

The Avenue Infant School 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	The Avenue Infant School
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	18% (31 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Helen Morrall
Pupil premium lead	Jamie Pell
Governor / Trustee lead	Bob Ballard

Funding overview

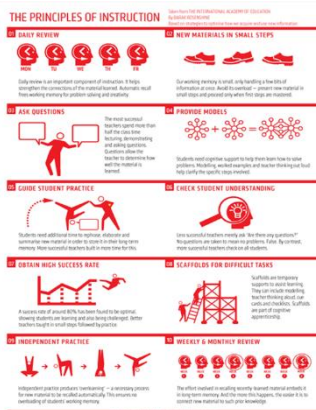
Detail	Amount
Pupil premium funding allocation this academic year	£32,280
Recovery premium funding allocation this academic year	£3,408
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,658
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50,418

Part A: Pupil Premium Strategy Plan

Statement of intent

The Avenue Infant School aspires to deliver and maintain excellence for all pupils, irrespective of background or the challenges they face inside or outside of school. From our inclusive, nurturing ethos we want to ensure the best possible outcomes are secured for every child, academically, socially and emotionally. Excellence in teaching and developing reflective deep thinkers who are inspired by their learning, will give pupils the high quality start to their education that EVERY child deserves.

Our aim is to effectively use pupil and recovery premium to support us in offering the very best, effective and latest pedagogical approaches to teaching and learning. Since we believe that quality first teaching is the main driver of pupil progress and outcomes for all pupils: which is further supported by research findings (*The EEF Guide To Pupil Premium*). At The Avenue we believe that every lesson should include a range of research proven principles that support explicit teaching styles to drive QFT and inclusive, purposeful, engaging and effective classroom practices. All staff have been and continue to be supported through CPD and training on Rosenshine's Principles of Instruction. These principles are our drivers of QFT:



- ✓ *Beginning a lesson with short review of previous learning*
- ✓ *Presenting new material in small steps – pupil practice after each step*
- ✓ *High quality questioning & checking response of ALL pupils*
- ✓ *Providing Models*
- ✓ *Guiding student practice*
- ✓ *Checking for student understanding – AfL*
- ✓ *Obtaining a high success rate*
- ✓ *Providing scaffolds*
- ✓ *Requiring and monitoring independent practice*
- ✓ *Engaging student in reviews*

In turn this will support all pupils, including pupils whom fall under the ‘disadvantaged’ umbrella, to have the strongest start to their academic journey and make rapid progress in their time while they are with us.

The last two years of disrupted education caused due to the pandemic have had a significant impact on many learners and that could have been an academic or social and emotional impact. At The Avenue we believe it is our duty to address these academic and social emotions needs to support all pupils to thrive. Catching up lost learning time and giving pupils the confidence and skills to achieve success and to be able to approach challenging and extending tasks. However, also have the emotional resilience to deal with the ever changing scope of the world around them.

We know that early reading progress and oracy skills are paramount to a child’s ability to: access the wider curriculum; become strong writers; argue their point of view; reason and problem solve; express their own ideas and opinions. This is why these are the pillar stones of our strategy and link with our overall school vision, wider school development plan and strongly with our curriculum drivers of: *communication, aspirations and growth*.

Our overarching key principles and approaches we have adopted complement each other to help all pupils to excel. These include:

- ✓ High quality CPD for all staff, including time for staff to reflect on practice, share approaches in open forums and coaching staff into developing themselves as teachers.

