

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Savile Park Primary
Number of pupils in school	370
Proportion (%) of pupil premium eligible pupils	25% (94 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	2.12.22
Date of interim reviews	Sept 2023 & 2024
Adjustments accordingly to reviews	Dec 2023 & 2024
Date of final review	1.9.25
Statement authorised by	J Boylan (Headteacher)
Pupil premium lead	J Kitchin
Governor / Trustee lead	Rukhsana Maqsd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133860
Recovery premium funding allocation this academic year	Recovery Grant £13340 School Led Tutoring* £6075
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	£153275

Part A: Pupil premium strategy plan

Statement of intent

The financial year allocation is based on 94 children who have been allocated pupil premium based on 'Ever 6' (any child who has received free school meals at any time in the past six years and is therefore entitled to pupil premium funding). This equates to 25% pupils on roll in receipt of pupil premium.

Intent

When making decisions about using Pupil Premium funding, we consider the context of the school and the subsequent challenges faced, alongside research conducted by external agencies, most notably by EEF. We recognise that common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. We also understand that there may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". Therefore, we have also taken the percentage of children eligible for pupil premium and we have apportioned the pro-rata cost of each aspect of provision to pupil premium funding. Where we have judged the provision to be beneficial to other children in school (who are very often just as, or more, disadvantaged but where family finances sit just above the threshold to receive funding and are therefore not eligible for pupil premium) the additional cost has been met through the school budget.

To attain the best possible outcomes for disadvantaged pupils we will ensure that all staff responsible for the delivery of the curriculum and interventions are involved in the analysis of data and identification of pupils, together with the sharing of additional social, emotional and well-being information, appropriate to their school role, so that they are fully aware of strengths and weaknesses of pupils, groups, classes and cohorts. This will enable them to act collectively, cooperatively and collaboratively towards positive outcomes for all pupils in school, and most notably disadvantaged pupils.

Our ultimate objectives for our disadvantaged pupils is to provide them with a wide range of additional learning experiences; academically, physically and socially; which have positive impacts so that the challenges the pupils, families and school face are diminished and any attainment gaps are narrowed.

The range of provision the SLT & Governors consider making for this group include and would not be limited to:

- Reducing class sizes for a number of school sessions thus improving opportunities for effective teaching and accelerating progress

- To allocate a 'Catch Up' provision for each cohort
- 1-1 support
- Engagement in the NTP and School Led Tutoring programmes
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for all activities, educational visits and residential. Ensuring children have first-hand experiential opportunities to enhance their learning within in the classroom.
- Support the funding of specialist learning software.
- To extend PE provision
- To allow the children to learn a musical instrument
- Have access to pastoral support throughout the school day
- Provide activities to promote our school values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

Challenges

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

Challenge number	Detail of challenge
	<i>In School Barriers</i>
1	Low levels of spoken English and the associated understanding of the language on entry
2	Language deficit – both a gap in vocabulary and the ability to manipulate language for effect. Relevant to almost all pupils but particularly so in the lowest 20% of cohorts.
3	Difficulty with metacognitive strategies
4	Special educational needs in relation to maths, reading comprehension, writing, and personal and social development
5	Low self-esteem and resilience
	<i>External to school barriers</i>
6	Some eligible pupils have limited wider life experiences – Lacking of Cultural Capital
7	Some eligible pupils have poor attendance
8	Some eligible pupils have a difficult home environment
9	Some eligible pupils have high levels of Social, Emotional and Mental Health problems
10	Some eligible pupils in school and external to school issues compounded by the impact of Covid (<i>as referenced in NFER Impact of KS1 school closures on later attainment and social skills pupi – tracked through school</i>)

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.

Challenge	Intended outcome	Success criteria
1, 2, 3, 4, 10	Progress in Reading	Achieve above national average attainment and progress scores in Reading at GLD, KS1 & KS2
1, 2, 3, 4, 10	Progress in Writing	Achieve above national average attainment and progress scores in Writing at GLD, KS1 & KS2
1, 2, 3, 4, 10	Progress in Maths	Achieve above national average attainment and progress scores in Maths at GLD, KS1 & KS2
1, 2, 10	Phonics expectations met	Achieve above 95% attainment in Phonics Screening by the end of KS1.

