



Pupil Premium Strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. George's Central CE Primary School and Nursery
Number of pupils in school	327
Proportion (%) of pupil premium eligible pupils	35%
Academic years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mark Grogan, Headteacher
Pupil premium lead	Tracey Leech, Inclusion Leader
Governor lead	Iain Hodcroft, linked governor for Inclusion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,425
Recovery premium funding allocation this academic year	£17,545
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£207,970

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Part A: Pupil premium strategy plan

Statement of intent

Objectives for our disadvantaged pupils.

- To ensure that all pupils achieve their full potential by providing a rich, varied and quality curriculum that is ambitious for all and is enriched with high quality experiences that equip children with the cultural capital that they need to succeed in life.
- To consistently promote the personal development and well-being of all of our children, particularly disadvantaged children, providing them with the relevant support and encouragement to set high aspirations for themselves.

Aims of our Pupil Premium strategy

- Promote excellent attendance and punctuality rates and reduce the rate of persistent absences.
- Ensure that every child receives high quality teaching that leads to disadvantaged children achieving in line with their peers.
- Promote positive mental health and well-being and safeguarding.
- Reduce the attainment gap between children who are disadvantaged and those who are not.

Key principles of the strategy plan.

- Provide an ambitious and clear sequence of learning with opportunities for pupils to revisit previous learning so that pupils build on existing knowledge and remember more.
- Promote high quality teaching and learning through providing high quality, evidence based CPD on a whole school and needs led basis.
- Ensure that children are engaged and excited by their learning by providing an exciting, varied curriculum filled with rich and memorable trips, visits and experiences.
- Ensure that the mental health and well-being of our children remains a high priority by identifying children who have social, emotional and mental health needs at the earliest opportunity and providing interventions, strategies and support as necessary. This will be accomplished through the use of our mental health lead, trained support staff and our well-being rooms in addition to support from external agencies.
- To encourage excellent attendance and punctuality by developing positive relationships with families, working with the learning mentor to identify barriers to attendance and punctuality and liaising with external agencies to provide support where necessary.
- Develop the oracy and vocabulary of children so they become confident speakers, can better understand themselves and each other, and can express their opinions of the world around them.
- Secure positive academic outcomes for all children, ensuring that disadvantaged children in our school achieve as well as disadvantaged children nationally.
- Use diagnostic assessment and assessment for learning strategies to ensure that needs are identified and met as soon as possible.

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Challenges

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

Challenge number	Detail of challenge
1	<p>Observations, discussions with pupils and national data shows that disadvantaged children have greater difficulty in securing the expected level of development in phonics by the end of Year 1. For those children who do not pass the phonics screening check resit in Year 2, accelerated progress needs to be made to ensure that gaps are narrowed.</p> <p>In the last academic year, 53% of disadvantaged Year 1 children achieved the expected standard in phonics compared to 89% of non-disadvantaged pupils.</p>
2	<p>National tests, internal data, observations and discussions with children demonstrate that maths attainment for disadvantaged children is significantly below that of their peers.</p> <p>In the last academic year, 35% of disadvantaged Year 2 children achieved the expected standard compared to 56% of non-disadvantaged children.</p> <p>In Year 6 national tests, 89% of non-disadvantaged children achieved the expected standard compared with 62% of disadvantaged children.</p>
3	<p>Observations, internal data and external data show that children achieve Greater Depth in Maths at a lower rate than in Reading and Writing. For example, Key Stage 2 assessment data shows that 30% of all children achieved greater depth in Reading and 18% of children achieved Greater Depth in writing compared with 13% of children who achieved Greater Depth in Maths.</p>
4	<p>Internal and external data demonstrates that disadvantaged children's attainment in spelling, punctuation and grammar is significantly below that of their peers.</p> <p>In the last academic year, Year 6 national tests showed that 68% of non-disadvantaged pupils achieved the expected standard in spelling, punctuation and grammar tests compared with 48% of disadvantaged children.</p>
5	<p>Many of our disadvantaged children have not had the life experiences that will help them to put their learning into context. This has had an impact on their use of relevant vocabulary in foundation subjects and the ability to make links across different areas of study. Furthermore, this lack of experience and the lockdowns of 2020 and 2021 have had a negative impact on the social, emotional and mental health of some children.</p>
6	<p>Attendance data has shown that disadvantaged children have an attendance rate of 92.8% compared with whole school attendance of 92.59%. Although the rate for disadvantaged children is marginally better than the whole school rate, these are still below the national average and therefore, this has been identified as a key priority.</p>
7	<p>Observations, internal data and discussions with children show that some children do not have sufficient spoken language skills that will allow them to achieve their full academic potential.</p>