- ✓ Adopting a whole school approach to our strategy where all staff voice their ideas and staff take responsibility for disadvantaged pupils' provision, outcomes and raise expectations for what all pupils can achieve.
- ✓ Adaptive and responsive interventions that support at the emergent point of need for all.
- ✓ Consistent Teaching and Learning approaches that ensure all staff have the highest expectations, challenge and extend all pupils: including disadvantaged pupils.
- ✓ A fully immersive, sequenced and cohesive curriculum that is inclusive of all: underpinned by the core curriculum drivers of communication, growth and possibilities.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils' fluency in reading is a barrier to pupils being able to comprehend and understand texts at a deeper level and to be able to take pleasure from a wide and varied range of texts. This in turn impacts their progress and confidence in spelling, vocabulary choice, writing and accessing the wider curriculum. Phonics screening results have been consistently below NA.
2	Observations and book looks have evidenced that a barrier for many disadvantaged pupils is their perseverance, strength and flow with handwriting. This is impacting their stamina for writing and their ability to enjoy the writing process.
3	Teaching and Learning observations, assessments and staff discussions have displayed that pupils enter our school with significantly undeveloped oracy, vocabulary and communication skills. Pupils have poorly developed talk for thinking, to challenge and connect ideas, share, listen to and accept/comment on views of others. EYFS baseline data: 2020-2021 showed that pupils entered the school with: Listening and Attention 62% below; Understanding 60% below; Speaking 92% below. 2021-2022 showed that 75% of pupils entered our school below age related expectations, in both areas of C&L.
4	Inconsistent QFT and use of formative assessment/AfL strategies to support adaptive and responsive interventions that support at the emergent point of need for all.
5	Our observations, assessments, SDQs have identified that social, emotional/self-confidence is barrier to learning for many pupils. We need to improve pupils' resilience to challenges and social, emotional wellbeing. Within our school 18% (33 pupils) of pupils are identified as needing additional support with social, emotional needs either accessing 1:1 support, small group or nurture support. Since the pandemic parental support required has also increased: currently 10 open EHAs.
6	A barrier for some pupils extended learning and reading for pleasure outside of school is parental engagement or support and curriculum understanding.

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>To improve pupils' fluency in reading in order to comprehend and understand texts at a deeper level and to be able to take pleasure from a wide and varied range of texts.</p>	<ul style="list-style-type: none"> ✓ Phonics teaching is strong across the school. ✓ Peer coaching has improved and supported the weakest phonics teaching. ✓ Reading progress has been accelerated. EYFSP Reading ELG+ is at least 77% (in line with 2019 national) ✓ Year 1 Phonics Screening outcome target of 80% achieved and Year 2 ARE+ is in line with national. ✓ PP pupils' progress & attainment in Phonics screening and writing are in line with Non-PP. ✓ Reading outcomes at EYFSP and end of KS1 are improved over the year and close to national. ✓ Disadvantaged pupil voice evidences pupils increasingly enjoy reading for pleasure and can talk about different books they enjoy. ✓ The reading lead is aware of strengths and areas for improvement throughout the school.
<p>To improve pupils' perseverance, strength and flow with handwriting.</p>	<ul style="list-style-type: none"> ✓ The teaching of handwriting is consistently good across the school. ✓ Books show significant improvements in handwriting so it is no longer a barrier for the vast majority of children. ✓ Disadvantaged pupils are making rapid and sustained progress in their handwriting and flow in style. ✓ Writing outcomes: <i>EYFS Writing ELG in line with national (74% in 2019)</i> <i>Year 1 Writing 65% at expected or better</i> <i>Yr2 KS1 outcomes in line with national</i>
<p>To develop pupils talk for thinking to challenge and connect ideas, share, listen to and accept views and develop strength of character. To embed a language rich environment and further develop opportunities for collaborative / social language experiences across the curriculum.</p>	<ul style="list-style-type: none"> ✓ Communication is a clearly embedded curriculum driver and is evident in classroom practice and supporting learning and knowledge retention. Pupils' vocabulary has improved over the year- especially disadvantaged pupils. (Assessment tool to be purchased). ✓ Pupils and teacher talk in lessons evidence the strong focus on building vocabulary and language for thinking and this is evidenced in books and writing outcomes. Many pupils show they have retained previously taught vocabulary. ✓ Playground observations shown improved collaborative play and pupil voice backs this up.

