

Wood End Primary



Pupil Premium Strategy Statement

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School overview

Key information

School name	Wood End Primary School
Pupils in school	230
Proportion of disadvantaged pupils	33%
Academic year or years covered by statement	September 2023 – July 2024
Publish date	September 2023
Review date	July 2024
Statement authorised by	Miss S Sharma
Pupil premium lead	Mrs F Bellenger
Governor lead	Mrs D Wadelin / Mrs H Hartley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107 670
Recovery premium funding allocation this academic year	£10 295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£117 965

Statement of intent

- We strive to ensure disadvantaged pupils attend school regularly and receive a pertinent quality first curriculum offer that enriches their learning journey. We aim to support them in diminishing the difference between disadvantaged and all pupils through personalised SMART interventions to enable them catch up and keep up.
- Our strategy aims to support pupils in writing in a variety of contexts, combining a breadth of curriculum offer alongside a breadth of knowledge in which to contextualise learning. Supportive picture cues enable early and struggling readers to access texts.
- Our strategy intends to support pupils at the early stages of reading to read with increasing fluency to enable them to access a wide range of texts and demonstrate growing comprehension as result of sound phonics acquisition and increasing fluency and breadth of reading experience.
- Our strategy aims to support pupils with SEND and in receipt of PPG in accessing appropriate provision to make progress over time. We intend for pupils in receipt of PPG and SEND to have strategies to process and classify information for future recall through metacognitive skills and support for information processing.
- Our strategy aims to support pupils in accessing appropriate next steps in learning and learning and applying rapid recall skills effectively to demonstrate numerical skills and problem solve. It aims to support them in providing opportunities to evidence a deeper understanding and recall of previous knowledge in multiple contexts. Staff CPD to increase curriculum access through deepening and embedding quality first teaching models enables pupils to engage with maths with growing independence and automaticity.
- We intend for our pupils to identify and manage emotions to enable them to access the curriculum and appropriately problem solve and manage conflicts and emotions with growing independence.. Our pupils will be able to identify, articulate and manage emotions. We will develop a shared vocabulary to describe emotions and their regulation across different contexts in school.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils' attendance is not always at least in line with national. This is a significant barrier to making progress and building upon previous teaching.
2	Pupils do not always apply writing skills in cross curricular opportunities to write at length. Some pupils do not demonstrate security of writing skills across Science and Non Core curriculum tasks. Pupils do not always effectively edit their work to apply a range of skills to their work with independence or clarity of purpose.

3	Pupils sometimes do not demonstrate fluency when reading. This prevents them from accessing a breadth of text with accuracy and ease. Some pupils are prevented from comprehending texts as a result of poor fluency.
4.	Pupils with identified SEND and PPG often have gaps in learning which prevent them from making accelerated progress. Assessment procedures and interventions that support the quality first curriculum offer do not always reflect and respond to pupils' changing needs quickly. Pupils with specific, complex SEND difficulties do not always access pertinent learning journeys which reflect their next steps in learning consistently clearly. Adaptive teaching strategies are not consistently developed and applied across school. Pupils do not always recall taught skills or knowledge to effectively recall and reuse information. Metacognitive structures and skills to enable pupils to manage information and classify are underdeveloped and so some pupils struggle to retain and build upon taught sequences.
5	Pupils do not always demonstrate rapid recall skills to access learning and apply taught skills. Teaching structures do not always support pupils in reinforcing and demonstrating security in key skills such as rapid recall of number facts and timestables. Pupils do not always effectively recall and reuse taught knowledge in order to demonstrate a deeper understanding.
6	Pupils sometimes lack clarity in identifying and articulating emotions. In turn, staff sometimes lack precision and skill in supporting pupils in understanding and managing their emotions in different contexts across the school day. Consistency of vocabulary used to explain feelings and explore emotions can vary varies between adults and this can lead to confusion for pupils

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>Disadvantaged pupils' attendance is at least in line with national figures. The impact of Early Help Assessments and multi agency working to support pupils in attending school regularly to access the curriculum is evident.</p> <p>Staff are vigilant in providing opportunities for 'keep up' and 'catch up' when attendance impacts upon access to curriculum content.</p>	<p>Attendance analysis identifies disadvantaged pupils' attendance is at least in line with national and that of all pupils.</p> <p>Analysis of families supported through multi agency working and EHAs demonstrates effective working to improve attendance for vulnerable families.</p> <p>Support and challenge is provided for families where attendance impacts upon pupils' ability to access a full and broad curriculum offer.</p> <p>Pupils with gaps in learning as a result of attendance access catch up and keep up intervention to prevent gaps growing.</p>
<p>Pupils write at length across curriculum areas and apply writing skills to express ideas in Science and Non Core curriculum subjects.</p>	<p>Book scrutiny demonstrates pupils' writing demonstrates coherent writing and a breadth of topics and skills.</p>