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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 phonics development of disadvantaged children.	The percentage of disadvantaged children who pass the phonics screening check in 2025/26 will be broadly in line with the percentage of non-disadvantaged children who pass.
Improved maths attainment of disadvantaged children at the end of Key Stage 1 and Key Stage 2.	Key Stage 1 and Key Stage 2 internal and external Maths assessment data will show that the percentage of disadvantaged children who achieve the expected standard and above will be broadly in line with their peers in 2025/26. Key Stage 2 Maths assessments results will show that the percentage of children who achieve Greater Depth will be broadly in line with the percentage of children who achieve Greater Depth in Reading and Writing.
Improved spelling, punctuation and grammar of disadvantaged children at the end of Key Stage 2.	Key Stage 2 assessment data will show that the percentage of disadvantaged children who achieve the expected standard and above will be broadly in line with their peers in 2025/26.
To improve and sustain the wellbeing of all children.	Internal assessment data using the Stirling Wellbeing assessment tool, Boxhall Profiles, Motional and 'I Wish My Teacher Knew' questionnaires will show that there are fewer children with lower wellbeing scores. Where issues are identified they are addressed and a positive impact on overall wellbeing is shown.
Improve the attendance of all children, particularly our disadvantaged children.	Overall attendance rates will improve and the attendance of disadvantaged children will improve to 95%.
Improve the oral language skills of children so that their spoken language is consistent with their chronological age.	Children's spoken language skills will be consistent with the expectations of the school's newly developed speaking and listening progression document.
All children but particularly disadvantaged children will improve their ability to use subject specific vocabulary and to make links across different areas of learning which will help children to commit their learning to long term memory.	Internal assessments using knowledge organiser quizzes and pupil interviews with subject leaders will show that an increased number of children are able to recall learning from previous topics and year groups and can use this knowledge to make links with their current learning.

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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: £ 90,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Resources to be purchased to support our school's delivery of the newly acquired phonics programme, 'Little Wandle's Letters and Sounds'.</p> <p>Resources and teacher/teaching assistant release time for CPD will be funded.</p> <p>Subject leader release time will be funded to monitor the impact of the programme and its interventions.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF educationendowmentfoundation.org.uk</p>	1
<p>Reading for pleasure books to be purchased to enhance the school's existing offer and to promote a love of reading amongst all pupils.</p>	<p>'We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts'.</p> <p>Reading comprehension strategies EEF educationendowmentfoundation.org.uk</p> <p>Because of this, we aim to provide high quality texts that children can share with an adult to foster a love of reading.</p> <p>Reading comprehension strategies EEF educationendowmentfoundation.org.uk</p>	1
<p>The Maths curriculum will be enhanced with introduction of mixed age planning.</p> <p>Further opportunities to be given to children so that all children access Reasoning and Problem Solving tasks.</p> <p>The Maths leader will be given subject release time to carry out observations</p>	<p>The EEF toolkit for improving Maths in the Early Years and Key Stage 1 states that professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p>	2, 3