6, 10	Experiential Learning	Pupils experience a wide variety of learning opportunities which impact positively both academically and in terms of well-being.
7, 10	Attendance	Ensure attendance of disadvantaged pupils is above the primary school national average attendance for PP students.
5, 8, 9, 10	Well Being	Pupils experience a wide variety of positive well-being experiences

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: £91375

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tracking of Progress & Provision</p> <p>Analysis of progress and attainment data for individuals and groups of children.</p> <p>SLT analysis of progress and attainment of individual and groups of children (x3 annually).</p> <p>Meetings with class teachers.</p> <p>Provision evaluated to ensure all needs are met.</p>	<p>+6 EEF feedback (formative and summative) – high evidence base</p> <p>Rigorous monitoring and tracking of pupil progress through class review meetings and subsequent strategic planning to provide targeted intervention and learning opportunities can deliver approximately five to six additional months' progress on average. (EEF 2020)</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Previous PP strategy internal data has shown that PP KS2 meets standard TT points progress and an improving PP KS1 attainment.</p>	<p>1 - 5</p>
<p>SENDco Inclusion provision organised, monitored and tracked for all PP students</p> <p>Analysis of progress and attainment data for individuals and groups of children.</p> <p>SEND analysis of progress and attainment of individual and groups of children.</p> <p>Meetings with class teachers, parents & external agencies.</p>	<p>+6 EEF feedback (formative and summative) – high evidence base</p> <p>Despite a significant number of PP/EHCP and PP/SEN previous internal schools PP data has shown pupils making at least standard TT points progress</p> <p>As above</p>	<p>4</p>

Provision evaluated to ensure all needs are met.		
Regular attendance of school cluster SEND network	SENDco stay abreast of latest initiatives and practices which in turn relate back to in school practice. Further evidence see above point.	
<p>Making good progress in core subjects through school (TAs & SEN support) 6 staff members in EYFS 11 staff members KS1 14 staff members KS2 ICT technician across school</p> <p>Accelerate progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths through:</p> <ul style="list-style-type: none"> • Same day/rapid interventions • Bespoke feedback and guidance • ICT support <p><i>Focused on:</i></p> <ul style="list-style-type: none"> • Reading, writing and maths <p><i>By:</i></p> <ul style="list-style-type: none"> • Small group work • Application and practice across all areas of the curriculum <p><i>Staff training</i></p> <ul style="list-style-type: none"> • <i>See later sections</i> 	<p>+6 EEF feedback (formative and summative) – high evidence base</p> <p>As Above</p>	1 - 4
<p>English Leader Tracking of Progress & Provision of the Little Wandle Phonics</p> <ul style="list-style-type: none"> • Providing follow up staff CPD • Ensuring pupil 'catch up' 	<p>+6 EEF feedback (formative and summative) – high evidence base</p> <p>General EEF research states that there is evidence that staff are more likely to have a positive impact when delivering structured interventions.</p>	1 - 4

<p>sessions are working effectively</p>		
<p>Subscription to The National College CPD for all staff</p> <p>Staff have access to nationally recognised, high quality CPD in areas including:</p> <ul style="list-style-type: none"> • Teaching and learning • Assessment • Primary Curriculum • Safeguarding • Mental Health • SEND • H&S 	<p>General EEF research states that there is evidence that staff are more likely to have a positive impact when delivering structured interventions or following accredited research based CPD.</p>	<p>1 - 10</p>
<p>Subscription for Teaching staff wishing to engage in a National Professional Qualification</p> <p>NPQ in Leading Teaching (NPQLT)</p> <p>NPQ in Leading Behaviour and Culture (NPQLBC)</p> <p>NPQ in Leading Teacher Development (NPQLTD)</p> <p>NPQ in Leading Literacy (NPQLL)</p> <p>NPQ in Leading Primary Mathematics (NPQLPM)</p>	<p>General EEF research states that there is evidence that staff are more likely to have a positive impact when delivering structured interventions or following accredited research based CPD.</p> <p>Accredited by the DfE.</p>	<p>1 - 10</p>
<p>Subscription to the Online Safety Hub (provider Smoothwall). Providing CPD and helping staff and families keep all pupils (especially disadvantage or vulnerable) safe online.</p> <ul style="list-style-type: none"> • Firewall and monitoring • Training for <ul style="list-style-type: none"> ○ Staff ○ Pupils ○ Parents • Online well-being and safety advice 	<p>General EEF research states that there is evidence that staff are more likely to have a positive impact when delivering structured interventions or following accredited research based CPD.</p>	<p>6, 8 - 10</p>

