

# Stamshaw Junior School Pupil premium strategy statement 2022-2023

(Please see review and impact analysis in purple for Year 1: 21-22)

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	Stamshaw Junior School
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	109 pupils (46%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024 <b>Year 2: 2022-2023</b>
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Rob Jones Headteacher
Pupil premium lead	Sam Cantini Deputy Headteacher
Governor / Trustee lead	Sherri Bailey Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 148,195
Recovery premium funding allocation this academic year	£ 33,463 (£15,805 Recovery Premium & £17,658 SLT)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£181,658

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

- ensure a high quality teaching for all, including providing an ambitious curriculum
- 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
- support pupils to become happy, resilient, confident and caring, with exemplary attitudes in their learning.

Our year 6 2022 results indicate an improvement in both attainment and progress from the last published data in 2019 (Figures in brackets are children in receipt of PP )

Subject	% of pupils achieving expected standard	% of pupils achieving greater depth
Reading	59% (56%)	19% (15%)
Writing	63% (53%)	7% (3%)
Maths	64% (56%)	19% (9%)
EGPS	66% (62%)	29% (18%)
RWM combined	54% (50%)	5% (3%)

Data from 2019

Subject	% of pupils achieving expected standard	% of pupils achieving greater depth
Reading	48% (35%)	12% (10%)
Writing	40% (35%)	2% (0%)
Maths	57% (42%)	2% (0%)
EGPS	53%	15%
RWM combined	29% (21%)	0%

From the data, it can be seen that progress has been made, there is still work to be completed to accelerate the progress of the disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge																																												
1	<p>The attainment gap between disadvantaged and non-disadvantaged has improved in most year groups, however there is still progress to be made in terms of attainment for all pupils, especially the pupils categorised as disadvantaged.</p> <p>Percentage of children working at ARE+ (Nov21)</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Year 3</th> <th colspan="2">Year 4</th> <th colspan="2">Year 5</th> <th colspan="2">Year 6</th> </tr> <tr> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>44 19/44</td> <td>42 8/19</td> <td>57 35/62</td> <td>42 11/26</td> <td>63 38/60</td> <td>56 17/30</td> <td>58 35/60</td> <td>47 15/32</td> </tr> <tr> <td>Writing</td> <td>41 18/44</td> <td>31 6/19</td> <td>39 24/62</td> <td>23 6/26</td> <td>52 31/60</td> <td>43 13/30</td> <td>62 37/60</td> <td>57 18/32</td> </tr> <tr> <td>Maths</td> <td>44 19/44</td> <td>37 7/19</td> <td>39 24/62</td> <td>27 7/26</td> <td>55 33/60</td> <td>43 13/30</td> <td>55 33/60</td> <td>44 14/32</td> </tr> </tbody> </table>		Year 3		Year 4		Year 5		Year 6		All	PP	All	PP	All	PP	All	PP	Reading	44 19/44	42 8/19	57 35/62	42 11/26	63 38/60	56 17/30	58 35/60	47 15/32	Writing	41 18/44	31 6/19	39 24/62	23 6/26	52 31/60	43 13/30	62 37/60	57 18/32	Maths	44 19/44	37 7/19	39 24/62	27 7/26	55 33/60	43 13/30	55 33/60	44 14/32
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	Year 3		Year 4		Year 5		Year 6	
	All	PP	All	PP	All	PP	All	PP
Reading	54% 37/69	59% 16/27	57% 26/46	48% 12/25	47% 27/58	33% 9/27	53% 31/58	48% 15/31
Writing	42% 29/69	45% 12/27	43% 20/46	32% 8/25	41% 24/58	30% 8/27	52% 30/58	45% 14/31
Maths	58% 40/69	37% 7/19	54% 25/46	27% 7/26	45% 26/58	37% 9/27	51% 30/58	39% 12/31

  