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and give feedback to class teachers. CPD and release time to be funded for class teachers.	(educationendowmentfoundation.org.uk) The EEF toolkit for improving Maths in the Key Stages 2 and 3 states that teachers should require pupils to monitor, reflect on, and communicate their problem solving. Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	
Maths Reasoning Club will be included in our extracurricular clubs offer. Purchase of resources and release time for teachers will be funded.	The EEF toolkit for improving Maths in Key Stages 2 and 3 states that teachers should require pupils to monitor, reflect on, and communicate their problem solving. Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	2, 3
English subject leader release time to refine English subject overviews across school and to explicitly link grammar teaching to specific genres and texts. Release time for subject leader to monitor the impact of the new approach.	'A Quantitative Synthesis of Research on Writing Approaches in Years 3 to 13' published by the EEF found that writing programmes that teach writing conventions like grammar, punctuation and spelling in the context of creative writing result in positive outcomes. Writing programmes EEF (educationendowmentfoundation.org.uk)	4
The profile of poetry in the school will be raised to develop the speaking and listening skills of children. Children will learn and perform a different poem each half term and specific classes will use our school's filming facilities to record their performances and share them with parents. Visits and workshops from poets will be funded.	Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. Oral language interventions EEF (educationendowmentfoundation.org.uk) The following strategies for raising boys' performance have been identified Literacy-specific activities such as appropriate use of oral work; poetry and the use of emotionally powerful texts. DFE-RR238.pdf (publishing.service.gov.uk)	7
The school's Forest school will be established with planning and whole school progression in place. Subject leader release time to establish the forest school setting, create plans and a linked progression document. Whole school CPD to be funded.	This study explored the suggestion that, for disadvantaged children, wellbeing through outdoor learning is important in improving achievement. Mel McCree, Roger Cutting & Dean Sherwin (2018) The Hare and the Tortoise go to Forest School: taking the scenic route to academic attainment via emotional wellbeing outdoors, Early Child Development and Care, 188:7, 980-996, DOI: 10.1080/03004430.2018.1446430	5

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<p>Whole staff refresher training to be provided to enhance and refine the teaching of reading through a whole class guided reading approach.</p>	<p>Both decoding and comprehension skills are necessary for confident and competent reading, but neither is sufficient on its own.</p> <p>Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topic.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Children will gain life experiences from high quality experiences to introduce and enhance learning across all subjects.</p> <p>Time will be provided for teachers to plan and implement these to ensure that these experiences have the maximum impact on learning.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Release time for subject leaders will be funded to undertake CPD, analyse the impact of their curriculum and provide feedback to staff.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. There is a growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Funding is reserved for staff CPD to develop in areas which may be deemed necessary over the course of the year.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>

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

Budgeted cost: £ 39,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics interventions that are consistent with our phonics scheme, 'Little Wandle's Letters and Sounds' to be delivered to children in Year 1 who are not 'on track' to pass the phonics screening check.</p> <p>Rapid catch up interventions to be delivered to children in Year 2 (and Key Stage 2 where necessary).</p> <p>Resources and teacher/teaching assistant release time for CPD will be funded.</p> <p>Subject leader release time will be funded to monitor the impact of the programme and its interventions.</p>	<p>While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. If an older reader is struggling with decoding, phonics approaches will still be appropriate.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Maths Recovery interventions will be provided to small groups to close gaps that are acting as a barrier to identified children's achievement.</p> <p>Time will be provided for staff members to prepare plans and resources.</p> <p>In some cases, individual interventions may be provided by an external provider.</p>	<p>Interventions should start early, be evidence-based and be carefully planned.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Individual pupils who receive MR programmes make good progress in basic numeracy skills. Teachers and teaching assistants develop their knowledge, skills and confidence to teach numeracy. The Maths Recovery principles, assessment tools and activities work well at a number of levels: in individual programmes, in group work and in informing good classroom teaching.</p> <p>Achieving new heights in Cumbria: Raising standards in early numeracy through mathematics recovery – Maths Recovery Council UK and Ireland</p>	<p>2</p>
<p>Renewal of subscription of package to track the needs and progress of disadvantaged children with SEND.</p>	<p>The 'Assess, Plan, Do, Review' process is not only a legal requirement (SEND Code of Practice, 2015) but it is essential in ensuring that interventions are having the desired impact on children's progress and development.</p>	<p>1,2,3,4</p>