	<ul style="list-style-type: none"> ✓ Lessons shown an increase in talk for thinking opportunities and teachers are scaffolding skills to support pupils developing skills. ✓ The new R.E. curriculum is embedded and has improved the way pupils engage with views, beliefs or opinions different to their own, as have the extended use of enquiry questions and talk opportunities across the curriculum, evidenced through lesson visits and pupil voice. ✓ Pupils are learning and applying early debating skills. ✓ All pupils, including disadvantaged pupils, make rapid progress in CL from their starting points in EYFS. Many disadvantaged pupils meet ELG for CL.
<p>To drive QFT and formative assessment/AfL strategies to enable adaptive and responsive interventions that support at the emergent point of need for all. These may include post and pre teaching sessions to support at the point of a misconception, embed a skill or pre teach before the subsequent lesson.</p> <p>To ensure that all pupils are accessing the very best teaching and learning (QFT) so that they make sustained and rapid progress.</p>	<ul style="list-style-type: none"> ✓ The quality of teaching and learning is at least good or better throughout the school. ✓ Additional teaching staff and support staff are deployed in the best way to improve pupil outcomes. ✓ Responsive pre and post teaching sessions are embedded practice throughout the school. ✓ Pupils emerging academic needs are met and all pupils are supported to master the concepts of the curriculum. ✓ Disadvantaged pupils are making sustained and rapid progress. ✓ Additional Advanced Progress Teacher is having a significant impact on pupil outcomes. ✓ All pupils, including disadvantaged, social and emotional needs are being met through quality intervention .e.g. emotion coaching, drawing and talking. ✓ Teaching staff are using a wide range of AfL techniques to support effective formative assessment of pupils and these are embedded in practice. ✓ The schools' feedback and marking policy is consistently applied in all subjects and year groups and is having a desired impact on pupil outcomes.
<p>The barrier of social, emotional/self-confidence to learning has been identified and where possible removed for pupils. Pupils' resilience in their learning has improved.</p>	<ul style="list-style-type: none"> ✓ Pupils, particularly the eldest, are increasingly showing confidence to tackle ambitious, but reasonable, challenges and can begin to use some metacognitive language to talk about their thinking and learning. ✓ Pupils' empathy towards each other is clear. ✓ Barriers for lack of outdoor access and play for disadvantaged outside have been removed and the OPAL project is having a positive impact for these pupils. ✓ Pupils are resilient to setbacks and take pride in their achievements. ✓ They are able to speak confidently about their thinking and learning and this is an embedded part of everyday practice. ✓ Pastoral support is wide and varied meeting the needs of a wide range of pupils. ✓ Staff are mental health and ACEs aware and can confidently discuss individualised needs.

	<ul style="list-style-type: none"> ✓ Mental Health lead has cascaded training to all staff and staff are confident to support or who to ask for support for pupil need in this area. ✓ All pupils, including disadvantaged, social and emotional needs are being met through quality intervention .e.g. emotion coaching, drawing and talking.
<p>Parents have been supported through a range of curriculum workshops and further support. This has increased parental engagement for disadvantaged pupils.</p>	<ul style="list-style-type: none"> ✓ FSW is available to parents and is supporting as required. The most vulnerable parents have been reached out to. ✓ Parental Engagement Lead is secure in her role and has a cohesive plan of support for each academic year. ✓ Workshops in differing areas of the curriculum have been offered and completed. These have had a high attendance from pupils' parents from disadvantaged backgrounds. ✓ Parents' confidence in phonics and early reading have been supported. ✓ Parental support in reading and homework based tasks is improving. ✓ % of children reading four or more times at home has increased across the school.

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: £562.50 (further school budget used to drive CPD)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy Training for all staff. Introduce oracy improving teaching strategies on a regular basis (in physical, linguistic, cognitive and social and emotional aspects):</p> <p>‘Think time’ rule/Teacher as model- scaffolding use of new vocabulary /Reminiscing books/Talk points (Concept Cartoons)/Which one does not belong? /Talk frames (progressive stem sentences)</p>	<p>EEF – Effective Professional Development- to support training package provided. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>The EEF Guide to the Pupil Premium – tiered approach with focus of improving teaching as one of the highest priorities. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Time to Talk – Implementing Outstanding Practice in Speech, Language and Communication by Jean Gross.</p> <p>Voice 21- https://voice21.org/work-with-us/?gclid=EAlaIqobChMI-rj86t2N9AIV0d_tCh1f5AKqEAAAYASAAEgleifD_BwE</p> <p>Transforming Teaching and Learning Through Talk – The Oracy Imperative by Amy Gaunt & Alice Stott.</p> <p>The Meaning Makers 2nd Edition by Gordon Wells.</p> <p>EEF Toolkit- Language https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>3, 5, 1</p>
<p>CPD for all staff Continuous CPD/Staff Reflection time to drive QTF by: -Revisiting and reflecting on Rosenshine’s Principle of Instruction in practice</p>	<p>EEF – Effective Professional Development- to support training package provided. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>The EEF Guide to the Pupil Premium – tiered approach with focus of improving teaching as one of the highest priorities.</p>	<p>4, 1, 2</p>

