

Walsh Memorial C of E Infant School

Pupil premium strategy statement 2021 – 2024



Second year of the three year plan 2022 - 2023

This statement details our school's use of pupil 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	Walsh Memorial CE Infant School
Number of pupils in school	172 (April 22) (175 Nov 22)
Proportion (%) of pupil premium eligible pupils	19% (33) (21% (36) Nov)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (2 nd year of plan)
Date this statement was published	December 2021 Reviewed Nov 22
Date on which it will be reviewed	October 2023
Statement authorised by	Alex Clark
Pupil premium lead	Helen Wall
Governor / Trustee lead	Yvonne McLeod

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (April 2022 – 33 children based on 29 PP, 4 PLAC) (Nov 2022 – current 36 children based on 33 PP, 3 PLAC)	£49805 £40165 – PP £9640 - PLAC
Recovery premium funding allocation this academic year	£4785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54598

Part A: Pupil premium strategy plan

Statement of intent

We are committed to purposeful and exciting learning where children are nurtured and inspired to achieve.

We believe that every child, regardless of their background, has the entitlement to the very best education. We place inclusivity at the heart of all that we do and are aspirational for all our pupils, knowing the individual needs of all pupils both academically and emotionally. All staff create a nurturing environment for all pupils and this reflects our core values that support the belonging, wellbeing and emotional needs of all pupils. Pupils want and love coming to school and this is reflected in our attendance data that is above national average.

We understand our local community from which our pupils come, so that we have a clear understanding of need and support. We use this local context, and the research evidence from the Education Endowment Foundation, including the five key principles and tiered approach, to ensure that teachers and support staff have the expertise and resources to help every child to have an equal opportunity to succeed.

• *What are your ultimate objectives for your disadvantaged pupils?*

We know how important the foundations of early education are and our aim is to ensure that we provide the very best teaching and learning experiences to give each child the best chance to flourish in their learning. To achieve this, we aim to:

- Raise the attainment and progress of pupils eligible for the pupil premium to enable them to perform in line with their non - disadvantaged peers.
- Increase phonic knowledge and retention to improve early reading and writing skills
- Improve the attainment and progress of PP children with additional SEND needs
- Provide support for families to ensure they support learning through an improved family and wellbeing support.

To achieve these objectives we have adopted the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD focusing on embedding Rosenshine's key principles across the school.

Internal data shows that weak literacy (early reading and writing) skills and vocabulary is a substantial barrier for many of our pupils, especially PP and therefore developing literacy in both EYFS and KS1 is core to this plan, alongside other specific interventions based on individual identified needs.

There has been an increase in the need for pastoral, social and emotional support for children and families, especially to meet the needs of our PP pupils and families. As such funding is directed to ensuring that pastoral care, Early Help for families and ELSA support are available to all students, and increased support for PP children.

Challenges

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

Challenge number	Detail of challenge
1	PP children are less likely to pass the phonic screening check than the rest of the cohort
2.	Our pupil premium children, as a group, are not making as rapid progress or reaching EXS/ GDS in their reading as non-disadvantaged children
3.	Our pupil premium children, as a group, are not making as rapid progress or reaching EXS/ GDS in their writing as non-disadvantaged children
4.	Our pupil premium children, as a group, are not making as rapid progress or reaching EXS/ GDS in their maths as non-disadvantaged children
5.	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need, or wellbeing and emotional need, and may have less first hand experiences and a lower cultural capital.
6.	Our pupil premium children are less likely to achieve at least 96% attendance.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved phonic and reading attainment especially for Pupil Premium children - <i>EYFS - Improved phonic knowledge and retention of phonics</i>	The difference between the whole cohort and PP children is improved and the gap is reduced with rest of cohort
Improved progress and attainment end of EYFS and KS1 in reading	PP children are more likely to attain EXS or GDS - the difference between the whole cohort and PP children is improved and the gap is reduced within 10% with rest of cohort
Improved progress and attainment end of EYFS and KS1 in writing - <i>Improved vocabulary, oral language skills and listening skills among disadvantaged pupils</i>	PP children are more likely to attain EXS or GDS - - the difference between the whole cohort and PP children is improved and the gap is reduced within 10% with rest of cohort
Improved progress and attainment end of EYFS and KS1 in Maths	The difference between the whole cohort and PP children is improved and the gap is reduced within 10% with rest of cohort
To achieve and sustain improved SEND and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Champion for PP children - Increased support to Inclusion Team so that monitoring of PP pupils with SEND (including Social and emotional needs) can be increased.
To develop and improve cultural capital and wider experiences	To improve the range of experiences for all children, based on school trips, visitors to school and first hand experiences (holiday clubs and clubs)
To achieve higher attendance aiming for above 96%	To improve attendance for all pupils by monitoring and early intervention to support families to above 96%. Work with Inclusion Officer where needed to improve attendance.

