

Stamshaw Junior School Pupil premium strategy statement 2023-2024

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

(Please see review and impact analysis in green for Year 2: 22-23)

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	Stamshaw Junior School
Number of pupils in school	236 272
Proportion (%) of pupil premium eligible pupils	109 pupils (46%) 114 pupils (42%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024 Year 2: 2022-2023 Year 3: 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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	£ 163,540.00
Recovery premium funding allocation this academic year	£7,560 (Indicative NTP funding)
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	£171,100

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.

2022-2023

Subject	% of pupils achieving expected standard			% of pupils achieving greater depth		
	2019	2022	2023	2019	2022	2023
Reading	48% (35%)	59% (56%)	68% (61%)	12% (10%)	19% (15%)	18% (11%)
Writing	40% (35%)	63% (53%)	72% (68%)	2% (0%)	7% (3%)	12% (4%)
Maths	57% (42%)	64% (56%)	73% (71%)	2% (0%)	19% (9%)	18% (11%)
EGPS	53%	66% (62%)	75% (71%)	15%	29% (18%)	12% (7%)
RWM combined	29% (21%)	54% (50%)	60% (54%)	0%	5% (3%)	5% (0%)

Figure in brackets indicates pupils in receipt of PP (28 pupils)

As with last year, we can see that there is an improving trend with the outcomes of KS2.

There is still work to complete around accelerating the progress of the disadvantaged pupils.

Through the analysis of the 2023 data, it has shown that there is a group of pupils who had multiple barriers, which impacted the outcomes achieved and therefore the overall progress.

2021-2022

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

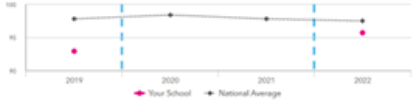
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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" style="width: 100%; border-collapse: collapse;"> <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> <p>Percentage of children working at ARE+ (Nov22)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <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>54% 37/69</td> <td>59% 16/27</td> <td>57% 26/46</td> <td>48% 12/25</td> <td>47% 27/58</td> <td>33% 9/27</td> <td>53% 31/58</td> <td>48% 15/31</td> </tr> <tr> <td>Writing</td> <td>42% 29/69</td> <td>45% 12/27</td> <td>43% 20/46</td> <td>32% 8/25</td> <td>41% 24/58</td> <td>30% 8/27</td> <td>52% 30/58</td> <td>45% 14/31</td> </tr> <tr> <td>Maths</td> <td>58% 40/69</td> <td>37 7/19</td> <td>54% 25/46</td> <td>27 7/26</td> <td>45% 26/58</td> <td>37% 9/27</td> <td>51% 30/58</td> <td>39% 12/31</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></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		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									
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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" data-bbox="507 450 1323 701"> <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" data-bbox="507 741 1323 992"> <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> <table border="1" data-bbox="507 1059 1323 1310"> <thead> <tr> <th>Oct 23</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>3</td> <td>1%</td> </tr> <tr> <td>Pupil premium</td> <td>EAL</td> <td></td> <td>10</td> <td>4%</td> </tr> <tr> <td>Pupil premium</td> <td></td> <td>SEND</td> <td>26</td> <td>10%</td> </tr> <tr> <td>Pupil premium</td> <td></td> <td></td> <td>75</td> <td>28%</td> </tr> </tbody> </table> <p>In Oct 23, approx. 15% of the school population have multiple complex barriers (as above) Previous data analysis identifies multiple barriers as a cause for less than expected progress.</p>	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%	Oct 23			Total	% of school population	Pupil Premium	EAL	SEND	3	1%	Pupil premium	EAL		10	4%	Pupil premium		SEND	26	10%	Pupil premium			75	28%
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3	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																																																																											
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	Further develop Well-being opportunities to support SEMH (social, emotional and mental health) needs.																																																																											

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
<p>1 Raised attainment in reading, writing, maths. (KS2 targets 2024) (to be confirmed)</p>	<p>Difference is diminished within school and levels are in line with national outcomes for disadvantaged Children will leave KS2 with similar outcomes to their non-disadvantaged peers. See data above (KS2 Outcomes)</p>
<p>2 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 July 23 data indicates that key pupils (6 girls) with multiple barriers made less than expected progress. This impacted the overall progress data, especially for the girls. Analysis of the current year 6 pupils will indicate where the potential barriers lie for this academic year.</p> <p>Children’s progress in Yr 6 has been analysed on an individual basis. 72% of pupils with SEND made expected progress in reading and 17% made better than expected progress 89% of pupils with SEND made expected progress in writing and 6% made better than expected progress 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) ✓ 95.7</p> <p>FFT Rank 100 BETTER + 1 In line with the national average (97.3)</p>  <p>Scaled score increased and closed the gap with National data</p>