<p>-Lesson Studies (peer coaching) focused on the above research and principles</p> <ul style="list-style-type: none"> - Focusing on high quality feedback to drive pupil progress through the above strategies to support. -Embedded and consistent use of a range of AfL strategies through the above strategies to support. 	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>EEF’s teaching and learning toolkit for feedback evidences quality feedback can have a +6 month impact on pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
<p>CPD- Training for all staff</p> <p>Introduce & implement enquiry based R.E. curriculum-talk/discussion focused approach (Discovery RE)</p>	<p>EEF – Effective Professional Development- to support training package provided.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>The EEF Guide to the Pupil Premium – tiered approach with focus of improving teaching as one of the highest priorities.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Time to Talk – Implementing Outstanding Practice in Speech, Language and Communication by Jean Gross.</p> <p>Transforming Teaching and Learning Through Talk – The Oracy Imperative by Amy Gaunt & Alice Stott.</p> <p>The Meaning Makers 2nd Edition by Gordon Wells.</p>	3, 4
<p>CPD- Training for all staff</p> <p>Continue to drive the teaching & learning of our SSP approach – RWI Phonics via:</p> <ul style="list-style-type: none"> -RWI Online CPD Portal -Bespoke training sessions from Phonics Manager -RWI Development Days -English Hub support & development days -Peer Coaching 	<p>Phonics approach to reading = +5 months</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reading Comprehension strategies = +6months EEF toolkit</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>EEF – Effective Professional Development- to support training package provided.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>The EEF Guide to the Pupil Premium – tiered approach with focus of improving teaching as one of the highest priorities.</p>	1, 4
<p>CPD- Training for all staff</p> <p>Provided CPD for staff on the VIPERS approach to developing comprehension skills for pupils. Support staff to embed the VIPERS approach.</p>	<p>Reading Comprehension strategies = +6months EEF toolkit</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>EEF – Effective Professional Development- to support training package provided.</p> <p>The EEF Guide to the Pupil Premium – tiered approach with focus of improving teaching as one of the highest priorities.</p>	1, 4, 3, 6

<p>CPD- Training for all staff Kinetic Letters Training for ALL staff. Further support and monitoring to drive effective teaching and learning in this area are:</p> <ul style="list-style-type: none"> -Online platform for individualised training needs -Peer coaching/teaching -Lesson modelling by Writing Lead -Termly monitoring of Kinetic letters teaching 	<p>EEF – Effective Professional Development- to support training package provided.</p> <p>The EEF Guide to the Pupil Premium – tiered approach with focus of improving teaching as one of the highest priorities.</p> <p>Monitoring has evidenced that a significant amount of PP/disadvantaged pupils at TAIS has this as a barrier to writing.</p> <p>Successful Kinetic Letters – Kinetic Letters</p>	<p>2, 4, 3, 6</p>
<p>PP Lead taking part in: Marc Rowland Pupil Premium Project – Tackling educational disadvantage in Northamptonshire</p> <p>The Aims of the programme: For all schools across Northamptonshire to:</p> <ol style="list-style-type: none"> 1. Identify the impact of educational disadvantage on their own pupils 2. Address the long-term disadvantage and the challenge of the pandemic on pupil attainment in their own schools 3. Build a long-term, sustainable schools-led source of knowledge, experience and application in raising attainment for disadvantage in Northamptonshire 	<p>EEF – Effective Professional Development- to support training package provided.</p> <p>The EEF Guide to the Pupil Premium – tiered approach with focus on the leadership of PP.</p> <p>In partnership with Marc Rowland and Unity Research school, West and North Northamptonshire Councils have devised a new and bespoke programme that will enable us to continue to build on schools leaders’ experience and learning about addressing disadvantage.</p>	