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

Budgeted cost: £41850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of Neli intervention</p> <p>Catch-up programme to improve the spoken language ability of children in Y1 classrooms.</p>	<p>+4 EEF Extensive evidence</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p>	<p>1 – 3, 5, 10</p>
<p>Subscription of DfE approved Phonics & Reading Scheme – Little Wandle Letters and Sounds.</p>	<p>Little Wandle Letters and Sounds Revised has been developed by Little Sutton and Wandle English Hubs and taken forward by <u>Little Sutton Primary School</u> and <u>Wandle Learning Trust</u> in partnership with other phonics and early reading experts. The schools have developed a highly effective Letters and Sounds approach over recent years, with Phonics Screening Check results consistently amongst the top five per cent in the country.</p> <p>Little Wandle Letters and Sounds Revised has been built around Department for Education – Letters and Sounds improving rates of progress 2021, as well as drawing on the latest research into how children learn best, how to ensure learning stays in children’s long term memory and how best to enable children to apply their learning to become highly competent readers.</p>	<p>1 – 5, 10</p>

	<p>As of 10th July 2021 Little Wandle Letters and Sounds Revised became a phonics programme validated by the Department for Education.</p> <p>School phonics data improvement in the last 3 academic years. Above national phonics outcomes in 2023.</p>	
Continuation of Little Wandle Letters and Sounds staff CPD.	<p>Research completed by the schools in the development stage of the programme, found that the programme was at its most effective when all staff, teaching and non-teaching, were trained in the delivery of the programme to ensure the consistency in its delivery to pupils. Further to this, general EEF research states that there is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions.</p>	1 – 5, 10
<p>Reading Plus</p> <p>Develop fluency and stamina in reading.</p> <p>Build vocabulary and comprehension.</p> <p>Increase interest, confidence and motivation.</p>	<p>National Results for the 2018-2019 School Year 6 Summary and 2019 – 2020 (internal data sources from 7800+ schools / 235779 students)</p> <p>The results of this study show that students in all grade levels who engaged in Reading Plus instruction over the course of the academic school years significantly increased their capacity to comprehend increasingly complex texts, developed their capacity to understand higher levels of general academic vocabulary, and improved their reading efficiency. Students who completed more Reading Plus lessons achieved significantly larger gains than their peers who engaged in little or no Reading Plus practice. The results also show that the students who engaged in more Reading Plus instruction developed more reading confidence and increased their interest in reading. This in turn increases the likelihood that they will continue to use reading as a means to expand their knowledge, to be entertained, and to seek inspiration.</p> <p>Savile Park's own Reading plus data shows significant pupil reading progress each year.</p> <p>School has improving KS2 Reading results.</p>	2 - 5