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Purchase of a software package to track the impact of interventions on disadvantaged children.	Similarly as with disadvantaged children with SEND, it is important that needs can be identified at the earliest opportunity and the impact of interventions can be analysed so that appropriate changes can be made in a timely manner.	1,2,3,4
Purchase of a speech and language diagnostic and intervention programme. Release time will be funded to allow relevant staff members to receive training in its use and implementation.	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	7
Children to take part in regular reading comprehension interventions with a suitably qualified and trained teaching assistant	Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £ 78,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategies will be implemented by the Learning Mentor/ SLT to improve the attendance of identified families. This includes phone calls home, home visits and meetings.</p> <p>Postcards will be sent home for families with improved attendance.</p> <p>Funding will be provided to reward the class with the overall highest attendance over the course of the year.</p>	<p>The EEF Rapid Evidence Review of Attendance Interventions found that ‘there is a small positive impact, on average for communication parental engagement on attendance and a small positive impact for other parental engagement interventions.’</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p>	6
<p>Funding will be used to subsidise trips and residential opportunities for disadvantaged children.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime.</p> <p>Literature review on non-cognitive skills EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Funding will be used to establish and maintain community wide projects including litter picking and visits to local care home residents.</p>	<p>Behaviour programmes are more likely to have an impact on attainment outcomes if implemented at whole-school level.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>This whole school approach aims for the positive behaviours shown by children in the community to be reflected in the classroom.</p>	5
<p>Whole school CPD provides a starting point to reflect on the impact of adult behaviours and attitudes upon the behaviour and attitudes of children and their relationships across school.</p>	<p>Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	5

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<p>Stirling wellbeing questionnaires are fully utilised with children in Key Stage 2 to identify children who may require targeted support to improve their social, emotional and mental health. The results are then used to identify relevant interventions and the impact of these is monitored.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Collaborative work will be completed with class teachers, the Mental Health Leader and/or parents/carers to identify and monitor the social, emotional and mental health needs of pupils through the implementation and use of 'Motional'. This monitoring will identify children who require further intervention.</p> <p>Time will be provided to the Mental Health Leader to complete assessments and meet with parents/ class teachers to monitor the impact of interventions.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Funding is provided to ensure pupil premium children's regular attendance at extra-curricular clubs. This also includes subsidies towards school trips and the annual residential trip involving upper key stage 2 pupils.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic</p>	5

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	<p>outcomes, financial stability in adulthood, and reduced crime.</p> <p>Literature review on non-cognitive skills EEF (educationendowmentfoundation.org.uk)</p>	
<p>A Breakfast club is provided for identified pupils. Breakfast is provided and children take part in games and activities to enable them to have a positive start to the day.</p>	<p>Supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1.</p> <p>Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	5,6
<p>Funding will be provided to subsidise specialist sports coaching, after school clubs and funding for swimming lessons.</p>	<p>Non-cognitive skills are associated with positive outcomes for young people, according to a large body of research. Factors such as self-control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime.</p> <p>Literature review on non-cognitive skills EEF (educationendowmentfoundation.org.uk)</p>	5
<p>A counselling service is provided and available to identified children and their families.</p>	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy</p>	5

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	relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
Funding for all pupils to learn an instrument in Key Stage 2 as part of the Wider Opportunities programme. Children will be able to learn an instrument and will be exposed to this area of the curriculum fully. Identified children have the opportunity to develop skills that they may not otherwise have had chance to.	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. Arts participation EEF (educationendowmentfoundation.org.uk)	5

Total budgeted cost: £ 207,970

Part B: Review of outcomes in the previous academic year

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Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

When the impact of the previous year's Pupil Premium Strategy was analysed, data from statutory assessments was used and referred to. To help us to assess the impact of our strategy, we compared results between disadvantaged children and their peers. We also compared our results to those at a national level for disadvantaged and non-disadvantaged children. Furthermore, we compared our results from 2022 to the results from 2019 when children last took statutory assessments. The details of this analysis are below. However, it is important to note that because statutory tests returned for the first time in 2022 since 2019, we were advised that these results should be treated with caution. Therefore, our evidence has been triangulated using internal data, conversations with subject leaders and teachers, pupil interviews, observations and book scrutinies.