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

Budgeted cost: £29,566

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Advanced Progress Teacher – additional two & half days support. To drive QFT teaching accessible to pupils in smaller groups. To enable quality pre/post teaching interventions and 1:1 phonic interventions.</p>	<p>EEF Teaching & Learning Toolkit- high quality interventions/support having the biggest impact.</p> <p>The EEF Guide to the Pupil Premium – A tiered approach to Pupil Premium spending – targeted academic support.</p> <p>Individualised instruction = +3 months, 1-1 tuition = +5 months:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Phonics approach to reading = +4 months.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition = +4 months EEF toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Read Write Inc Phonics</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes</p>	<p>3, 1, 6</p>
<p>Bespoke & individualised offer to PP and wider disadvantaged pupils to removed barriers to learning & support individualised progress. This may include:</p> <ul style="list-style-type: none"> -personalised 20 day intervention challenges -attendance support .e.g. breakfast club offer -Offer of repurposed uniform -Voucher access for clubs & school trips -Parenting support from FSW/SENCO -Pre/Post teaching access -Access to NELI program --Wider curriculum offer support .e.g. trips subsidised 	<p>Individualised instruction = +4 months, 1-1 tuition = +5 months. Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>EEF toolkit- 20 day challenge for PP pupils. Research shows that when children are given short, 1-1 input on a consistent, regular basis about targets in their learning, they make rapid progress in a short space of time, and this progress is sustainable after the 20 day period.</p> <p>Small group tuition = +4 months EEF toolkit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF Toolkit Parental engagement = +4 months.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Extending the school day= +3 months EEF toolkit. Wrap around care eases the pressure of some families (both financially and organisationally).</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p>DfE’s Improving School Attendance;</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>-Access to Mabel the wellbeing and reading dog</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>“...establish action plans to remove barriers, provide additional support and set targets. This could include: lunchtime arrangements, support with uniform, transport,...”</p> <p>Social and Emotional learning = +4 months</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Tutoring Program - RWI One to One Tuition.</p> <p>All children who fall into the bottom 20% of the RWI program to access daily 1:1 tuition through the Tutoring scheme or by trained support staff.</p>	<p>Phonics approach to reading = +4 months.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reading Comprehension strategies = +6months</p> <p>EEF toolkit.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Individualised instruction = +3 months, 1-1 tuition = +5 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>All children to be assessed in EYFS for the NELI program. The lowest scoring children to access the program consistently.</p> <p>Staff to be trained and proficient in the NELI program.</p> <p>The NELI program to be completed for pupils who started it last academic year but was impacted by the pandemic (Now Year 1 pupils).</p>	<p>EEF Nuffield Early Language Intervention +4 months.</p> <p>Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Toolkit - Individualised instruction = +3 months, 1-1 tuition = +5 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4</p>

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

Budgeted cost: £20,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>OPAL programme for play-times- collaborative and sustained play opportunities encouraged (sports premium budget)</p>	<p>Children will spend 20% of their time at play, which is equivalent to 1.4 years of primary school. This time needs to be well planned and coherent, with as much care and attention given to play as to other subject areas in school. Our school believes that all children need opportunities to play which allows them to explore, manipulate, experience and affect their environment.</p>	<p>5, 6, 3</p>