2	<p>Multiple, complex barriers exist for a number (approx.27%) of our children. These include SEND (pupils who have a learning difficulty or disability, EAL (English as an additional language), Vulnerable (involvement from a social worker or on the edge of, adopted or recently adopted, temporary housing, young carers, care leavers etc.) and those in receipt of Pupil Premium</p> <p>Number/percentage of children with multiple complex needs across the school community</p> <table border="1"> <thead> <tr> <th>Dec 21</th> <th></th> <th></th> <th>Total</th> <th>% of school population</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>EAL</td> <td>SEND</td> <td>5</td> <td>2</td> </tr> <tr> <td>Pupil premium</td> <td>EAL</td> <td></td> <td>6</td> <td>2</td> </tr> <tr> <td>Pupil premium</td> <td></td> <td>SEND</td> <td>34</td> <td>15</td> </tr> <tr> <td>Pupil premium</td> <td></td> <td></td> <td>60</td> <td>27</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Dec 22</th> <th></th> <th></th> <th>Total</th> <th>% of school population</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>EAL</td> <td>SEND</td> <td>8</td> <td>3.5%</td> </tr> <tr> <td>Pupil premium</td> <td>EAL</td> <td></td> <td>12</td> <td>5%</td> </tr> <tr> <td>Pupil premium</td> <td></td> <td>SEND</td> <td>39</td> <td>17%</td> </tr> <tr> <td>Pupil premium</td> <td></td> <td></td> <td>58</td> <td>25%</td> </tr> </tbody> </table>	Dec 21			Total	% of school population	Pupil Premium	EAL	SEND	5	2	Pupil premium	EAL		6	2	Pupil premium		SEND	34	15	Pupil premium			60	27	Dec 22			Total	% of school population	Pupil Premium	EAL	SEND	8	3.5%	Pupil premium	EAL		12	5%	Pupil premium		SEND	39	17%	Pupil premium			58	25%
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3	<p>Attainment gaps between disadvantaged and non- disadvantaged pupils in early reading has widened. Attainment overall in reading has increased, however it is not yet in line with National data</p>																																																		
4	<p>Parental engagement</p> <p>Parents of disadvantaged children are under-represented at parental events e.g. parents' evenings, consultation meetings, learning workshops, assemblies</p>																																																		
5	<p>Poor attendance for a number of children impacts on their learning.</p> <p>Number of disadvantaged children with attendance at less than 90% since the start of the academic year during the Autumn 1 half term: PAR</p>																																																		
6	<p>Further develop Well-being opportunities to support SEMH (social, emotional and mental health) needs.</p>																																																		