Comparison of assessment data from statutory assessments between 2019 and 2022.						
KS2	Disadvantaged pupils 2019	Disadvantaged pupils 2022	Difference	Non- disadvantaged pupils 2019	Non-disadvantaged pupils 2022	Difference
% achieving expected standard in reading	59%	86%	+27%	83%	89%	+6%
	Gap between disadvantaged and non-disadvantaged pupils in 2019: 24%			Gap between disadvantaged and non-disadvantaged pupils in 2022: 3%		+21%
% achieving expected standard in writing	68%	86%	+18%	94%	95%	+1%
	Gap between disadvantaged and non-disadvantaged pupils in 2019: 26%			Gap between disadvantaged and non-disadvantaged pupils in 2022: 9%		+17%
% achieving expected standard in maths	73%	62%	-9%	100%	89%	-11%
	Gap between disadvantaged and non-disadvantaged pupils in 2019: 27%			Gap between disadvantaged and non-disadvantaged pupils in 2022: 27%		0%
% achieving expected standard in SPAG	73%	48%	-25%	89%	68%	-21%
	Gap between disadvantaged and non-disadvantaged pupils in 2019: 16%			Gap between disadvantaged and non-disadvantaged pupils in 2022: 20%		-4%
KS1	Disadvantaged pupils 2019	Disadvantaged pupils 2022	Difference	Non- disadvantaged pupils 2019	Non-disadvantaged pupils 2022	Difference
% achieving expected standard in reading	43%	59%	+16%	82%	61%	-21%
	Gap between disadvantaged and non-disadvantaged pupils in 2019: 39%			Gap between disadvantaged and non-disadvantaged pupils in 2022: 2%		+37%
% achieving expected standard in writing	29%	47%	+18%	76%	50%	-26%
	Gap between disadvantaged and non-disadvantaged pupils in 2019: 57%			Gap between disadvantaged and non-disadvantaged pupils in 2022: 3%		54%

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% achieving expected standard in maths	36%	35%	-1%	79%	56%	-23%
	Gap between disadvantaged and non-disadvantaged pupils in 2019: 43%			Gap between disadvantaged and non-disadvantaged pupils in 2022: 21%		22%
	2019	2022		2019	2022	
Y1 Phonics Screening Check	Disadvantaged pupils	Disadvantaged pupils	Difference	Non-disadvantaged pupils	Non-disadvantaged pupils	Difference
	83%	53%	-30%	88%	89%	+1%
	Gap between disadvantaged and non-disadvantaged pupils in 2019: 5%			Gap between disadvantaged and non-disadvantaged pupils in 2022: 36%		31%

The new phonics scheme was introduced in the Spring term and so has not yet been fully embedded. Because of this, we did not see the full impact of the new scheme in the results of the Y1 Phonics Screening Check. The overall percentage of children who passed the phonics screening check (75%) was consistent with the Local Authority average and slightly below the National average (76%). However, 89% of non-disadvantaged children achieved the pass mark in the Phonics Screening Check compared with 53% of disadvantaged children. It is anticipated that the Rapid Catch Up interventions and careful monitoring will ensure that these children achieve a pass when they retake the test in the summer of 2023. Early monitoring has also shown that the percentage of children who are on track to pass the Phonics Screening Check this academic year is higher than the previous academic year.

Work commenced to secure the grounds around the site of the new Forest school and extensive work began on the site over the Summer of 2022. Work is still ongoing and this action has been carried forward into this year's Pupil Premium Strategy with a view to children being able to access the facilities from the Spring term in 2023.

Across the school, children's learning was enhanced by rich experiences (including external trips and visits and experiences in school). Pupil interviews from subject leaders has demonstrated that these experiences have had a positive impact on children's wellbeing and on their ability to commit learning to their long term memory.