Play Leader appointed and additional time to be deployed at lunchtimes to improve play & interactions.	"Play is freely chosen, personally directed, intrinsically motivated behaviour that actively engages the child. Play can be fun or serious. Through play children explore social, material and imaginary worlds and their relationship with them, elaborating all the while a flexible range of responses to the challenges they encounter. By playing, children learn and develop as individuals, and as members of the community" (Play Council 2001).	
Pastoral support to be offered to pupils by the FSW and other brought in agencies. This offer may extend to support parental needs also.	Social and Emotional learning = +4 months EEF toolkit. Social and emotional learning EEF (educationendowmentfoundation.org.uk) Parental engagement = +4 months Parental engagement EEF (educationendowmentfoundation.org.uk) EEF – identify specific pastoral needs for families.	6, 5
Breakfast club places offer	Extending the school day= +2 months EEF toolkit. Wrap around care eases the pressure of some families (both financially and organisationally). Pupils also benefit from a calm, social start to the school day and a good breakfast.	6,5
FSW support – reaching out to other agencies .e.g. sleep solutions etc	Parental engagement = +4 months. Parental engagement EEF (educationendowmentfoundation.org.uk) Social and Emotional learning = +4 months EEF toolkit. Social and emotional learning EEF (educationendowmentfoundation.org.uk) EEF – identify specific pastoral needs for families. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	6, 5
On the go snack/breakfast on entry to school to be offered to all pupils. This offer may be extend further for pupils at the greatest need.	EEF – identify specific pastoral needs for families. Extending school time EEF (educationendowmentfoundation.org.uk) DfE's Improving School Attendance; https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities “...establish action plans to remove barriers, provide additional support and set targets. This could include: lunchtime arrangements, support with uniform, transport... ”	6, 5
Parental Engagement Lead to plan an effective program of Parent Workshops to support parental understanding and engagement in school life.	EEF Toolkit Parental engagement = +4 months. Parental engagement EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies = +6 months EEF toolkit. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk)	6, 5
Bespoke & individualised offer to PP and wider disadvantaged pupils to	Individualised instruction = +4 months, 1-1 tuition = +5 months. Individualised instruction EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6

<p>removed barriers to learning & support individualised progress. This may include:</p> <ul style="list-style-type: none"> -personalised 20 day intervention challenges -attendance support .e.g. breakfast club offer -Offer of repurposed uniform -Voucher access for clubs & school trips -Parenting support from FSW/SENCO -Pre/Post teaching access -Wider curriculum offer support .e.g. trips subsidised -Access to Mabel the wellbeing and reading dog 	<p>EEF toolkit- 20 day challenge for PP pupils. Research shows that when children are given short, 1-1 input on a consistent, regular basis about targets in their learning, they make rapid progress in a short space of time, and this progress is sustainable after the 20 day period.</p> <p>Small group tuition = +4 months EEF toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF Toolkit Parental engagement = +4 months. Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Extending the school day= +3 months EEF toolkit. Wrap around care eases the pressure of some families (both financially and organisationally). Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p>DfE’s Improving School Attendance; https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>“...establish action plans to remove barriers, provide additional support and set targets. This could include: lunchtime arrangements, support with uniform, transport...”</p> <p>Social and Emotional learning = +4 months Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Home library – provide key class books for PP pupils to take home.</p> <p>Resources to support the needs / aspirations of individual PP pupils.</p>	<p>Parental engagement = +5 months, reading comprehension strategies = +6 months EEF toolkit. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>PP will benefit from books to take home to develop their own library of books at home- to encourage parental involvement with reading and developing pupils’ reading skills and reading for pleasure.</p>	<p>1, 6</p>

Total budgeted cost: £ 51,161

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 2020 to 2021 academic year.

Aim	Outcome				
Provision for Communication and Language, developing early talk have accelerated progress for all PP pupils, and especially in Reception and Year 1.	Internal Data				
	YEAR 2				
	% AT OR ABOVE EXPECTED STANDARD 2021				
		<i>TARGETS FOR THE COHORT</i>	WHOLE COHORT (2019)	PUPIL PREMIUM	NOT PUPIL PREMIUM
	READING	58%	63% (55%)	73% (36%)	61% (59%)
	WRITING	52%	44% (52%)	36% (27%)	46% (57%)
	MATHS	65%	75% (72%)	91% (64%)	72% (74%)
	*(% in brackets are 2019 School Year 2 results for comparison)				
	GOOD OR BETTER PROGRESS OVER YEAR 2				
		WHOLE COHORT	PUPIL PREMIUM	NOT PUPIL PREMIUM	
	READING	95%	100%	93%	
	WRITING	95%	91%	96%	
	MATHS	97%	100%	96%	
	YEAR 1				
% AT AND ABOVE EXPECTED STANDARD FOR YEAR 1 2021					
	WHOLE COHORT	PUPIL PREMIUM	NOT PUPIL PREMIUM		
READING	50% (48%)	40%	(44%) 51% (39%)		
WRITING	40% (37%)	10%	(33%) 45% (37%)		
MATHS	53% (47%)	60%	(44%) 36% (47%)		
*(% in brackets are 2019 School Year 2 results for comparison)					

