

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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. Philip Neri with St. Bede Catholic Voluntary Academy
Number of pupils in school	483
Proportion (%) of pupil premium eligible pupils	15.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2024
Statement authorised by	Daniel Steele, Headteacher
Pupil premium lead	Daniel Steele, Headteacher
Governor / Trustee lead	Maureen Tunney, Chair of Governors

Funding overview

Detail	Amount (21-22)	Amount (22-23)	Amount (23-24)
Pupil premium funding allocation this academic year	£76,665	£79,890	£101,785
Recovery premium funding allocation this academic year	£8,700	£9,425	£9715
School Led Tutoring		£6,277	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)		£0	£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	£85,365	£95,592	£111,500

Part A: Pupil Premium Strategy plan

Statement of Intent

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and attainment highly across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve this goal, which includes ensuring high attaining pupils make strong gains in their learning.

This Strategy recognises the challenges faced by vulnerable pupils, such as those who have a social worker, who are young carers, or those who receive little support at home. Deliberately targeted actions have been planned for with the intention of supporting these needs and challenges.

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 also improve and then be sustained, at rates that are similar to 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 disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is particularly prevalent in the Foundation Stage but also evident through KS1 and KS2. Assessments and observations confirm that this underdevelopment is more common among our disadvantaged pupils than their peers.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This has a negative impact on their development as readers.</p>
3	<p>Internal and external (where available) assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class this year, 60% of our disadvantaged pupils arrive below age-related expectations compared to 49% of other pupils. This gap does not diminish to the end of KS2.</p>
4	<p>Assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Maths and Reading.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 41 pupils (21 of whom are disadvantaged) currently require additional support with social and emotional needs; these pupils are receiving small group interventions.</p>
6	<p>Attendance data from 2020-21 confirms that disadvantaged pupils' rates of attendance are lower than non-disadvantaged. Punctuality of disadvantaged pupils was lower than non-disadvantaged pupils in 2020-21. (Whole School Attendance for 2020–21 was 96.7%; Pupil Premium Attendance for 2020–21 was 94.3%).</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	Review
<p>By the end of Reception, most pupils will be On Track to meet expectations in Communication and Language. (Challenge 1)</p>	<p><i>Most children will:</i></p> <ul style="list-style-type: none"> • learn new vocabulary and use this throughout the day; • articulate their ideas and thoughts in well-formed sentences; • connect one idea or action to another using a range of conjunctions (and, but, because, when); • describe events in some detail; <p>The gap between disadvantaged pupils and non-disadvantage will have closed (when compared to Baseline 2021 assessments).</p>	<p><u>End of year 1 (Dec 2022):</u> 78% of children achieved a Good Level of Development by the end of EYFS in July 2022, compared to 71.8% in 2019.</p> <p>At the end of EYFS, 78% of children are On Track with Listening, Attention and Understanding.</p> <p><u>End of year 2 (Dec 2023):</u> 78% of children achieved a Good Level of Development by the end of EYFS in July 2023, compared to 67% nationally.</p> <p>At the end of EYFS, 88% of children are On Track with Listening, Attention and Understanding.</p>
<p>By the end of Year 1, most pupils will be working at Age Related Expectations in Language and Communication. (Challenge 1)</p>	<p><i>Most children will:</i></p> <ul style="list-style-type: none"> • learn new vocabulary and use this throughout the day; • articulate their ideas and thoughts in deliberate and well-formed sentences; • have sufficient language for learning, play and socialising. <p>The gap between disadvantaged pupils and non-disadvantage will have closed (when compared to Baseline 2021 assessments).</p>	<p><u>End of year 1 (Dec 2022):</u> Teacher assessment confirms that most children are working at age related expectations for Speaking & Listening.</p> <p><u>End of year 2 (Dec 2023):</u> Teacher assessment confirms that most children are working at age related expectations for Speaking & Listening.</p>