<p>1stClass@number sessions Intervention for children who need to catch up with maths – increase the % of children achieving ARE in maths.</p>	<p>+2 EEF High evidence base</p> <ul style="list-style-type: none"> • Pupils who received 1stClass@Number made two months' additional progress in maths, on average, compared to pupils in the control group. This result has a high security rating. 	<p>2 – 5, 10</p>
<p>Success@Arithmetic delivery of sessions Intervention for children who need to catch up with maths – increase the % of children achieving ARE in maths.</p>	<p>Research undertaken by Edge Hill University shows;</p> <p>Over 13,000 pupils in Years 3 to 11 have been supported by Success@Arithmetic in 2,000 schools.</p> <ul style="list-style-type: none"> • They made an average Number Age gain of 14.5 months in 4 months – over 3 times the expected progress. • 91% of them showed more confidence and interest in learning mathematics in class after Success@Arithmetic. 	<p>2 – 5, 10</p>
<p>National Tutoring Programme</p>	<p>EEF NTP research recognises the difficulties of assessing the effectiveness as baseline and end point assessments proved varying due to the bespoke needs of pupils. The reliability of the analysis is set at 70%. EEF believe that at optimum impact the results would yield a +2 month gain.</p> <p>However, on going EEF research into small group teaching suggests small group tuition has an average impact of (+4) four months additional progress over the course of a year. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy (EEF 2022)</p> <p>In the last academic year the school provided 2295 hours tutoring with 2 agency tutors for 153 pupils. There was a positive impact on overall internal TT point progress.</p>	<p>1 – 5, 10</p>

	<p>The NTP originally was funded in part directly to the tutoring company. Last academic year the funding was received directly to the school for us to commission the tutoring. This resulted in NTP becoming School Led Tutoring.</p>	
School Led Tutoring	<p>No specific School Led Tutoring EEF or other research evidence base yet.</p> <p>On going EEF research into small group teaching suggests small group tuition has an average impact of (+4) four months additional progress over the course of a year. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy (EEF 2022)</p> <p>In the last academic year the school provided 810 hours tutoring using 6 DfE NTP trained school staff tutors for 54 pupils. There was a positive impact on overall internal TT point progress.</p>	1 - 5
<p>Language Legends</p> <p>Speech and Language development programme delivered to small groups of pupils to help develop language acquisition, broaden vocabulary and encourage listening. Staff CPD through collaborative working with The Communication Trust Access to speech and language therapists.</p>	<p>Lingo own research shows 7.6% of early years and primary aged children have developmental language disorder and around 50% of pupils living in disadvantaged areas have speech, language and communication needs which may affect their learning, social and emotional development.</p> <p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p> <p>Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all pupils understand these Tier 2 words (written but not spoken) Vocabulary is a significant predictor of attainment – by age 7 there is a 4000-word gap between lower class and middle class.</p>	1 – 3, 10

	<p>Vocabulary explicitly taught through each domain.</p> <p>EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor / Pastoral Lead / SEN Behaviour Support Learning mentor deployment reduces barriers to learning. There is a particular focus on those underachieving pupils who are in danger of not achieving age related expectations. The social and emotional wellbeing of children is supported effectively. Reduction of behaviour incidents on CPOMs.</p> <ul style="list-style-type: none"> - Working alongside SLT to support and monitor targeted, vulnerable families. • To improve communication between home and school. Help reduce language barriers within this communication. To improve liaison between 'hard to reach' parents and school. To support families of pupil premium children with a range of issues including attendance, punctuality, housing and behaviour. 	<p>EEF Supporting Behaviour in Schools Guidance. EEF +3 months for behaviour intervention and this will also benefit all pupils in the classroom due to purposeful learning environment.</p> <p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.</p>	<p>3 5 7 8 9 10</p>
<p>Temporary AHT for Behaviour development & support</p> <ul style="list-style-type: none"> • Develop a school behaviour curriculum 	<p>As above section</p>	<p>3 5 7 8 9 10</p>

<ul style="list-style-type: none"> Track provision & progress of the curriculum Analysis and target outcomes relating to CPOMs entries 		
<p>Participation in Trauma Informed Schools UK training (3 tiers of training)</p> <ul style="list-style-type: none"> Whole school level (all staff) SLT Led Practitioner <p>to bring about cultural change within school to lead towards improving learning, mental health, and quality of life for children and young people.</p> <p>Rezina Kelly Consultancy to provide;</p> <ul style="list-style-type: none"> Training for Teachers & Tas Supervision for SLT & pastoral team Supervision for Led Practitioner (HT) 	<p>The statement in the Government Green Paper December 2017 Transforming Children and Young People’s Mental Health Provision, “There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)”.</p> <p>TIS.UK interventions are evidence based with the backing of over 1,000 research studies from psychology and neuroscience. TIS.UK objective is to bring about a whole school /organisational cultural shift where the wellbeing of all is the highest priority. We implement many interventions to ensure the relational and emotional health of all.</p> <p>TIS.UK training is highlighted in the DfE Advice to Schools: Mental Health and Behaviour in Schools DfE-00327-2018 as supporting and promoting positive mental health.</p>	5 7 8 9 10
<p>Noah’s Arc</p> <p>To improve self-esteem, lessen anxiety and anger leading to an increase in their general well-being and engagement of their learning for an individual pupil who has demonstrated challenging behaviour both at home and school.</p>	<p>As above sections.</p> <p>Clinical evidence based research conducted by Play Therapy UK demonstrated that from over 12000 studies, there was a successful positive change of behaviours and mental health in up to 84% cases.</p>	5 8 9 10
<p>DfE Designated Senior mental health leader to</p> <ul style="list-style-type: none"> Meet regularly with well being team 	<p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and</p>	5 7 8 9 10