		<p>% Expected standard+ (Re, Wr, Ma) DfE</p> <p>26%</p> <p>FFT Rank</p> <p>100 BETTER > 1</p> <p>In line with the national average (18%)</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 & 5 are reading at the age-related expectation.</p> <p>Further embedding of the Little Wandle catch up scheme alongside the implementation of the IDL online programme.</p> <p>IDL provides a range of screeners and personalised interventions. It provides a reading and spelling age from assessments.</p> <p>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="762 1093 1417 1442"> <thead> <tr> <th>Whole school mean data</th> <th>Avg. % correct per quiz</th> <th>Avg. % above 85%</th> <th>Engaged time per day (minutes)</th> </tr> </thead> <tbody> <tr> <td>Spring 22</td> <td>66%</td> <td>25%</td> <td>2</td> </tr> <tr> <td>Autumn 22 (14/11)</td> <td>71% (+5)</td> <td>32% (+7)</td> <td>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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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%</p> <p>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> <p>Work on attendance last year showed an improvement in the number of pupils who were categorised as PA.</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.</p> <p>Update on Marvellous Me is 87% so 209 out of 235 pupils have regular contact through MM.</p>												

		<p>Class emails used well for regular communication with parents.</p> <p>The wider ranges of contacting parents continues. The class emails and Marvellous Me are still in use and continue to have a high take up.</p> <p>There are 2 pastoral mobile phones that are used daily for contact.</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</p> <p>Evidence in books and behaviours for learning, as well as in the data.</p> <p>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> <p>The pastoral team, lead by the DHT continue to support wellbeing and SEMH needs across the school.</p> <p>The reintroduction of parental workshops are reinforcing the skillset of parents to recognise and support wellbeing and SEMH needs.</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: £ 26,450

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>Ongoing: attending CPD from</p>	<p>EEF guidance report: High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>EEF guidance report: Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</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 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>EEF guidance report: Special Educational Needs in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1,2,3
<p>Ensure mathematical fluency to support rapid progress.</p> <p>Fluency & arithmetic strategies implemented throughout 21-22</p> <p>Working on gender difference in 22-23</p> <p>In 23-24 need to support girls with multiple barriers for mathematical fluency and recall. Identification of the key barrier groups in each year group</p>	<p>EEF guidance: Improving mathematics in KS2 & 3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</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>EEF Guidance report: Preparing for Literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>EEF Guidance report: Improving Literacy in Key Stage 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1,2,3,6

<p>CPD around spelling strategies and improved data for Yr 6.</p> <p>Ongoing work on improving the spelling skills of the pupils. Work with other Trust school, based on a spelling and phonics programme to compliment the catch up of Little Wandle.</p>		
<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>Ongoing work around the use of assessment tools.</p> <p>DHT in the PEIA group for EEF SEN needs in MS in 23/24</p> <p>Implementing 'The 5 a day' model in the coming year</p>	<p>EEF Guidance report: Special Educational Needs in Mainstream https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>EEF guidance report: Making the Best use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1,2,3,4,5,6</p>

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

Budgeted cost: £ 99,463

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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3,4,5,6</p>
<p>National tutoring programme – small group; 1:1 intervention to support attainment in English and</p>	<p>Teaching and Learning Toolkit 1:1 Tuition and small group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1,2,3,4,5</p>

<p>Maths part funded by the tutoring funding</p> <p>Tuition sessions to continue in 22-23</p> <p>Tuition sessions to continue in 23-24</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<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>Little Wandle implemented in 22-23. This is continuing into 23-24, alongside how to implement phonics into the spelling programme in the school (LJS)</p> <p>Made the switch from Literacy Gold to IDL for 23-24. This programme supports literacy development in a multisensory way</p>	<p>Teaching and Learning Toolkit EEF Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Brooks' What works for Literacy difficulties http://www.thedyslexia-spldtrust.org.uk/media/downloads/119-what-works-for-literacy-difficulties-6th-edition-2020.pdf</p>	<p>1,2,3</p>
<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>(further development of No Nonsense Phonics in 21-22 and implementation of Little Wandle in 22-23)</p> <p>Purchase and roll out of Little Wandle Collins' E-reader</p> <p>E-reader purchased and implemented across the pupils who are accessing the LW catch up groups. Worked with the Springhill Teaching school and purchased more resources. Little Wandle is continuing throughout 23-24.</p>	<p>The Reading Framework: DFE https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p> <p>Teaching and Learning Toolkit EEF: Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2,3,</p>

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

Budgeted cost: £ 62 565

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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement EEF Guidance report: Working with parents to support children's learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4,5,6
Pastoral Support and ELSA intervention: Parental workshops Family Support plans	Swindon County 2020 research shows: https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/education/emotional-literacy-support-assistant-elsa-reports-2020/	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF Guidance report: Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel EEF Guidance report: Metacognition and self-regulation https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/metacognition-and-self-regulated-learning/EEF_Metacognition_and_self-regulated_learning.pdf	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

Total budgeted cost: £188,478

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This is year 3 of a 3 year plan

Purple text indicates a review of progress from 21-22 and plans for 22-23

Green text indicates a review of the progress from 22-23 and plans in 23-24

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
IDL Literacy	IDL
IDL Numeracy	IDL
IDL Wellbeing	IDL
Junior Language Link	Speechlink Multimedia Ltd