## 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																																																																																																																																																										
1	<p>Raised attainment in reading, writing, maths. (KS2 targets 2023)</p> <table border="1"> <thead> <tr> <th></th> <th colspan="5">% EXPECTED +</th> <th colspan="5">% HIGHER</th> </tr> <tr> <th></th> <th>RWM</th> <th>R</th> <th>W</th> <th>M</th> <th>GPS</th> <th>RWM</th> <th>R</th> <th>W</th> <th>M</th> <th>GPS</th> </tr> </thead> <tbody> <tr> <td>NATIONAL 2019</td> <td>65</td> <td>73</td> <td>78</td> <td>79</td> <td>78</td> <td>10</td> <td>28</td> <td>20</td> <td>20</td> <td>34</td> </tr> <tr> <td>ACADEMY 2019</td> <td>26</td> <td>43</td> <td>40</td> <td>57</td> <td>0</td> <td>0</td> <td>12</td> <td>2</td> <td>2</td> <td>0</td> </tr> <tr> <td>NATIONAL 2022</td> <td>59</td> <td>73</td> <td>69</td> <td>71</td> <td>72</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>ACADEMY 2022</td> <td>54</td> <td>59</td> <td>63</td> <td>64</td> <td>66</td> <td>5</td> <td>19</td> <td>7</td> <td>19</td> <td>29</td> </tr> <tr> <td>FFT50 2023</td> <td>73%</td> <td>78%</td> <td>82%</td> <td>86%</td> <td>82%</td> <td>15%</td> <td>33%</td> <td>27%</td> <td>34%</td> <td>44%</td> </tr> <tr> <td>FFT20 2023</td> <td>79%</td> <td>83%</td> <td>86%</td> <td>90%</td> <td>87%</td> <td>23%</td> <td>42%</td> <td>39%</td> <td>46%</td> <td>55%</td> </tr> <tr> <td>FFTS 2023</td> <td>84%</td> <td>88%</td> <td>89%</td> <td>93%</td> <td>91%</td> <td>34%</td> <td>52%</td> <td>52%</td> <td>59%</td> <td>66%</td> </tr> <tr> <td>OWN PAST PRO</td> <td>50%</td> <td>62%</td> <td>63%</td> <td>73%</td> <td>12%</td> <td>2%</td> <td>14%</td> <td>4%</td> <td>13%</td> <td>0%</td> </tr> <tr> <td>TARGET 2023</td> <td>59%</td> <td>76%</td> <td>64%</td> <td>73%</td> <td>74%</td> <td>15%</td> <td>31%</td> <td>17%</td> <td>25%</td> <td>34%</td> </tr> <tr> <td>AT/ABOVE EXPECTED: SECURE</td> <td>47%</td> <td>69%</td> <td>46%</td> <td>54%</td> <td>64%</td> <td>8%</td> <td>19%</td> <td>10%</td> <td>14%</td> <td>18%</td> </tr> <tr> <td>BELOW EXPECTED - REQUIRE INTERVENTION</td> <td>12%(7)</td> <td>7%(4)</td> <td>18%(8)</td> <td>19%(11)</td> <td>10%(6)</td> <td>7%(4)</td> <td>12%(7)</td> <td>7%(4)</td> <td>11%(6)</td> <td>16%(9)</td> </tr> <tr> <td>UNLIKELY TO REACH EXPECTED</td> <td>41%</td> <td>24%</td> <td>36%</td> <td>27%</td> <td>26%</td> <td>85%</td> <td>69%</td> <td>83%</td> <td>75%</td> <td>66%</td> </tr> </tbody> </table>		% EXPECTED +					% HIGHER						RWM	R	W	M	GPS	RWM	R	W	M	GPS	NATIONAL 2019	65	73	78	79	78	10	28	20	20	34	ACADEMY 2019	26	43	40	57	0	0	12	2	2	0	NATIONAL 2022	59	73	69	71	72						ACADEMY 2022	54	59	63	64	66	5	19	7	19	29	FFT50 2023	73%	78%	82%	86%	82%	15%	33%	27%	34%	44%	FFT20 2023	79%	83%	86%	90%	87%	23%	42%	39%	46%	55%	FFTS 2023	84%	88%	89%	93%	91%	34%	52%	52%	59%	66%	OWN PAST PRO	50%	62%	63%	73%	12%	2%	14%	4%	13%	0%	TARGET 2023	59%	76%	64%	73%	74%	15%	31%	17%	25%	34%	AT/ABOVE EXPECTED: SECURE	47%	69%	46%	54%	64%	8%	19%	10%	14%	18%	BELOW EXPECTED - REQUIRE INTERVENTION	12%(7)	7%(4)	18%(8)	19%(11)	10%(6)	7%(4)	12%(7)	7%(4)	11%(6)	16%(9)	UNLIKELY TO REACH EXPECTED	41%	24%	36%	27%	26%	85%	69%	83%	75%	66%	<p>Difference is diminished within school and levels are in line with national outcomes for disadvantaged</p> <p>Children will leave KS2 with similar outcomes to their non-disadvantaged peers.</p> <p>See data above (KS2 Outcomes)</p>
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2	<p>Pupils with multiple complex barriers to their learning make good progress and their attainment in reading writing and maths raises</p>	<p>Attainment for these pupils is in line with targets set during personalised pupil progress meetings</p> <p>Children’s progress in Yr 6 has been analysed on an individual basis.</p> <p>72% of pupils with SEND made expected progress in reading and 17% made better than expected progress</p> <p>89% of pupils with SEND made expected progress in writing and 6% made better than expected progress</p> <p>78% of pupils with SEND made expected progress in maths and 11% made better than expected progress</p> <p>FFT Aspire Data for all pupils with SEND</p> <p>KS2 Attainment 2022 23 pupils</p> <p>Average Scaled Score (Re, Ma) <span>▼</span> <b>95.7</b></p> <p>Scaled score increased and closed the gap with National data</p> <p>% Expected standard+ (Re, Wr, Ma) DFE <span>▼</span> <b>26%</b></p> <p>Percentage of pupils with SEND who were expected standard for Reading, writing and maths.</p>																																																																																																																																																										

