, music helps strengthen memory skills. Children and Music: Benefits of Music in Child Development Bright Horizons® The curriculum is supported by research, recognising that the impact of participation in the arts is positive; improved outcomes have been identified in the core subjects. Practice is informed by findings which suggest that this effect, on average, is greater for younger learners and, in some cases, particularly beneficial for disadvantaged pupils. Wider benefits are reported to	2

	include more positive attitudes to learning and increased well-being (Education Endowment Foundation).	
Curriculum Enrichment/Uniform, Trips Support. Costs can vary and parents request this support where necessary. PP meal vouchers are sent through all school holidays.	The EEF now has funded trials of 15 projects with a focus on character / essential life skills. One completed project provides encouraging initial evidence. Enriching education has shown to yield intrinsic benefits (sometimes referred to as “arts for arts’ sake”). All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils’ attainment. Reworded from EEF.	2,5
Safeguard Software All PP children are monitored closely by SLT to ensure high expectations of attendance are maintained. Links with EWO service support.	Safeguarding in schools is essential for keeping children safe. It means having: whole-school policies and procedures, staff and volunteers confident in identifying and raising concerns, leadership confident in responding to, referring concerns, working with other agencies to protect children, and teaching resources to promote wellbeing NSPCC, 2021 . Safeguard as part of the Stonewall Family is a robust and trustworthy solution, which allows schools to record, and monitor students to ensure their wellbeing. Exceeds regulatory requirements by demonstrating a greater level of compliance with record-keeping of safeguarding incidents.	3
SCC Educational Welfare Support Services School ensure that parents are made aware of expected attendance levels when they fall below 90%. - Partnership working with EWO re pupils’ attendance.	The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Teacher effectiveness is the strongest school-related determinant of student success, but chronic student absence reduces even the best teacher’s ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child’s school career. Every School Day Counts: The Forum Guide to Collecting and Using Attendance Data - Why Does Attendance Matter?	3
Blob Wellbeing Resources and highly visual resources around school.	Without words, the Blobs can be interpreted in a hundred different ways. There is no right and wrong about the Blobs, which is very important. Each picture is a means to a conversation, rather than a problem to be solved or a message to be agreed upon. If the people you are working with read the characters in totally opposing ways, that’s fine. We each see the world through our own eyes. Allowing others to share their feelings enables group members to understand and appreciate one another. When we are children our feelings say one thing, sometimes more purely than when we are adults. School is encourages children to understand their feelings and to master them. For each of us, emotional literacy is a journey of self-understanding. We hope the Blobs will contribute a useful tool to that journey, for all ages.	5

Sensory Room and SEND Resources	New sensory and nurture room. This room will be used for a range of learning opportunities for the children across the school. Research shows that providing an opportunity for children to access a calm space promotes a positive school culture and climate which supports children's health and wellbeing. Furthermore, a space such as this allows children to improve visual, auditory and tactile processing, and fine and gross motor skills. By providing a sense of calm and comfort, our sensory room will allow children to learn to talk about, acknowledge and self-regulate their emotions which ultimately improves focus, happiness and optimises learning and resilience. Our sensory space will incorporate mindfulness activities to support interceptive awareness to facilitate self-regulation, and support social and emotional learning (Lynch, et al., 2020). Sensory spaces can also promote self-care, self-nurturance, empowerment, skill development, resilience and recovery (Champagne, 2006). Children from across the whole school will enjoy this mindfulness space – a place where they can reflect, feel safe and communicate their feelings where necessary. The room will also provide space for enrichment activities such as drama, music tuition and academic activities.	1,2,4,5,6
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Total budgeted cost: £33,245

Some of the money has been sourced from other areas as well as using the full allocation of Pupil Premium funding as we deemed these strategies extremely important in supporting children in recite of Pupil Premium.

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

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

Desired Outcomes for 2022-2023
Target One: Children will achieve above National Average in Reading. <i>2021-2022- 67% of PP children achieved ARE or above</i> <i>2022-2023- 64 % of PP children achieved ARE or above</i> <i>2023-2024- July 2024 data</i>
Target Two: Children will achieve above National Average in Writing. <i>2021-2022- 44% of PP children achieved ARE or above</i> <i>2022-2023- 45% of PP children achieved ARE or above</i> <i>2023-2024- July 2024 data</i>
Target Three: Children will achieve above National Average in Mathematics <i>2021-2022-44% of PP children achieved ARE or above</i> <i>2022-2023- 55% of PP children achieved ARE or above</i> <i>2023-2024- July 2024 data</i>
Target Three: Children will achieve above National Average in the Phonics Screening Check <i>2021-2022- 100% of PP children this academic year passed the Phonics Screening Check</i> <i>2022-2023- 0% of PP children this academic year passed the Phonics Screening Check</i> <i>2023-2024- July 2024 data</i>
Target Four: Pupils will achieve 96% or above attendance across the school year. <i>2021/2022 – FSM Disadvantaged attendance = 90.74% (Whole School Non-PP 93.95%)</i> <i>2021/2022 – PLAC attendance = 94.84% (Whole School Non-PP 93.95%)</i> <i>2022/2023 – FSM Disadvantaged attendance = 94.21% (Whole School Non-PP 96.24%)</i> <i>2022/20223 – PLAC attendance = 95.51% (Whole School Non-PP 96.18%)</i> <i>2023-2024- July 2024 data</i> <i>2023-2024- July 2024 data</i>

Target Five: Screening for Early Identification of Need

2021-2022- All PP children who needed early speech intervention were targeted and completed weekly sessions. All children demonstrated a positive improvement in their assessments.

2022-2023- All PP children who needed early speech intervention were targeted and completed weekly sessions following the It's Time to Talk program. All children demonstrated a positive improvement in their assessments during reassessment.

2023-2024- July 2024 data

Target Six: Children's mental health and wellbeing are promoted and protected in all areas of school life. Early identification and intervention are prioritised.

Early referrals are made. See school's internal ELSA data and Mental Health Policy/Website

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Early Outcomes Fund It's Time to Talk	Stoke Speaks Out
Educational Psychology Recommended Reading Approach	Staffordshire and Warwickshire