<ul style="list-style-type: none"> • Set agendas • Keep minutes • Implement outcomes from meetings <p><i>DfE Designated Senior mental health lead Training completed.</i></p>	<p>young people, and greater readiness to learn. Schools and colleges that have taken this approach often report improved attendance, attention, behaviour and attainment.</p>	
<p>Subscription costs of Teacher/parent pay and School Cloud</p> <p>Strengthened communication links with parents detailing:</p> <ul style="list-style-type: none"> • Text & email messaging service • Automated payment system • Parents evening service • Forms • Facility for virtual parent consultations 	<p>+4 EEF Parental Engagement – extensive research</p> <p>School’s own internal parental survey outcomes show a positive response to the systems used.</p>	<p>5 7 8</p>
<p>CPOMS</p> <p>Annual subscription to CPOMS website to ensure robust safeguarding procedures relating to recording and monitoring information.</p>	<p>To enable school to record, monitor and track the above point.</p>	<p>5 7 8 9</p>
<p>School to monitor (Admin Attendance Officer) and support attendance of the children, including staff CPD and working with specific families.</p> <p>School to analysis information from it’s own data spreadsheet and the DfE toolkit to identify, target and support positive attendance outcomes for pupils.</p>	<p>Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach.</p> <p>EEF Toolkit Parental Engagement suggests +3 months progress.</p> <p>The Department for Education (DfE) published research found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stages, the lower the likely level of attainment at both the end of KS2 and KS4 	<p>7</p>

<p><i>Calderdale EWO service no longer available.</i></p>	<ul style="list-style-type: none"> • Pupils with no absence are 1.3 times more likely to achieve age related expectations or above, and 3.1 times more likely to achieve Higher National Standard, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to go on to achieve 5+ GCSEs A*- C (now grade 5 – 9) or equivalent including English and mathematics 	
<p>Participation in Evidence Matters Literacy Programme <i>With writing focus</i></p> <p>Oldham Research School, Greater Heights – Teamworks</p> <p>English lead to attend Autumn 2022 and provide feedback & training to staff in Spring 2023 (completed)</p> <p>Embed, monitor & review from Sept 2023 onwards</p>	<p>EEF Improving Literacy Guidance</p> <ul style="list-style-type: none"> • Recommendation 4 Teach writing composition through modelling and supported practice • Recommendation 5 Develop pupils’ transcription and sentence construction skills through extensive practice 	<p>1 - 5</p>
<p>A designated staff member to develop and embed ‘Character Education’ practices within school, with the intention to achieve the award kite mark.</p> <p>Valley Learning Partnership no longer operational.</p>	<p>Ref: DfE-00235-2019</p> <p>Schools have an important role in the fostering of good mental wellbeing among young people so that they can fulfil their potential at school and are well prepared for adult life. Schools with clear expectations on behaviour and with well-planned provision for character and personal development can help promote good mental wellbeing.</p> <p>Education for character is already integral to the work of excellent schools. In these schools there is no tension between a rigorous and stretching academic education on the one hand and outstanding wider personal development on the other. Indeed, these and other aspects of the school’s work all contribute to forming well-educated and rounded young adults ready to take their place in the world.</p> <p>Ofsted inspections recognise the importance of schools’ provision for</p>	<p>6, 7, 9</p>