<p>Pupils in EYFS and KS1 apply taught phonic skills from RWI and modelled writing and apply in context, making links in learning and finding purpose for written experiences.</p> <p>Staff narration enables pupils to identify ways in which they can move their learning forward and apply skills through thinking aloud to record.</p> <p>Pupils are given access to picture cues to support early writing skills and those with barriers to expressing themselves clearly in the written form.</p> <p>Pupils demonstrate increased skill in planning extended pieces of writing to enable them to synthesise ideas effectively and demonstrate confidence in the application of taught skills across contexts.</p> <p>Staff support parents to engage children in reading and provide supportive models.</p> <p>Parents are engaged in supporting pupils to over-rehearse and synthesise new information and shared texts.</p>	<p>Pupils make clear links between wider curriculum knowledge and written skills. Wider curriculum areas demonstrate and promote high levels of written work.</p> <p>Pupils in the early stages of reading experience high quality phonics tuition in order to develop the skills to write with independence and clarity.</p> <p>Pupils in EYFS are given opportunities to make links in their learning and demonstrate growing independence as a result of high quality modelling and a rich learning environment in which to lead their own learning after initial input.</p> <p>Pictures cues are used to support pupils in accessing engaging texts beyond their reading ability to enrich their experiences.</p> <p>Pupils are given opportunities to plan through modelled, systematic teaching and narration by well qualified staff. This results in extended pieces of written work which are of good quality and reflect pupils' skills.</p> <p>Data analysis shows more pupils achieve GLD in EYFS writing and at Y6 than at their baseline.</p> <p>Home reading diaries demonstrate parents and carers engaging with home reading with accuracy and fluency.</p>
<p>Pupils at the early stages of reading read with sufficient fluency to read with pace and demonstrate comprehension.</p> <p>Staff are highly skilled in phonics teaching and delivery to enable pupils to make good progress to achieve milestones.</p> <p>Pupils reading a rich and diverse range of texts with increasing fluency to broaden their thinking and knowledge of the wider world.</p> <p>Parents are informed to support pupils to read with fluency and accuracy.</p> <p>Pupils accessing the EYFS make links between the spoken word, graphemes and physical resources to make informed choices about learning and experience the setting with independence.</p> <p>Clarity of coding to label the environment enables pupils to access it with freedom.</p> <p>Early readers read longer texts with growing accuracy and fluency and use shared texts and reading to inform their own writing.</p> <p>Pupils at the early stages of reading are given opportunities to read by highly skilled adults in school to develop skill.</p>	<p>Pupils are given access to high quality phonics instruction to support them in acquiring and applying early reading skills.</p> <p>Pupils are given opportunities through 1:1 reading and appropriate intervention to read with pace and purpose.</p> <p>Pupils demonstrate comprehension skills within ARE by the end of the year.</p> <p>Pupils are given access to a rich and broad range of texts to broaden and deepen their understanding and experience.</p> <p>Parental workshops support parents in developing and rehearsing taught skills to develop further fluency and stimulate curiosity.</p> <p>In EYFS resources are appropriately demarcated for pupils to access through clear pictorial coding for 1:1 correspondence to enable them to access the setting with growing independence.</p> <p>Pupils actively engage with reading for purpose, both to undertake tasks at an instructional level and deepen knowledge. Information is analysed and digested efficiently for purpose. Difficulties identified by pupils are matched to stages of steps to</p>