<p>For all pupils to acquire, retain and apply early phonics and reading skills by the end of Key Stage 1. (Challenge 2)</p>	<p><i>All children will:</i></p> <ul style="list-style-type: none"> • be provided with daily and consistent phonics teaching; • benefit from 3 x 15 minute guided reading sessions per week. <p><i>Most children will:</i></p> <ul style="list-style-type: none"> • be actively engaged in phonics and reading lessons; • access same-day 'keep up sessions' when appropriate; • make strong progress as evidenced through phonics and reading assessments. <p>The gap between disadvantaged pupils and non-disadvantage will have closed (when compared to Baseline 2021 assessments).</p>	<p><u>End of year 1 (Dec 2022):</u></p> <p>The implementation of Little Wandle has been impactful. All pupils in EYFS and Year 1 are in receipt of daily and consistent phonics teaching; all children in EYFS and Key Stage 1 receive 3 x 15 minute guided reading sessions per week.</p> <p>Keep up sessions are being provided in all EYs and KS1 classes.</p> <p>95% of pupils passed the Year 1 Phonics Screening Check. 96.6% (cumulative) of Year 2 pupils have passed the Phonics Screening Check.</p> <p><u>End of year 2 (Dec 2023):</u></p> <p>The implementation of Little Wandle continues to be impactful. All pupils from Nursery to Year 1 are in receipt of daily and consistent phonics teaching; all children in EYFS and Key Stage 1 receive 3 x 15 minute reading practise sessions per week.</p> <p>Keep up sessions are being provided in all EYs and KS1 classes.</p> <p>87% of pupils passed the Year 1 Phonics Screening Check, compared to 79.5% nationally. Four of the five Year 2 pupils who did not pass the Phonics Screening Check in Year 1 passed the retake in Year 2.</p>
<p>For the Maths attainment gap between disadvantaged and non-</p>	<p><i>All children in FS and KS1 will:</i></p> <ul style="list-style-type: none"> • receive daily 10-15 minute NCETM Mastering Number 	<p><u>End of year 1 (Dec 2022):</u></p> <p>FS2: (50 non-PPG, 10 PPG) 'On Track' in Number: On Entry (Sept) non-PPG: 60%; PPG: 20%. 'On Track' in Number</p>

<p>disadvantaged to be diminished. <i>(Challenge 3)</i></p>	<p>sessions (in addition to usual Maths lessons);</p> <p><i>Most children will:</i></p> <ul style="list-style-type: none"> • exit KS1 with fluency in calculation and a confidence and flexibility with number; • use manipulatives with confidence and where required to secure understanding of place value and calculation across the school; • know and remember prior learning through the daily use of Starters and weekly Friday Challenge tasks (from Year 1 – Year 6). <p>By 2024-25, internal assessments will confirm that the attainment of disadvantaged pupils will be similar to non-disadvantaged.</p>	<p>for end of Pentecost Term: non-PPG: 81%; PPG: 60%).</p> <p>Y1: (54 non-PPG, 5 PPG) Pupils work at or above ARE On Entry (Sept) non-PPG: 79%; PPG: 80%). Pupils working at ARE or above for end of Pentecost Term: non-PPG: 74%; PPG: 80%).</p> <p>Y2: (50 non-PPG, 10 PPG) Pupils work at or above ARE On Entry (Sept) non-PPG: 73%; PPG: 70%). Pupils working at ARE or above for end of Pentecost Term: non-PPG: 78%; PPG: 60%).</p> <p><u>End of year 2 (Dec 2023):</u></p> <p>FS2: (45 non-PPG, 13 PPG) 'On Track' in Number: On Entry (Sept) non-PPG: 60%; PPG: 20%). 'On Track' in Number for end of Pentecost Term: non-PPG: 89%; PPG: 92%).</p> <p>Y1: (46 non-PPG, 12 PPG) Pupils work at or above ARE On Entry (Sept) non-PPG: 84%; PPG: 67%). Pupils working at ARE or above for end of Pentecost Term: non-PPG: 91%; PPG: 75%).</p> <p>Y2: (51 non-PPG, 8 PPG) Pupils work at or above ARE On Entry (Sept) non-PPG: 73%; PPG: 75%). Pupils working at ARE or above for end of Pentecost Term: non-PPG: 78%; PPG: 63%).</p>
<p>For the gaps in Reading and Mathematics resulting from partial school closures to be diminished. <i>(Challenge 4)</i></p>	<p><i>Children with identified gaps in Reading and Maths knowledge in Year 3 and Year 4 will:</i></p> <ul style="list-style-type: none"> • receive frequent 1:1 or small group teaching from an experience UP3 keep-up teacher; 	<p><u>End of year 1 (Dec 2022):</u> Y3: (56 non-PPG, 8 PPG) Maths: Proportion of pupils working at ARE in September: Non-PPG: 85%; PPG: 71%. Proportion of pupils working at ARE in July:</p>