3	<p>Improve early reading development to enhance reading skills and influence reading for pleasure for pupils in the lower phase of the school</p>	<p>Improved reading scores and more pupils in year 3, 4 &amp; 5 are reading at the age-related expectation. There are improvements being made across the whole school with reading attainment. There is still work to do on closing the gap with National data. Accelerated Reader quizzes and class readers have contributed to the exposure to vocabulary rich text.</p> <table border="1" data-bbox="810 481 1465 828"> <thead> <tr> <th data-bbox="810 481 981 651">Whole school mean data</th> <th data-bbox="981 481 1136 651">Avg. % correct per quiz</th> <th data-bbox="1136 481 1307 651">Avg. % above 85%</th> <th data-bbox="1307 481 1465 651">Engaged time per day (minutes)</th> </tr> </thead> <tbody> <tr> <td data-bbox="810 651 981 739">Spring 22</td> <td data-bbox="981 651 1136 739">66%</td> <td data-bbox="1136 651 1307 739">25%</td> <td data-bbox="1307 651 1465 739">2</td> </tr> <tr> <td data-bbox="810 739 981 828">Autumn 22 (14/11)</td> <td data-bbox="981 739 1136 828">71% (+5)</td> <td data-bbox="1136 739 1307 828">32% (+7)</td> <td data-bbox="1307 739 1465 828">6 (+4)</td> </tr> </tbody> </table> <p>No Nonsense phonics used in 20-21 and 21-22 used with key identified readers. Implementation of Little Wandle Catch Up scheme from September 2022.</p>	Whole school mean data	Avg. % correct per quiz	Avg. % above 85%	Engaged time per day (minutes)	Spring 22	66%	25%	2	Autumn 22 (14/11)	71% (+5)	32% (+7)	6 (+4)
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Spring 22	66%	25%	2											
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4	<p>A reduction of the number of pupils who are categorised as persistent absentees, especially if they are in receipt of PP</p>	<p>For the vast majority of pupils attendance is above 95% Overall, attendance data last year was not as high as expected. Many strategies employed in multi agency working with some success. Work required on the small core group of CNA in the last academic year.</p>												
5	<p>A wider range of methods of engaging with parents are introduced that support parent more easily interacting with staff and as a result are more engaged with their children's learning.</p>	<p>All parents interact with staff through at least one means of communication to support and engage with their child's learning. Update on Marvellous Me is 87% so 209 out of 235 pupils have regular contact through MM. Class emails used well for regular communication with parents.</p>												
6	<p>To ensure that the wellbeing and SEMH needs of pupils are met to ensure that they are ready to engage in learning.</p>	<p>Progress from all starting points is at least, in line with peers in school across the curriculum Evidence in books and behaviours for learning, as well as in the data. Behaviour, especially behaviours for learning across the school are good. There is minimal low-level disruption to learning (lesson visit reports and monitoring across the school, AIP reports)</p>												

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 29,450

Cost for 21-22 £27,658

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing CPD/mentoring/coaching to further develop teaching in all classes</p> <p>Ongoing</p>	<p>EEF guidance report: High Quality Teaching  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>EEF guidance report: Effective Professional Development  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1,2,3,4,6
<p>Increase training for teaching assistants, including how to support QFT in classrooms. Ongoing</p> <p>Starting earlier to meet with class teacher each day.</p> <p>Complete</p>	<p>EEF guidance report: Making the Best use of Teaching Assistants  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>EEF guidance report: Special Educational Needs in Mainstream Schools  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	1,2,3
<p>Ensure mathematical fluency to support rapid progress.</p> <p>Fluency &amp; arithmetic strategies implemented throughout 21-22</p> <p>Working on gender difference in 22-23</p>	<p>EEF guidance: Improving mathematics in KS2 &amp; 3  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	1,2,6
<p>Develop writing and spelling across the school by reviewing the curriculum, strategies, sequencing etc to support writing development.</p> <p>CPD around spelling strategies and improved data for Yr 6.</p> <p>Ongoing</p>	<p>EEF Guidance report: Preparing for Literacy  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p>EEF Guidance report: Improving Literacy in Key Stage 2  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	1,2,3,6