The school's filming facilities were used across the school at regular intervals throughout the year. This has had a positive impact on children's oral language, self-confidence and performance skills. Because of the positive impact that this has had, further opportunities are planned for the current (and future) academic year(s). Furthermore, in order to quantify the impact of this and other interventions on children's speaking and listening skills, a speech and language assessment and intervention package will be purchased this year.

Book scrutinies, observations and pupil interviews demonstrated the impact of the introduction of poetry workshops and a raised profile of poetry across the school. It was evident in children's writing and improved performance skills that this avenue should continue to be explored and because of this, curriculum overviews for each key stage have been amended to include a new poem each half term.

Small group support in the form of targeted comprehension activities, focussed reading groups and targeted individual support across a range of other subjects have shown some demonstrable impact, particularly amongst key stage 2 children. However, further support is required for children who are now in Year 3 and this has been identified in the actions of this year's strategy through the use of the phonics rapid catch up programme and targeted maths support.

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

Regular monitoring of the social, emotional and mental health of children has been established and will continue to be embedded in this and subsequent years. This means that the needs of children are quickly identified. However, staffing changes last year meant that there was some disruption to embedding interventions. Therefore, the focus for this academic year is to ensure that swift, appropriate action is taken to address any needs that are identified.

The continuous provision offer has been established and this has had a positive impact on the transitions made from Reception into Year 1. Children utilise the continuous provision in small groups with a good balance of child and adult led activities that complement the specific needs to the children. As a result, internal assessment data showed that most Year 1 children made very good progress in the previous academic year.

Breakfast club has continued to be available to families of children who may need a calmer transition into school. Behaviour logs and discussions with parents and teachers have proven that this has had a positive impact on those children's over all wellbeing.

Our school continues to offer an extensive range of clubs to our children and the number of disadvantaged children who attend these clubs compared with their peers is monitored. There is variation between classes but in some cases, more disadvantaged children attend one or more after school clubs than non-disadvantaged children.

The Senior Leadership Team and the Learning Mentor have worked to reduce the rate of overall absences and the rate of persistent absence. This has included parent meetings and phone calls. The school's attendance award has also been heavily promoted and this will continue into the current academic year, as detailed in the strategy.

Externally provided programmes

Programme	Provider
Times Tables Rockstars and Numbots	Maths Circle Ltd
Reading Plus	DreamBox Learning
Spelling Shed	Education Shed
White Rose Maths	White Rose Maths
B Squared	B Squared Ltd
Little Wandle's Letters and Sounds Revised	Wandle Learning Trust
Seesaw	Seesaw Learning inc.
Test Base	Doublestruck Ltd.

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Further information

Additional activities

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- The development of a teaching toolkit based on Rosenshine's principles to improve the quality of Teaching and Learning.
- Utilising a DfE grant to train a senior mental health lead.
- A consistent and collaborative approach to writing moderation to ensure quality assurance of teacher adjustments and to encourage professional development.
- Using the National Tutoring Programme grant to supplement targeted maths tuition for specific children.
- Using the sports premium to offer a progression of residential opportunities for children from Year 1- Year 6.

Planning, implementation and evaluation.

As discussed in the strategy outcomes section, all statutory assessment data was triangulated with a range of sources including; internal data, observations, conversations with parents/carers and staff members and pupil interviews. This has helped us to obtain a clear picture of the challenges faced by our disadvantaged children.

We used the EEF's Guide to Pupil Premium to assist us in our evidence gathering and analysis. When challenges were identified, we analysed the impact of existing strategies to ascertain which strategies we should maintain or develop and which strategies were not having the intended impact. We also looked at a range of evidence using the EEF's Teaching and Learning Toolkit and Guidance Reports. This enabled us to identify effective strategies to overcome the challenges that our disadvantaged children face.

In the last academic year, the pupil premium strategy was assessed on a termly basis and this enabled us to identify any problems with the implementation of strategies and to monitor the impact on a regular basis. This year, this process will be followed again so that, if the desired impact is not achieved, we will be able to make early adjustments to ensure the best possible outcomes for our disadvantaged children.

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