	<p><i>Children with identified gaps in knowledge in Year 5 and Year 6 will:</i></p> <ul style="list-style-type: none"> • receive 15 x 60 minute small group teaching from an NTP tutor to close identified gaps in Reading and/or Maths. <p>By 2024-25, end of Key Stage 2 outcomes in Maths and Reading will confirm that the attainment of disadvantaged pupils is similar to non-disadvantaged.</p>	<p>Non-PPG: 80%; PPG: 50%. This year, a new PPG pupil joined Y3 who is working below ARE.</p> <p>Reading: Proportion of pupils working at ARE in September: Non-PPG: 62%; PPG: 57%. Proportion of pupils working at ARE in July: Non-PPG: 75%; PPG: 62%.</p> <p>Y4: (45 non-PPG, 12 PPG)</p> <p>Maths: Proportion of pupils working at ARE in September: Non-PPG: 69%; PPG: 45%. Proportion of pupils working at ARE in July: Non-PPG: 78%; PPG: 42%. This year, a new PPG pupil joined Y4 who is working below ARE.</p> <p>Reading: Proportion of pupils working at ARE in September: Non-PPG: 62%; PPG: 45%. Proportion of pupils working at ARE in July: Non-PPG: 73%; PPG: 75%.</p> <p><u>End of year 2 (Dec 2023):</u> Y3: (42 non-PPG, 18 PPG)</p> <p>Maths: Proportion of pupils working at ARE in September: Non-PPG: 84%; PPG: 69%. Proportion of pupils working at ARE in July: Non-PPG: 79%; PPG: 56%. This year, a new PPG pupil joined Y3 who is working below ARE.</p> <p>Reading: Proportion of pupils working at ARE in September: Non-PPG: 92%; PPG: 63%. Proportion of pupils working at ARE in July: Non-PPG: 90%; PPG: 80%.</p>
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		<p>Y4: (54 non-PPG, 11 PPG)</p> <p>Maths: Proportion of pupils working at ARE in September: Non-PPG: 87%; PPG: 45%. Proportion of pupils working at ARE in July: Non-PPG: 74%; PPG: 45%. This year, a new PPG pupil joined Y4 who is working below ARE.</p> <p>Reading: Proportion of pupils working at ARE in September: Non-PPG: 77%; PPG: 55%. Proportion of pupils working at ARE in July: Non-PPG: 85%; PPG: 45%.</p>
<p>For pupils' social and emotional needs to have been met to improve their decision-making skills, interaction with others and their self-management of emotions. <i>(Challenge 5)</i></p>	<p><i>Nearly all children in receipt of additional social and emotional support will:</i></p> <ul style="list-style-type: none"> • know and use given strategies to deal effectively with social needs; • know and use given strategies to effectively manage emotions; • be able to work collaboratively and communicate effectively with their peers; • participate in enrichment activities. 	<p><u>End of year 1 (Dec 2022):</u> The very large majority of pupils are able to self-manage their emotions, as evidenced from ELSA evaluations, Forest School assessments and teacher observations. All classes benefit from at least one enrichment opportunity per year.</p> <p><u>End of year 2 (Dec 2023):</u> The overwhelming majority of pupils are able to self-manage their emotions, as evidenced from ELSA evaluations, Forest School assessments and teacher observations. All classes continue to benefit from a number of enrichment opportunities per year.</p>
<p>For attendance of disadvantaged pupils to be in line with that of non-disadvantaged peers.</p> <p>For attendance of disadvantage pupils to be in</p>	<ul style="list-style-type: none"> • The attendance of disadvantaged pupils will be at or above national average (96%); • Persistent absence of disadvantaged pupils will be in line with national figures for non-disadvantaged. 	<p><u>End of year 1 (Dec 2022):</u> From 01.09.21 to 27.07.22, whole school attendance: 95.8%. This is slightly below the national expectation of 96% but 2% higher than national figures for 2021-22 (FFT National 92.8%).</p> <p>Disadvantaged pupils' attendance is lower than non-disadvantaged pupils by a difference of 1.54% (see</p>