Activity in this academic year 2022 – 2023

Review

Disadvantaged pupil performance overview for the last academic year 2022 - 23

Measure	Score
Meeting expected standard or above at KS1 Reading	46%
Meeting expected standard or above at KS1 Writing	40%
Meeting expected standard or above at KS1 Maths	60%

Measure	Score
Meeting expected standard or above at EYFS Reading	30%
Meeting expected standard or above at EYFS Writing	30%
Meeting expected standard or above at EYFS Maths	40%

Intended outcome	Success criteria	Data Review of EYFS 2023
<p>Improved phonic and reading attainment especially for Pupil Premium children</p> <ul style="list-style-type: none"> - <i>EYFS - Improved phonic knowledge and retention of phonics</i> 	<p>The difference between the whole cohort and PP children is improved and the gap is reduced with rest of cohort</p>	<p>Whole class phonics and rapid catch up, daily reading for children. Phonic assessments every six weeks identified children that needed catch up groups. These ensured that more children improved and retained phonics.</p> <p>20% on track attainment 50% made good progress</p>
<p>Improved progress and attainment end of EYFS and KS1 in reading</p>	<p>PP children are more likely to attain EXS or GDS - the difference between the whole cohort and PP children is improved and the gap is reduced within 10% with rest of cohort</p>	<p>Attainment 74% cohort and 20% PP achieved ELG Reading</p> <p>Progress 50% expected for PP children</p> <p>The difference between the whole cohort and Pupil premium had increased to 54% (this is an increase from last year)</p>
<p>Improved progress and attainment end of EYFS and KS1 in writing</p> <ul style="list-style-type: none"> - <i>Improved vocabulary, oral language skills and listening skills among disadvantaged pupils</i> 	<p>PP children are more likely to attain EXS or GDS - - the difference between the whole cohort and PP children is improved and the gap is reduced within 10% with rest of cohort</p>	<p>Writing -Attainment - 74 % Cohort and 30 % PP</p> <p>Listening –85% Cohort and 40% PP</p> <p>Progress in writing 76% cohort and 86% expected (10% Expected plus)for PP children</p> <p>Progress in Listening and attention 88% cohort and 75% (25% exp Plus)for PP children</p>

		<p>The difference between the whole cohort and PP children attainment has increased in writing to 44%%.</p> <p>PP children had improved progress at the end of EYFS in writing compared to the cohort and made good progress in listening and attention.</p>
Improved progress and attainment end of EYFS and KS1 in Maths	The difference between the whole cohort and PP children is improved and the gap is reduced within 10% with rest of cohort	<p>Attainment 80 % Mathematic Patterns and 80% Number PP 40% for both areas of maths</p> <p>Progress in both areas of maths 80% for cohort and 75% (62% patterns) PP children</p> <p>The difference between the whole cohort and PP children has increased to 40%</p> <p>PP children had improved progress in mathematics although the attainment gap had increased from the previous year.</p>