GOOD OR BETTER PROGRESS OVER YEAR 1			
	WHOLE COHORT	PUPIL PREMIUM	NOT PUPIL PREMIUM
READING	90%	90%	89%
WRITING	93%	100%	91%
MATHS	95%	100%	94%

KS1 in house data shows that PP attainment was strong in Year 2 against non-PP. In Year 1 PP attainment was strong in maths. PP pupils in KS1 significantly underperformed in writing compared to non-PP pupils. Progress for PP pupils across KS1 was strong.

EYFS

% REACHING EARLY LEARNING GOAL OR ABOVE 2021			
	WHOLE COHORT	PUPIL PREMIUM	NOT PUPIL PREMIUM
READING	62%	50%	64%
WRITING	42%	25%	44%
MATHS-NO.	55%	63%	54%

	WHOLE COHORT	PUPIL PREMIUM	NOT PUPIL PREMIUM
GLD	38%	13%	42%

In EYFS pupils attained above non-PP in maths, however underperformed in writing and reading. PP pupils GLD was significantly below non-PP pupil outcomes.

EYFS progress was good or better for 80-90% of pupils in all areas of learning- making at least 4 steps progress from starting points.

Communication & Language – EYFS

Listening attention 75% gained expected or above

Understanding 70% gained expected or above

Speaking 65% gained expected or above

This again displays the impacted of the pandemic for the academic years over the past 18 months of disrupted education for our pupils.

The Nuffield Early Language Intervention was started in EYFS and was having a significant impact on the pupils targeted. However, due to the disruption of the pandemic this program had to be paused and continued with these pupils into this academic year.

In-school monitoring evidenced that teaching and learning had a clear focus on language and vocabulary. Staff have been supported through a range of CPD sessions to support this and practice has been enhanced by implementing a planning format with a foci on vocabulary. Our