line with national figures (96%).

(Challenge 6)

table below). However, school attendance is significantly above national figures for disadvantaged pupils' attendance - 90.5% vs 93.33%.

For academic year 2021-22:

	Attendance	Unauthorised Absence	Lates
PPG (67 chn)	93.33% (FFT National 90.5%)	1.4%	2.1%
Non PPG (406 chn)	94.87% (FFT National 93.7%)	0.4%	0.2%

7.4% of non-disadvantaged pupils were considered Persistent Absentees (PAs) for 2021-22 (20 out of 272 pupils of compulsory school age).

35.7% of disadvantaged pupils were PAs with attendance less than 90% (20* out of 56 pupils of compulsory school age).

**3 of these pupils have attendance <89.5% and 2 further pupils have since left the school.*

End of year 2 (Dec 2023):

From 01.09.21 to 27.07.22, whole school attendance: **94.2%**. This is slightly below the national expectation of 96% but 1.7% higher than national figures for 2022-23 (FFT National 92.5%).

Disadvantaged pupils' attendance is lower than non-disadvantaged pupils by a difference of 2.1% (see table below).

For academic year 2022-23:

	Attendance	Unauthorised Absence	Lates
PPG (67 chn)	91.9%	2.6%	3.1%
Non PPG (274 chn)	94.7%	1%	0.2%

		<p>12.8% of non-disadvantaged pupils were considered Persistent Absentees (PAs) for 2022-23.</p> <p>24.2% of disadvantaged pupils were PAs with attendance less than 90%. This is a 11.5% reduction on the previous year.</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,930.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils, including Keep up sessions.</p> <p>Little Wandle subscription: £945.</p> <p>Reading Cloud Plus subscription £550.</p> <p>In place and ongoing.</p> <p>Non-contact for Phonics Leader to monitor and evaluate teaching and learning of early reading and phonics</p> <p>£11511.50 In place and ongoing.</p>	<p>EEF research matches our own baseline assessment and tells us: 'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning'.</p>	2

<p>Renaissance Learning used to ensure children's book choices are correctly matched to their ZPD* (<i>*this defines the readability range within which pupils should read to best develop their reading</i>).</p> <p>£2900</p> <p>Total: £15906.50</p>		
<p>Embed use of Pre Learning Tasks at the beginning of new units of work In place and ongoing. Monitoring activities to continue to focus on Pre Learning tasks.</p>	<p>In the EEF's 'Improving Mathematics in the Early Years and Key Stage 1', it recommends that 'teaching builds on what children already know'. It goes on to say that 'it is important to assess what children do, and do not, know in order to extend learning for all children'. The 'Improving Mathematics in Key Stage 2 and 3' document echoes this by stating that assessments should provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support'. The EEF's Literacy Guidance also recommends that 'High-quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs'.</p>	<p>3</p>
<p>NCETM Mastering Number Programme for all pupils in FS2 – Y2</p> <p>£250 (resources)</p> <p>In place and ongoing.</p>	<p>In the EEF's 'Improving Mathematics in the Early Years and Key Stage 1', it recommends that teachers 'Use manipulatives and representations to develop understanding'.</p>	<p>3</p>
<p>Use manipulatives to support understanding in Mathematics</p> <p>£250 (resources)</p> <p>In place and ongoing. 2x CPD session provided for teachers and TAs to date (May 22).</p>	<p>EEF research 'Improving Mathematics in the Early Years and Key Stage 1' recommends that manipulatives and representations be used to develop understanding. 'Improving Mathematics in Key Stage 2 and 3' goes on to state that 'manipulatives and representations are just tools: how they are used is essential. They need to be used purposefully and appropriately to have an impact'.</p>	<p>3</p>
<p>Introduce Friday Challenge (Maths and SPAG) to allow children to review and rehearse prior</p>	<p>In Barak Rosenshine's Principles of Instruction, it is recommended that teachers should 'Engage students in weekly and monthly review'. Rosenshine goes on to state that 'the more one rehearses and reviews</p>	<p>3</p>