	character education through its inclusion in the new judgement on Personal Development in all Section 5 and Section 8 inspections.	
Designated EYFS & KS1 staff to participate in West Yorkshire Maths Hub & NCETM Mastering Number training. Staff to disseminate training to other staff and implement into maths practice	Currently an EEF project in progress. Initial findings show an average of +2 months additional progress.	3 - 5
Development of the outside learning provision at both sites. Support children's problem-solving skills and nurture their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness.	Outside learning has been proven to raise attainment and achievement, improve behaviour and improve the engagement of all groups of pupils, including those who are hard to engage inside the classroom environment - LOtC. <i>Mud kitchen, outside wet areas were installed by summer 2023.</i>	1 - 3
Subscription to Little Wandle online. Children are able to access from home and in School and develop their reading comprehension skills.	Pupils in both KS1 and KS2 are regularly set activities both in school and for homework. Results in phonics for 2023 were higher than the LA and National Average, an increase on the results from Year One in 2022. There were 5 PP students in Year One of which 4 (80%)	2 4 8
Online subscription to White Rose Maths Hub including Power Maths. Staff are able to access high quality plans and resources to aid the teaching of maths. Children are able to access from home and in School.	Pupils in both KS1 and KS2 are regularly set activities both in school, for additional home support and for homework. Power Maths recommended by DfE.	2 3 4 8
Online subscription to My Maths (online maths teaching programme). Children are able to access from home and in School.	Pupils in both KS1 and KS2 are regularly set activities both in school, for additional home support and for homework. Previous strategy internal school data outcomes (using nationally recognised NFER assessments) for Maths have	2 3 4 8

	been improving annually with Y3 – 5 attainment avg. of 82%, higher than national.	
Online subscription to Times Table Rockstars (online maths teaching programme) Children are able to access from home and in School.	Pupils from across the school have access to the programme and can participate in the daily challenges and inter-class competitions. Staff can track progress with particular focus in Y4 relating to the national screening assessment.	3 - 5
Early Birds (breakfast club) & Late Larks (after school club) Children arrive on time and have a good start to the school day with a healthy breakfast, increased readiness to learn. Supervision provision available to pupils with focus on activities to promote social interaction, problem solving, motor skills and homework.	An EEF impact evaluation of the Magic Breakfast programme found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress. While this isn't specifically Magic Breakfast the principle remains the same.	7 8 9
Lunchtime clubs. Improve behaviour for learning, self-esteem and resilience of vulnerable pupils within a social context so that lessons flow smoothly and that behaviour outside lessons is of an equally high standard. Development of Play Leaders (also see sports premium)	Pupils engaged in constructive play are more likely to be engaged in learning and social development. We have seen in previous years that our own cases of CPOM behaviour related incidents have reduced significantly for those pupils who participate in the provision.	5 8 9
Author visit (x2 per term) Pupils will enjoy listening to stories read by an author and participate in writing workshops led by the author.	EEF Improving Literacy guidance report (2019) recommendation 1 is to develop pupils language capabilities. An aspect of this strand is - reading books aloud and discussing them, including use of structured questioning. EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.	1 - 6

<p>Ukulele sessions Provide the opportunity for pupils to learn, a musical instrument whilst developing a love for music and arts also.</p>	<p>Research has shown that learning to play a musical instrument stimulates the brain, improving functions like memory and abstract reasoning skills, which are essential for maths and science. It further enhances self-confidence and is also known to reduce levels of stress and therefore improve mental well-being.</p>	<p>3 – 6, 9</p>
<p>Guitar, piano sessions and after school music club Provide the opportunity for pupils to learn, in a small group environment, a musical instrument not only developing cognitive and physical skills but a love for music and arts also.</p>	<p>As above</p>	<p>3 - 6</p>
<p>Cluster SALT project Staff training 3 intervention programmes <ul style="list-style-type: none"> • Chatterbox (EYFS) • Talk Boost (KS1) • Language Legends (KS2) SENDCo support</p>	<p>EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.</p>	<p>1 2</p>
<p>School Improvement Partner to work with SLT, TLR post holders and staff to focus on areas for improvement raised in previous Ofsted report and in the school development plan. <ul style="list-style-type: none"> • Systematic audit of current practice in setting • Overview of EEF guidance report findings • Focus points from national findings made by Ofsted • Further development of action plans Evaluation of impact</p>	<p>Previous SIP reports have shown that the school is making progress in the efforts made to improve the aspects of the school identified in the SDP for PP students.</p>	<p>2 - 5</p>
<p>Year 6 visit to Robinwood</p>	<p>EEF Toolkit - +4 months for outdoor adventure learning</p>	<p>6 - 9</p>