Review of KS1 2022 to 2023

Intended outcome	Success criteria	Data review of KS1 2023	
		Year One	Year Two
<p>Improved phonic and reading attainment especially for Pupil Premium children</p> <ul style="list-style-type: none"> - <i>EYFS - Improved phonic knowledge and retention of phonics</i> 	The difference between the whole cohort and PP children is improved and the gap is reduced with rest of cohort	<p>Phonic screening test pass June 23</p> <p>69% cohort 53% PP</p> <p>Gap reduced to 16% from 19%</p>	<p>Phonic screening test retake- Jun 23</p> <p>81% cohort 78% PP</p> <p>Gap reduced to 3% from 22%</p>
Improved progress and attainment end of EYFS and KS1 in reading	PP children are more likely to attain EXS or GDS - the difference between the whole cohort and PP children is improved and the gap is reduced within 10% with rest of cohort	<p>Attainment expected + 70% cohort 46% PP</p> <p>Progress 93% PP</p> <p>Gap 24% near to 20% attainment</p>	<p>Attainment expected + 73% cohort 46% PP</p> <p>Progress 100% PP</p> <p>Gap 27%</p>
<p>Improved progress and attainment end of EYFS and KS1 in writing</p> <ul style="list-style-type: none"> - <i>Improved vocabulary, oral language skills and listening skills among disadvantaged pupils</i> 	PP children are more likely to attain EXS or GDS - the difference between the whole cohort and PP children is improved and the gap is reduced within 10% with rest of cohort	<p>Attainment expected + 59% cohort 33% PP</p> <p>Progress 93% PP</p> <p>Gap reduced to 26%</p>	<p>Attainment expected + 72% cohort 40% PP</p> <p>Progress 93% PP</p> <p>Gap 32%</p>

Improved progress and attainment end of EYFS and KS1 in Maths	The difference between the whole cohort and PP children is improved and the gap is reduced within 10% with rest of cohort	Attainment expected + 84% cohort 67% PP Progress 100% PP Attainment Gap reduced to 17%	Attainment expected + 83% cohort 60% PP Progress 93% PP Gap reduced to 23 % (2022 gap was 33%)
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All Year groups

To achieve and sustain improved SEND and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Champion for PP children - Increased support to Inclusion Team so that monitoring of PP pupils with SEND (including Social and emotional needs) can be increased.	<p>Needs were identified in class and support given - ELSA support for 53% of the EYFS cohort (an increase of 26% on the previous year) 20% new EYFS had extra S and L support from September 22 – this was with our own school S and L therapist.</p> <p>PP children achieved lower attainment than the cohort for ELG PSE areas (90% and 50%)</p> <p>PSHE programme Jigsaw was supplemented with needs in the classes and cohort. Some extra support for self-regulation, managing feelings and confidence and perseverance.</p> <p>Time to talk and Emotions club supported children as well as individual and group ELSA sessions</p> <p>The focus for the provision of social and emotional needs will be a key priority in 23/24 and we will implement the Thrive approach to help clearly identify and support these growing needs.</p> <p>SEND Co supported class teachers to provide clear and focused targets for children and a clear cycle of plan, review, do was set up.</p> <p>The SENDCo monitored children on the SEND/PP register throughout the year and used outside agencies or school support where needed.</p>
To develop and improve cultural capital and wider experiences	To improve the range of experiences for all children, based on school trips, visitors to school and first hand experiences (holiday clubs and clubs)	<p>School trips based on enhancing learning and first hand local experiences – Canal centre (EYFS), Air museum (Year 1)</p> <p>All PP children have opportunity and families are contacted and encouraged to take up holiday scheme places.</p> <p>Theatre visits at Christmas provide experiences.</p> <p>Monthly books are sent home to provide high quality rich texts to promote a love of reading and reading for pleasure.</p> <p>Trips to our local library and church.</p> <p>From pupil voice some children shared that they didn't have pens or paper, so all PP children receive an art pack of paper, felt tip pens and pencils.</p> <p>Visitors are encouraged to enhance curriculum learning and as positive role models – People who help – Fire fighters etc, local Vicar,</p> <p>Being involved – EYFS children made posters to keep the canal clean after their school trip- keen to make a difference in their community.</p> <p>Summer Art exhibition was very high quality and the children showed their families around our school art gallery. Great feedback from our children and community.</p>
To achieve higher attendance aiming for above 96%	To improve attendance for all pupils by monitoring and early intervention to support families to above 96%. Work with Inclusion Officer where needed to improve attendance.	<p>Whole school attendance 22-23 was 94% and PP attendance was 90% (Previous year was 97% whole school and 94% PP). The gap is still 3% which we would like to reduce further.</p> <p>Through weekly monitoring, communication with parents and the Inclusion team, we have been able to support children and their families in improving attendance. Daily/weekly monitoring ensure we know why children aren't at school and what we can then do to help.</p> <p>Extra support for some families in school and with Inclusion Officer</p>