	<p>curriculum offer is vocabulary rich and is planned with layered vocabulary as the pupils move through the school. Every classroom has a “words we are growing” and “words we know” display for all areas of learning.</p> <p>Pupils’ communication skills are yet to be at the desired level and this continues this academic year to be a driver of our school development plan: with a huge overarching focus on oracy skills.</p>																					
<p>The relatively new phonics programme accelerates progress in phonic skills, early reading and fluency so any lost learning time during the COVID-19 closure is made up.</p>	<p>In the November Phonics Screening Test for Year 2 pupils whom missed out on the test due to the pandemic 77% passed. By the end of Year 2 88% of pupils in Year 2 had passed the phonics screening. This was a significant increase on the past three years. Internal assessment of Year 1 pupils evidenced that 59% passed the phonics screening.</p> <p>Internal RWI Phonics Data</p> <table border="1" data-bbox="448 584 914 824"> <thead> <tr> <th>Year Group</th> <th>Meeting RWI End of Year Expectation</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>57%</td> </tr> <tr> <td>1</td> <td>25%</td> </tr> <tr> <td>2</td> <td>23%</td> </tr> </tbody> </table> <p>In the Autumn term many pupils were making rapid progress in phonics. However, due to remote learning this was not sustained in many cases. It has become very apparent that fluency skills are holding many of our pupils back in the phonics progress. This became a focus of the summer terms and for this academic year.</p>	Year Group	Meeting RWI End of Year Expectation	EYFS	57%	1	25%	2	23%													
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<p>To close any current gaps in knowledge via effective on-the-spot feedback, targeted support and interventions to enable accelerated progress.</p>	<p>Teaching and learning observations, drop ins and book looks evidence that on-the-spot-feedback is improving but is not yet consistently strong throughout the school.</p> <p>*See above 2020-2021 internal data analyse</p>																					
<p>Ensure pupils are attending school regularly, are ready to learn and have the same extra-curricular opportunities as all pupils.</p>	<div data-bbox="448 1397 1050 1749"> <p style="text-align: center;">ATTENDANCE 2020-2021</p> <table border="1"> <caption>Attendance Data 2020-2021</caption> <thead> <tr> <th>Report</th> <th>Whole school</th> <th>Pupil premium</th> </tr> </thead> <tbody> <tr> <td>HT Report 1</td> <td>97.70%</td> <td>98.30%</td> </tr> <tr> <td>HT Report 2</td> <td>97.60%</td> <td>98.10%</td> </tr> <tr> <td>HT Report 3</td> <td>97.30%</td> <td>98.50%</td> </tr> <tr> <td>HT Report 4</td> <td>96.80%</td> <td>97.60%</td> </tr> <tr> <td>HT Report 5</td> <td>96.70%</td> <td>97.00%</td> </tr> <tr> <td>End of year</td> <td>96.70%</td> <td>97.00%</td> </tr> </tbody> </table> </div> <p>Attendance tracking showed that PP attendance was above whole school non-pp attendance.</p> <p>Extra-curricular clubs did not run in 2020-2021 academic year due to COVID.</p> <p>21% of pupil premium eligible pupils took up breakfast club places to support positive attendance and a smooth, consistent transition into school being ready to learn.</p> <p>42% of parents of pupils eligible for pupil premium accessed the voucher scheme- this supported pupils to have the correct uniform and to access the wider curriculum of school trips.</p>	Report	Whole school	Pupil premium	HT Report 1	97.70%	98.30%	HT Report 2	97.60%	98.10%	HT Report 3	97.30%	98.50%	HT Report 4	96.80%	97.60%	HT Report 5	96.70%	97.00%	End of year	96.70%	97.00%
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<p>For pupils to manage their social, emotional and learning behaviour to enable accelerated progress and higher attainment at the end of each academic year.</p>	<p>Pupil premium Wellbeing Data</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th colspan="3">PP WELL-BEING AT END OF YEAR</th> </tr> <tr> <th></th> <th>HIGH / V.HIGH</th> <th>MEDIUM</th> <th>LOW</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>(10 chn) 91%</td> <td>(1 ch) 9%</td> <td>0</td> </tr> <tr> <td>Year 1</td> <td>(7 chn) 70%</td> <td>(1 ch) 10%</td> <td>(2 chn) 20%</td> </tr> <tr> <td>Reception</td> <td>(6 chn) 86%</td> <td>0</td> <td>(1ch) 15%</td> </tr> <tr> <td>WHOLE SCHOOL TOTALS</td> <td>82%</td> <td>7%</td> <td>11%</td> </tr> </tbody> </table> <p>Our pastoral offer and support has meant that a large majority of PP pupils have either maintained high levels of wellbeing or achieved high levels of wellbeing by the end of the academic year.</p>		PP WELL-BEING AT END OF YEAR				HIGH / V.HIGH	MEDIUM	LOW	Year 2	(10 chn) 91%	(1 ch) 9%	0	Year 1	(7 chn) 70%	(1 ch) 10%	(2 chn) 20%	Reception	(6 chn) 86%	0	(1ch) 15%	WHOLE SCHOOL TOTALS	82%	7%	11%
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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
Nuffield Early Language Intervention	Nuffield Leaning
Behaviour Support	Jogo

Glossary

QFT- Quality first teaching

EEF- Education Endowment Fund

CPD- Continued Professional Development

SSP- Systematic Synthetic Phonics

PP- Pupil Premium

AfL- Assessment for learning

SDQs- Strengths and difficulties questionnaires

ELG- Early learning goal

EYFSP-Early years foundation stage profile

ARE- Age related expectations

RE- Religious education

EYFS- Early years foundation stage

ACEs- Adverse childhood experiences

OPAL- Outdoor play and learning

SENCO- Special education need co-ordinator

FSW- Family support worker

RWI- Read write Inc (Phonics)

NELI- Nuffield early language interaction