Full participation in the residential visit, results in increased confidence, social skills and problem solving.	As below	
Subsidising school visits, visitors, after school clubs, including transport Provide opportunities for first-hand experience for everyone, full participation in all visits and remove the cost barrier. All children attend the trips and their writing skills improve as trips and visits used as writing stimulus.	Cultural Capital: disadvantaged students don't develop as they don't watch documentaries, visit museums, read books, talk at the dinner table, have an awareness of the World, or the language to articulate an understanding of it. (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018)	6 - 9
SATs revision club After school club – Feb until May to target support for identified children.	Previous strategy outcomes have shown high uptake and attendance of sessions which encourage pupils be independent and self-reliant, key pupil progress factors identified by EEF. Previous internal school data shows 90+% uptake from Y6 cohorts with PP/FSM students making 94%. 100% attendance was recorded for almost all sessions.	3 4 8
Revision SAT packs 100 & 100+ for reading, GPS & Maths.	All pupils in Y6 will receive a targeted SATs pack. As in previous years, pupils will be supported in the use of the pack both at SATs Club and targeted 1:1 sessions and for homework. See above.	3 4 8

Total budgeted cost: £153055

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 2022 to 2023 academic year.

Our PP strategy forms a core of 3 years with minor alterations yearly according to changing needs of our pupils, as well as local and national priorities.

Tracking and progress / SENDco Inclusion provision organised, monitored and tracked for all PP students & Learning Mentor / Pastoral Lead / SEN Behaviour Support

Pupil progress meeting were held for all classes, in November 2022, March 2023 and June 2023. Edukey provisions were produced and have been monitored throughout the term. Further Edukey training & review has been provided for all teaching staff. Dedicated Edukey time over 2 staff meetings per term. Edukey being used to set educational targets and track pupil progress.

2023 end of KS1 outcomes show that PP students (6pupils) perform significantly higher than (at least +10%) the national and LA average in Reading and Writing. PP/SEN don't perform as well compared to National and LA, however, this is just 1 pupil.

2023 end of KS2 outcomes show that PP students (22 pupils) perform higher than (at least +2.5%) the national and LA average in Reading and Maths. PP/SEN (8 pupils) perform significantly higher (at least +18%) compared to National and LA, however.

2023 GLDs show that 1 of 4 PP students met the the expected standard. The other 3 pupils also have SEND and other significant social and emotional need.

CPOMs

This is our 7th year of CPOM use. As a result of staff training and their confidence to use the system, we are seeing that CPOMs is now a fully embedded and consistent practice in school which is used effectively to address issues or concerns relating to pupils. Additional concern filters have been added to give greater focus when analysing the data trends.

EWO

Service level agreement with EWO in place. Average PP attendance figure from September 2022- July 2023 is 91.99%. This is an improvement of 0.5% on the previous year. Awaiting national figure for all PP in primary pupils (90.9% 21-22).

The EWO has:

- attended meetings with families in order to target and increase pupils attendance figures.
- Completed follow ups to children missing education
- Tracked pupil movement – leavers to destination schools
- Issued penalty notices for extended leave
- Issued summons for extended leave of 15 days or more
- Authorised part-time pupil timetables if required.

EWO provision no longer sustainable for the local authority. Moving forward the school has created its own monitoring system and employs the use of the DfE attendance tool kit.

TA & Support staff

Edukey provision and/or Raising Attainment Plans created, implemented, reviewed & revised at progress meetings. Discussions held with staff teams as to how to meet the changing needs of pupils. See data outcomes in the first section of the review.