Summary	<p>Strengths –</p> <p>More support has been in place to help support children with S and L from September and this has seen clear results and impact for children that have had this early support.</p> <p>Year 1 and 2 data was more positive and the gap between the cohort and PP had reduced to around 20% across some core subjects, we will continue the aim to further reduce these gaps.</p> <p>The needs of all PP children were met either in class or through ELSA and extra nurture sessions. From feedback from Juniors many of these children that had extra nurture and ELSA support have transitions smoothly and are more settled and able to learn in class.</p> <p>SIAM's inspection in July recognised the nurturing and adaptive support given to disadvantaged children and their families.</p> <p>Continued areas of development</p> <p>Year Two had higher than previous years SEMH needs which became a focus and had a higher priority for ELSA support</p> <p>Clear targets for all children identified in pupil progress meetings in October 2023, that are reviewed half termly for key groups to ensure that progress is made and there is rapid catch up and focused learning.</p> <p>Year Two results had improved and had built on the foundations of Year 1 last year with more focus on the key priorities and needs of the cohort.</p> <p>Thrive will support all children especially our disadvantaged children socially and emotionally with carefully planned support which will improve learning behaviours to access all learning.</p>
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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: £ 9330

Activity	Evidence that supports this approach <i>Bold, italics is best practise as identified in the EEF</i>	Challenge number(s) addressed	Review 2022 to 2023
Quality First Teaching, Individualised pre-teaching, same day, targeted and challenge interventions with instant feedback to provide to provide the best outcomes for pupils Ongoing CPD for all staff	<p><u>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</u></p> <p>Training and supporting highly qualified teachers deliver targeted support.</p> <p>Agreed consistencies to include –</p> <p>Same day interventions target gaps in learning from previous lessons- linked to basic skills in English and Maths.</p> <p>Pre teaching interventions provide opportunities to rehearse</p> <p>Scaffolded tasks to ensure all children have access to learning</p> <p>Half termly pupil progress meetings for all vulnerable groups (PP/ SEND/ EAL/ lower 20%) between inclusion lead and teachers.</p>	1,2,3,4,5	PP profile raised in Pupil progress meetings – staff now have higher expectations <ul style="list-style-type: none"> - Focused target groups - Clear SEN targets GST network meetings to support staff development and improve HQT teaching. Tailored Support staff meetings reflect current needs and based on Staff training – behaviour/ SEND/ Moderation