<p>learning. Introduced in January for pupils from Y2 to Y6, in June for Y1. Monitoring ongoing.</p>	<p>information, the stronger these interconnections become. Review also helps students develop their knowledge into patterns, and it helps them acquire the ability to recall past learning automatically’.</p>	
<p>Implement coaching programme (led by Isabella Wallace) from September 2023 for all teachers from Year 1 – Year 6 to further develop the quality of teaching and learning. £11964</p>	<p>EEF research states leaders should ensure that: ‘Professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>£334 Comfort Club £22226 ELSA</p> <p>Total: £22560</p> <p>Ongoing. Drawing & Talking; Lego Therapy, ELSA.</p>	<p>EEF research confirms that: ‘Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year’.</p>	<p>5</p>

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

Budgeted cost: £27,811.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI for FS2 £14300	EEF research confirms that: 'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment'.	1
Talkboost for KS1 Changed for Voice 21 for Whole School from Sept 2023 £2000	EEF research confirms that: 'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment'.	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	EEF Evidence confirms that phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	2
Engaging with 1:1 and small group teaching to plug identified gaps in Reading and Maths in Year 3 and Year 4. £11511.50	EEF Evidence indicates that 'one to one tuition can be effective, providing approximately five additional months' progress on average'. The findings go on to state that 'tuition in groups of two or three has been equally or even more effective [than one to one tuition]'.	4
Engaging with the National Tutoring Programme (for academic year 2020-21 and 2021-22) to provide a blend of	EEF Evidence indicates that 'one to one tuition can be effective, providing approximately five additional months' progress on average'. The findings go on to state that 'tuition in groups of two or three has been equally or even more effective [than one to one tuition]'.	4

<p>tuition, mentoring and school-led tutoring for pupils in Year 5 whose education has been significantly impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32,758

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for our Attendance Officer along with support officers to improve attendance.</p> <p>£2000</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Dojo Shop Rewards £1000</p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p>	<p>5</p>

<p>Child & Family Support Worker £10500</p>	<p>The EEF outline a range of recommendations to develop parental engagement. Employing a Child and Family Support Worker will provide practical strategies to support learning at home (Recommendation 2) and offer more sustained and intensive support where needed (Recommendation 4).</p>	<p>5</p>
<p>Access to Forest School programme and help with funding trips and residential visits Forest School £2000 Trips & Residentials funding £4100 Total: £6100</p>	<p>Forest School, trips and residential visits helps participants to become, healthy, resilient, creative and independent learners and supports positive attendance and behaviour as well as pupil wellbeing. During these sessions, pupils are encouraged to develop their collaborative skills and work towards a joint outcome. The EEF describe the positive impact of collaborative learning.</p>	<p>5</p>
<p>Implementing OPAL (Outdoor Play and Learning Programme) £13158</p>	<p>Summary of benefits taken from p.10 of The Case for Play in Schools: A review of the literature (Sponsored by Sport England) October 2021.</p> <p>Health and wellbeing benefits:</p> <ul style="list-style-type: none"> • physical activity, greater energy, disease prevention; • stress reduction, pleasure; • social connectedness and a sense of belonging, friendships; • emotion regulation, healthy stress response systems; • reduction in onset of myopia, increased Vitamin D levels, healthy development of vestibular and proprioception systems. <p>Cognitive and academic benefits:</p> <ul style="list-style-type: none"> • increased attention on return to classroom, especially for children with ADHD; • better classroom and on-task behaviour; • more concentration, less fidgeting. <p>Social and emotional benefits:</p> <ul style="list-style-type: none"> • better negotiation and problem-solving skills; learning how to deal with conflicts, falling out and teasing; • learning how to compromise; • dealing with fear and risk; • building friendships. 	<p>5</p>