<p>Improve the effective provision for SEND pupils across the school. This includes further development of the using assessment tools for SEND categories</p> <p>Ongoing: use of assessment tools</p> <p>Meeting with the year group each term</p> <p>Streamline paperwork and accountability</p>	<p>EEF Guidance report: Special Educational Needs in Mainstream  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>EEF guidance report: Making the Best use of Teaching Assistants  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1,2,3,4,5,6
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 109,463

Cost for 21-22 £65,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group and individual tuition led by experienced school staff.</p> <p>Ongoing</p>	<p>Teaching and Learning Toolkit EEF Small Group Tuition  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2,3,4,5,6
<p>National tutoring programme – small group; 1:1 intervention to support attainment in English and Maths part funded by the tutoring funding</p> <p>Tuition sessions to continue in 22-23</p>	<p>Teaching and Learning Toolkit 1:1 Tuition and small group Tuition  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2,3,4,5
<p>Further development of using targeted interventions to close the learning gaps in English</p> <p>Literacy Gold (formerly Dyslexia Gold)</p> <p>Accelerated reader</p>	<p>Teaching and Learning Toolkit EEF Small Group Tuition  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Brooks' What works for Literacy difficulties  <a href="http://www.thedyslexia-spldtrust.org.uk/media/downloads/119-what-works-for-literacy-difficulties-6th-edition-2020.pdf">http://www.thedyslexia-spldtrust.org.uk/media/downloads/119-what-works-for-literacy-difficulties-6th-edition-2020.pdf</a></p>	1,2,3
<p>Phonics intervention in lower phase is reviewed and streamlined to ensure that it is well structured and sequential to support early reading skills</p>	<p>The Reading Framework: DFE  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p>	1,2,3,



(further development of No Nonsense Phonics in 21-22 and implementation of Little Wandle in 22-23) Purchase and roll out of Little Wandle Collins' E-reader	Teaching and Learning Toolkit EEF: Phonics <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 57 565

Cost for 21-22 £63,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase in the number of methods of interaction between staff and parents. This includes further development of the Pastoral Team	Teaching and Learning Toolkit: Parental Engagement: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> EEF Guidance report: Working with parents to support children's learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	4,5,6
Pastoral Support and ELSA intervention: Parental workshops Family Support plans	Swindon County 2020 research shows: <a href="https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/education/emotional-literacy-support-assistant-elsa-reports-2020/">https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/education/emotional-literacy-support-assistant-elsa-reports-2020/</a>	1,2,3,4,5,6
Support student wellbeing: identified pupils are supported to acquire strategies for emotional wellbeing.  Zones of Regulation introduced as part of MH strategic plan in 22-23	Teaching and Learning Toolkit: Social and Emotional learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> EEF Guidance report: Improving Social and Emotional Learning in Primary Schools <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a> EEF Guidance report: Metacognition and self-regulation <a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/metacognition-and-self-regulated-learning/EEF_Metacognition_and_self-regulated_learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/metacognition-and-self-regulated-learning/EEF_Metacognition_and_self-regulated_learning.pdf</a>	1,2,3,4,6

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. These may include subsidised breakfast club place; subsidised costs of trips; uniform	All
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**Total budgeted cost: £196,478**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

This is year 2 of a 3 year plan  
Purple text indicates a review of progress so far.

### 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
Accelerated Reader	Ren Learning
TT Rockstars	Maths Circle Ltd
CPoMS	Raptor Tech
Literacy Gold	Engaging Eyes Limited
Junior Language Link	Speechlink Multimedia Ltd
SNAP	Hodder & Stoughton Ltd