	<p>Network meetings for core subjects cascaded back to all staff</p> <p>Weekly support staff meetings tailored to staff training</p>		<p>Agreed consistencies becoming embedded across classes- through learning walks all classes have key children that have adult support in class rather than all interventions outside the classroom. More scaffolding has been seen in book looks and learning walks especially in writing and maths.</p>
<p>Embed phonic and reading scheme (validated) – Little Wandle to secure stronger phonics teaching for all pupils.</p> <p>Ongoing CPD to improve phonics teaching and reading</p> <p>Purchase reading books to read at school/home</p>	<p>EEF Targeted Academic support – Teacher /Teaching Assistant Interventions</p> <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><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p> <p>Ensure all staff have received training to deliver the Little Wandle phonics scheme effectively and to include new phonic books to send home/ share in class.</p> <p>This cascades to include TA’s</p> <p>Regular learning walks to ensure HQT of phonics and consistency across the school.</p>	1, 2, 3	<p>Consistent LW teaching and smart boards across the school – monitoring from Phonics lead showed improvement and fidelity in March 23</p> <p>Books ordered need a system agreed to send home aim for October 23</p> <p>Catch up groups run across EYFS and KS1 from half termly assessments, children then have rapid catch up sessions as well as whole class phonics.</p> <p>All staff trained – new staff complete training</p>
<p>Talk for Writing provision enhanced across whole school</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>High-quality teaching</p> <p>Developing and rehearsing modelled speech</p> <p>Supporting high quality texts and improved outcomes for writing.</p> <p>Learning walks to ensure HQT and targeted support for PP/SEND groups</p>	3	<p>Children can articulate their ideas and can more confidently write sentences after more oral rehearsal.</p> <p>More in school training for staff to provide more opportunities for Greater depth writing.</p> <p>Further training from Talk 4 Writing planned Oct 23 from the official provider will ensure consistency and clearer understanding for each year group.</p>
<p>Enhancement of our maths teaching and curriculum planning in line with the mastery curriculum</p> <p>-Embedding the Power Maths Programme throughout the school.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>EEF Targeted Academic support – Teacher /Teaching Assistant Interventions</p> <p><u>Improving maths in EYFS and KS1</u></p> <p>High-quality teaching to improve end of year expectations in maths</p> <p>All staff have received training to deliver the Power maths scheme effectively and use online resources</p> <p>Regular maths training throughout the year.</p>	4	<p>White Rose scheme introduced Spring term 2 – initial training for Teachers, aim for more freedom and use of workbooks in lessons.</p> <p>Phase out of power maths in the summer term 23.</p>

	Learning walks to ensure HQT and agreed consistencies across the school		<p>Maths lead is part of the Maths Hub and has regular meetings.</p> <p>Maths attainment and progress positive across all year groups.</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Extra training for staff (if needed) 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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>		<p>NFER tests completed Spring term to inform Teacher assessment, further analysis would help identify gaps.</p> <p>Insight used as a data assessment tool for all subjects to ensure subject leads monitor and analyse their data to make improvements.</p> <p>Termly past phonics check ensure children are making progress and to analysis focus areas alongside Little Wandle assessments. Further staff training for staff next year to ensure consistency.</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Inclusion lead to work with SENDco to champion PP children and families</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>TA's will be more confident delivering the interventions and social group work, which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.</p> <p>HLTA- to work with PP children at least once a week, extra reads, enrichment</p> <p>ELSA support for children to work on feelings, emotions, social</p> <p>TA's to support S and L interventions or other needs</p>	5	<p>Key area of focus for the summer term 23.</p> <p>Extra support has been needed across all year groups</p> <p>ELSA support has been impacted on due to high needs of support (Year 2)</p> <p>Extra ELSA has supported in Year 1 – aim to increase this time next year.</p> <p>Zones of regulation has been successful in supporting children identify emotions and begin to self regulate using chosen strategies</p> <p>Successful TA support for S and L children across the school</p> <p>More support in class for SEMH needs as well as individual and group support ensured that all children had access to support.</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 23 173