	<p>Physical benefits:</p> <ul style="list-style-type: none">• playtimes can contribute up to 40% of recommended daily moderate to vigorous physical activity (MVPA) for boys and 30% for girls;• children are often more active at playtimes than in PE lessons and structured activities;• children engage in a wider range of often unpredictable and non-routine movements, developing balance.	
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Total budgeted cost: £111,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year can be found below:

Teaching

The increased focus on vocabulary, speaking and listening, including the introduction of an oracy programme, Voice 21 has resulted in 78% of pupils at the end of EYFS achieved a Good Level of Development with Listening, Attention & Understanding. This is in line with all pupils nationally.

The increased focus on the exposure, acquisition and use of vocabulary, as well as introducing an oracy programme, Voice 21 has resulted in most children working at age related expectations for Speaking & Listening in Year 1. This is confirmed by internal data.

The implementation of Little Wandle continues to be impactful. All pupils from Nursery to Year 1 are in receipt of daily and consistent phonics teaching; all children in EYFS and Key Stage 1 receive 3 x 15 minute reading practise sessions per week. Keep up sessions are being provided in all EYs and KS1 classes. 87% of pupils passed the Year 1 Phonics Screening Check, compared to 79.5% nationally. Four of the five Year 2 pupils who did not pass the Phonics Screening Check in Year 1 passed the retake in Year 2.

Pre-Learning tasks are used at the beginning of new units of work in Mathematics and Writing, among other subjects. Pupil voice and monitoring confirms that teachers use these skilfully to identify starting points for pupils, which means work set builds on what they already know.

EYs and KS1 pupils continue to receive additional, daily fluency sessions using the NECTM Mastering Number materials. In addition to this, the use of manipulatives are used across EYs and KS1 to help secure understanding of place value and calculation. The impact is that 92% of PPG pupils (89% non-PPG) met the Early Learning Goal in 'Number'; 75% of PPG are working at ARE in Year 1 (91% non-PPG), and 63% are working at ARE in Year 2 for Maths (78% non-PPG).

Friday challenge is having a positive impact on attainment as this ensures that students are engaged in weekly review of what they have already been taught. As such, pupils themselves report that they are able to recall key facts more quickly and do not forget how to perform routine calculations and operations. This supports pupils to be able to recall past learning automatically.

The school's SEL offer continues to be impactful. Assessment and observations indicate that pupil behaviour, wellbeing and mental health have been significantly impacted in recent years and, as a result, an increasing number of pupils require SEL approaches. Due to leaders prioritising the funding of SEL, a tiered system of support

continues to be in place to ensure consistency of support for children who have emotional or mental health needs. ELSA successfully supported 19 pupils across school. In addition to this, the ELSA practitioners conduct regular 'check ins' with pupils who previously received ELSA support. They also provide colleagues with advice and resources to support other pupils with social and emotional issues. This provision has also included work with parents to provide strategies and solutions for supporting children at home, which has led to improvement in self-regulation and emotional behaviour in school. Observations show that support provided has reduced the number of behavioural incidents, reduced the risk of exclusion and improved the wellbeing of those children receiving support. Our Child & Family Support Worker supports a range of pupils in various ways. This could be through Forest Schools sessions, Drawing & Talking, Lego Therapy or liaising with parents and/or external agencies.

Targeted Academic Support

27 children were enrolled onto the NELI oral language intervention. Of these pupils, 21 had 'clear concerns' when enrolled. Upon exiting the programme, 52% of these pupils were assessed as having 'no concerns'. 33% exited with 'slight concerns', The remaining 3 pupils exited with 'clear concerns' but did make progress within this band. 6 of the 27 children entered the programme having 'slight concerns'. They all exited with 'no concerns'.