NELI

Neli course was delivered in EYFS and Year 1. Pupils who completed the course have a greater confidence in sentence structure and an improved vocabulary bank. Pupil impact can also be seen in the year 1 phonics outcomes (see section below)

Little Wandle

In the academic year 22-23, Little Wandle continued to be the sole phonics scheme used throughout school. In Reception and Year One phases 2-5 are explicitly taught on a daily basis. Pupils who need individual "Keep up" programmes are rapidly identified and pupils are provided with daily individual programmes. A new update to the scheme "Bridge into spelling" is now used daily in Year Two.

There are also group and SEND programmes that are used throughout school for pupils who still need phonics interventions.

Results in phonics for 2023 were higher than the LA and National Average, an increase on the results from Year One in 2022. There were 5 PP students in Year One of which 4 (80%) achieved the standard. There were 6 PP students in Year Two of which 4 (67%) achieved the standard. One of these pupils was not present for the screening. Their pre-screening assessments showed scores meeting the threshold.

Training for new support staff and teachers has been carried out by the reading lead Teacher this year.

Reading Plus

From baseline assessments PP students have increased:

- 96% by 1+ lexile range (1yr of progress)
- 76% by 2+ lexile range (2yrs of progress)
- 56% by 3+ lexile range (3yrs of progress)
- 16% by 4+ lexile range (4yrs of progress)
- 12% by 5+ lexile range (5yrs of progress)

From their baseline assessment 28% of PP pupils were working at or above the Y6 expectation. It is now 60%.

Lunchtime Club

Further improvements have been made to lunchtime provision. Play leaders and hall ambassadors are embedded provisions at both sites. Pupils participate in lunchtime clubs following a cohort rota (a year group will be engaged in clubs for a given period of weeks). Students use pupil voice to collectively decide upon the clubs on offer. Nintendo switches have been purchased for both sites to engage pupils with group and individual games.

Ukuleles

All y5 pupils have participated weekly in these sessions and the tutor has indicated that good progress is being made.

SIP

Michelle Joyce (SIP) has visited the school in each of the 3 school terms. On each visit a deep dive was conducted which included: English; behaviour & personal development; EYFS & Year 1 provision. She has met with SLT / English lead / pastoral behaviour lead to discuss follow up action points to be developed and provided school with detailed reports for each visit.

West Yorkshire Maths Hub

Maths leader has continued with the maths programme run by the maths hub and this has focussed on the sustaining element of the programme. This year he is also attending courses on Problem Solving and Reasoning with the hub. He has worked with other local primary schools to share good practice and has supported the development of maths in our school. We have moved towards the use of whole class teaching for maths across school in line with recent recommendations. We are now in the second year of mastering number across Key Stage 1 where the classes have an additional 10 minutes of maths a day focussing on mastering number sense. The maths lead is currently looking into the idea of adopting mastering number in year 4 to support the children that have difficult in recall of prior knowledge and number facts. Year 3 and 4 continue to use multiplication booklets weekly to support the learning and retention on multiplication facts.

Success@Arithmetic

Classes in years 4 & 5 ran interventions. For pupil impact, see data listed above.

MyMaths, White Rose Maths, TTRS, Purple Mash & Little Wandle online

Pupils in both KS1 and KS2 were regularly set activities both in school and for homework. Should the need for remote learning provision arise, they will form part of the Remote Learning Offer.

TTRS – 2023 Multiplication check 79.6% of pupils recorded a result of 20+ (80% threshold *phonics screening pass* %) and of these 39 pupils, 67% scored full marks.

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
Times Table Rockstars	Times Table Rockstars
Language Legends	Lingo
My Maths	My Maths
Little Wandle Online	Little Wandle
CPOMs	CPOMs
Reading Plus	Dreambox and Reading Plus
Teacher to Parent pay	Eduspot
School Cloud	Schoolcloud
NELI	Nuffield
White Rose Maths Hub	WRM hub
Real PE	RealPE
Online Safety Hub	Smoothwall
Purple Mash	2simple