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review 2022 to 2023
<p>Reading for pleasure</p> <p>Reading progress promoted through</p> <p>– high quality (validated phonic scheme)</p> <p>-High quality texts</p> <p>Inclusion lead and HLTA - champion</p>	<p>High-quality teaching</p> <ul style="list-style-type: none"> - Includes small group tuition - Phonics interventions- daily keep up (T/TA) - Teaching assistant interventions <p>Embed Little Wandle to ensure consistency of provision of reading support throughout school –</p> <p>Regular phonic assessments every 6 weeks, books matched to phonic assessments</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading practise (Little Wandle) Guided reading activities and focus when reading 1:1 Focus on reading comprehension strategies</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Individual or small group focus to support specific children daily keep up in phonics</p> <p>Continued focus on ‘reading for pleasure’ and PP to have extra reading experiences including 1:1 and shared reading where needed.</p>	<p>1,2</p>	<p>Little Wandle continues to be successful, we have worked on ensuring consistency across year groups and the school.</p> <p>Learning gaps are reduced through daily catch up and keep up sessions ensured all children had the correct support</p> <p>Regular phonic assessments and monitoring by English lead and SLT ensured that children were reading the correct reading book.</p> <p>PP children had at least three extra reads, either in small groups and 1:1</p> <p>Reading for Pleasure – children have talked about their books sent home and some children have then brought them into school as their precious things.</p>
<p><i>Reading, Writing and Maths interventions; Pre-teach/ same day/ specific skill based intervention.</i></p>	<p>Establish small group interventions for disadvantaged pupils falling behind age-related expectations-</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>SENDco out of class for 1 day to embed intervention structure/ ethos/ inclusive classroom</p> <p>Teacher to support keep up groups and catch up focused teaching</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,4</p>	<p>More pre teaching is happening in class as well as focused interventions.</p> <p>More monitoring by SENDCo has made a positive impact on better IEP targets and support for TA’s delivering interventions.</p> <p>All teacher teach all children – seen in learning walks</p> <p>Continue to build on the positive start this year.</p>
<p>Small groups (or individual) will run to accommodate a personalised curriculum – Social and</p>	<p>Improving Social and Emotional learning</p> <p>HLTA – ELSA support</p> <p>New trained ELSA</p> <p>Time to talk</p> <p>Emotional programme</p>	<p>5 (indirectly – 1,2,3,4)</p>	<p>Staff shortages and children that had very high need of Social and Emotional that needed 1:1/1:2 support.</p> <p>ELSA support was successful when achieved.</p>

<p><i>Emotional needs</i></p> <p><i>Speech and Language</i></p> <p><i>Feelings</i></p> <p><i>Self esteem</i></p> <p><i>PACE</i></p>	<p>Individual needs – feelings, emotions, self esteem etc</p> <p>Speech and language therapist supports TA/HLTA's to plan and deliver speech interventions</p>		<p>The S and L therapist (that we buy in) was successful and training TA's to deliver support.</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 22 095

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review of 22/23
<p>Ensuring disadvantaged children have the widest experiences and opportunities possible.</p>	<p>Maslow's Hierarchy of Needs – self actualisation, increased self-esteem, love and belonging and physiological needs met</p> <p>Develop cultural capital and first hand experiences</p>	<p>All challenges addressed either directly because of activity or indirectly because of general sense of well-being/increased self-confidence and</p> <p>These strategies also help support our good, average attendance.1,2,3,4,5</p>	<p>All PP were able to take part in school trips and extra curricular activities that required payment.</p> <p>Clubs without payment ensured that PP were prioritised (ie sewing/Choir club)</p> <p>Holiday clubs were offered and we worked with families to ensure they had spaces and continued to remind and support families to secure a place.</p> <p>Personal reminders were sent out and phone calls made to ensure these children were included.</p> <p>No external clubs ran last year.</p> <p>Any purchase through PTA was made through school to ensure the families had extra items ie tea towel, Christmas photos.</p>
<p>School offer to pay for school trips and school experiences generally funded by parents/carers. (£1280)</p> <p>School offer school club per term to all children eligible for PP funding.</p> <p>School to pay for holiday clubs</p>	<p>Children can fully participate in all aspects of school life to add enrichment to their lives and follow up learning at school.</p> <p>Children can follow their own interests</p> <p>Children can participate in fun, craft or sport activities to help support families in the holidays</p> <p>All PP children receive a free school jumper or cardigan and school water bottle</p>		
<p>Each child eligible for PP has an allocated adult who works along-side them regularly (at least once a week for about</p>	<p>Building positive relationships with all staff, exploring and developing learning through games, reading etc</p> <p>Increase own ownership of books to encourage love of reading and having their own special books and belonging</p>		