Talkboost was used to support 13 children (11 PPG, 2 non-PPG). 10 of these children exited the programme working at age related expectations.

Additional phonics sessions were able targeted at disadvantaged pupils who required further phonics support. 87% of pupils passed the Year 1 Phonics Screening Check, compared to 79.5% nationally. Four of the five Year 2 pupils who did not pass the Phonics Screening Check in Year 1 passed the retake in Year 2. This was introduced to Key Stage 2 pupils in the Pentecost Term. Initial assessments indicate this had some impact; however, it will begin in the Advent Term in the next academic year where it is anticipated to have greater impact.

1:1 and small group teaching to plug identified gaps in Reading and Maths had a positive impact in Y3, Y4 and some impact in Y5. However, the gap between PPG and non-PPG continues to be wide although it must be noted that a large proportion of PPG pupils in these year groups also have additional SEND needs or are pupils with EAL.

Wider Strategies

Data confirms that the school is successfully reducing levels of absence, persistent absence and lates. From 01.09.21 to 27.07.22, whole school attendance: **94.2%**. This is slightly below the national expectation of 96% but 1.7% higher than national figures for 2022-23 (FFT National 92.5%). However, disadvantaged pupils' attendance is lower than non-disadvantaged pupils by a difference of 2.1% (see table below) which is larger than the difference for the previous academic year (1.54%).

For academic year 2022-23:

	Attendance	Unauthorised Absence	Lates
PPG (67 chn)	91.9%	2.6%	3.1%
Non PPG (274 chn)	94.7%	1%	0.2%

12.8% of non-disadvantaged pupils were considered Persistent Absentees (PAs) for 2022-23.

24.2% of disadvantaged pupils were PAs with attendance less than 90%. This is a 11.5% reduction on the previous year.

A new Trust-wide Attendance Policy was adopted by the school from May 2023. The impact of implementing this new Policy will be measured in the next academic year.

Dojo shop rewards are used throughout school. Pupil voice confirms this is motivating to work hard, behave well and try to follow the school's virtues.

Enrichment:

Participation in before and after school clubs has been high with most clubs operating at fully capacity.

Within the curriculum, enrichment opportunities are mapped out. Each visit, trip or visitor has been carefully chosen so they are totally relevant and accessible. Trips include class visits aimed at bringing learning alive and providing first-hand experience and bringing learning alive; extra-curricular outings such as activities with the school choir or sporting events; and attending or taking part in performances or competitions. A primary focus of our Residential visits is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.

Children in Years 3, 4, 5 and 6 take part in residential visits. These are planned to provide new and exciting experiences and allow pupils the opportunity to develop strength of character, resilience and opportunities to work as a team. Children in Year 3 make an annual overnight visit to Kings Mills Reservoir taking part in activities including low ropes, high ropes, zip wiring, shelter building, a night by the campfire and staying overnight in the Camping Pods at the Adventure Base. Pupils in Years 4 deepen knowledge of the Vikings in a two-night stay at Mount Cook Adventure Centre, engaging in activities including fire-making, archaeological digs, archery and long boat building; our Year 5 children visit the St. Michael's Centre in Hathersage where they visit Eyam, the Plague Village, to further knowledge of their Peasants, Princes and Pestilence topic as well as taking part in a night walk and orienteering activities; and our Year 6 young people visit The Briars in Crich for a personal and spiritual retreat.

As a result of PPG funding, the cost of trips and visits is offered to eligible families at a significantly reduced rate; attendance for trips and visits is therefore very high.

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
National Tutoring Programme	Connex
Purple Mash	Purple Mash
NELI (Nuffield Early Language Intervention)	Nuffield Foundation - DfE Funded
NCETM Mastering Number	NCETM (National Centre for Excellence in the Teaching of Mathematics)

Service pupil premium funding (optional)

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

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.