<p>20 minutes) £5,100</p> <p>PP children to receive a book every month – based on interests (£432)</p>			<p>children continued to bring their new books to school and share with their adults in class as it was their special book. Interests of the children were taken into account and books were bought for this reason (ie dinosaurs, unicorns)</p>
<p>Ensure children are emotionally supported so they are ready to learn (Emotional Literacy Support Assistant (ELSA)). Cost of proportion of salary of ELSA's</p> <p>£9800</p>	<p><u>Social and emotional learning</u></p> <p>School level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs</p> <p>All PP children can access ELSA support</p> <p>Senior mental health training</p>		<p>ELSA support is a vital part of our school development. We have identified that children start and have more complex needs. More children are being referred to CAMHS and we need to provide that immediate support. We now have two ELSA's trained. We are using specialist programmes such as anxiety, self esteem. All PP children have access to ELSA for either individual support or group sessions for games and social time.</p> <p>Senior mental health lead has completed training and a baseline audit, this will inform areas to focus on.</p> <p>We are implementing Thrive next year as a result of needing more specialist support for SEMH needs.</p>
<p>Providing Chrome Books so children can access home-learning activities. Cost £4200</p> <p>Children to receive stationary sets and notebooks (£490)</p>	<p><u>Using digital learning to improve learning</u></p> <p>To develop ICT skills and able to transfer skills learnt at school being able to access homework, e readers and own interests.</p> <ul style="list-style-type: none"> - PP families able to access school letters, information etc 		<p>All PP children were offered a chrome book, the uptake was lower than previous years.</p> <p>There has been a reduction on home learning online which could reflect this.</p> <p>No uptake on e readers- so will amend this part of the plan to have a bank that parents can borrow.</p> <p>Pupil voice showed that children valued having their own stationary and felt tips</p>
<p>Milk bought daily (and nutritional breakfasts for</p>	<p>Maslow's triangle – Physiological needs met</p>		<p>Breakfast is offered to all children and especially children that so not have breakfast.</p>

<p>those children who need it) Cost £400</p>	<p>Calming and social time with member of staff.</p>		<p>There was an increase in breakfast club this year. Some to help settle and focus in the morning and have a calm start</p>
<p>Contingency fund for acute issues. (£393)</p>	<p>We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified (ie taxi to ensure children can attend school or play therapy to support well being)</p>	<p>Contingency fund for acute issues.</p>	<p>Play therapy was bought in by an external provider for an identified need for a PP child. This had a positive impact on learning behaviours in class and emotional wellbeing – Summer term 2</p>
<p>Total budgeted cost: £ 50 115</p>			

Summary

Part B: Review of outcomes in the previous academic year 2021 to 2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Summary

This plan will continue for the second year as initially planned and learning from year one will ensure more achievement and identified clearer focus areas.

The purchasing of the chrome book for each PP child needs to be reviewed as the impact has not been conclusive, the intended plan of giving the family a device. Previous loan of a chrome book ensured more collaborative work with school. Working with the Junior school to share ideas for this focus area to decide what is best for our families in our community.

PP parents have commented on attending the Family days saying how much they appreciated spending quality time with their children, as it is often difficult to have 1:1 time at home. Family days were Inclusive for all family members for Mother's day they made flower crafts, Father's day was focused on making and flying kites. A three year plan of themed events is now in place.

Areas of development to improve within the second year of the plan.

SENCo will have a key role to drive provision for PP and SEND children in class.

The zones of regulation has been implemented in September 2022 across the school and is already having a positive impact. Children are more confident in identifying emotions and are building strategies to help calm and self-regulate. Parents have had information shared and some children have taken their own copy home to help support parents and families at home.

Speech and language is another key priority in EYFS after initial baseline assessments. Our S and L therapist has already completed assessments on 20% of the cohort and shared support plans.

PSE has been identified on entry, as an area to develop, including self-confidence, taking turns and listening, and has resulted in 40% on EYFS children in time to talk groups and 20% in an emotions group.

All classes have identified children for ELSA support –

EYFS – 55%

Year 1 – 24%

Year 2 -28%

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
n/a	

Service pupil premium funding (optional) = n/a

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