	<p>success and support staff in moving pupils' learning forwards</p> <p>Pupils at risk of not making good progress in reading and being unable to read accurately for purpose are supported through intervention to close the gap by appropriately trained and skills staff members.</p>
<p>Pupils with identified SEND and PPG access sufficiently personalised quality first provision to match next steps in learning.</p> <p>In addition, they access intervention carefully mapped and managed to meet their specific need and diminish the difference.</p> <p>Parents are well informed of pupil need and strategies to support acquisition of and embedding of skills.</p> <p>Curriculum delivery makes use of adaptive teaching strategies to enhance quality first provision and increased access.</p> <p>Children with specific, complex SEND needs have sufficiently differentiated provision and curriculum access as a result of effective intervention and assessment information and advice from professionals,</p> <p>Provision mapping allows staff to assess the impact of intervention and make swift adjustments as a result.</p>	<p>Provision maps make reference to individual gaps in learning and advice from professionals.</p> <p>Staff demonstrate a good understanding of their pupils' cognitive and moral needs in their provision offer and their relationships.</p> <p>Provision maps are interacted with and edited promptly to reflect changes in pupils provision.</p> <p>Parents have opportunities to meet with the SENDCo to discuss needs and next steps.</p> <p>Provision offered to pupils reflects advice from professional agencies. In EYFS this includes SNEYS.</p> <p>Learning walk demonstrate pupils with complex, significant SEND access appropriately differentiated provision and environmental amendments to meet their needs. Pupils demonstrate engagement with learning and increasing independence.</p>
<p>Metacognitive strategies are used by pupils to support them in processing and synthesising learning and make links to apply a variety of skills across contexts.</p> <p>Narration, mind mapping and adaptive teaching enable pupils to make progress over time.</p> <p>Chaining is used to support pupils in demonstrating independence over time.</p>	<p>Data analysis demonstrates pupils with identified SEND in receipt of PPG make at least expected progress.</p> <p>Provision mapping identifies pupils with additional needs are provided appropriate consolidation and support through targeted SMART intervention.</p> <p>Record keeping demonstrates appropriate curriculum access and assessment planned for pupils with complex SEND.</p> <p>Learning walks show all pupils have access to quality first instruction with adapted lesson sequences and structures to meet pupils' needs and support access.</p> <p>Adults make links across learning and narrative ideas to enable pupils to engage with and embed taught skills. Mind mapping is used to support pupils in developing their own metacognitive skills and retrieving and using information efficiently to broaden their knowledge of the world. Information is processed and used effectively.</p> <p>Steps to success are used effectively to support pupils in identifying barriers to learning and enable staff to identify and put in place appropriate support.</p>

<p>Mathematical teaching structures enable pupils to over rehearse and embed new knowledge before moving on. Pupils are able to demonstrate security and fluency in skill through revisiting previous learning in problem solving contexts in mathematics.</p> <p>Additional opportunities to rehearse and practise rapid recall skills will support pupils in demonstrating security in arithmetic.</p> <p>NCETM materials and a revised structure for the teaching of maths for pupils in EYFS equips them with high quality access to number skills.</p> <p>Precision teaching is used effectively to support pupils to acquire rapid recall knowledge and access learning with greater independence and automaticity.</p>	<p>Scrutiny of teaching slides demonstrates pupils are given opportunities to rehearse and embed new learning before moving on.</p> <p>A revised structure to learning in lessons enables pupils to demonstrate security in both the taught skills, alongside varied fluency and problem solving through planned opportunities to make links back to previous learning in new contexts.</p> <p>A clear structure for acquisition and application of numerical skills is in place for pupils in EYFS and more pupils in EYFS achieve ARE in maths.</p> <p>Data analysis shows pupils make at least expected progress in maths across the year.</p> <p>Timetabling demonstrates additional opportunities to practise rapid recall skills. As a result, data analysis shows increased security with rapid recall skills. More pupils achieve ARE in number clubs than at the end of the previous year.</p>
<p>Zones of Regulation is used by both pupil and staff across contexts during the school day to effectively manage emotions and problem solve.</p> <p>Zones of Regulation are shared with parents to enable them to use shared language to support regulation outside of school and strengthen relationships.</p> <p>Pupils will demonstrate a shared understanding of the vocabulary of emotions and feelings and identify strategies to manage those feelings. Staff will be empowered to support them in a systematic, school wide model.</p>	<p>Learning walk demonstrates shared vocabulary used by staff and pupils to identify and manage emotions.</p> <p>Strategies to articulate and manage emotions are standardised across school and a shared language and consistent approach is evident across contexts and staff.</p> <p>Pupil voice demonstrates a consistent approach to management of emotions and increased awareness of their emotions and how to manage them.</p> <p>Parents are able to discuss emotions with pupils and use the same vocabulary as staff.</p> <p>Staff voice demonstrates consistency of approach and shared understanding of school expectations.</p> <p>Vocabulary is used with precision and purpose to articulate emotions and needs.</p> <p>Pupils in EYFS demonstrate ARE in PSED.</p>

Activity in this academic year

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

Teaching

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Metacognitive strategies are used by pupils to support them in processing and synthesising learning and make links to apply a variety of skills across contexts.</p> <p>Narration, mind mapping and adaptive teaching enable pupils to make progress over time.</p> <p>Chaining is used to support pupils in demonstrating independence over time.</p>	<p>EEF Toolkit</p> <p>Metacognition and self regulation</p> <p>‘The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.’ EEF 2021</p>	4
<p>Pupils are given access to picture cues to support early writing skills and those with barriers to expressing themselves clearly in the written form.</p> <p>Pupils demonstrate increased skill in planning extended pieces of writing to enable them to synthesise ideas effectively and demonstrate confidence in the application of taught skills across contexts.</p> <p>Parents are engaged in supporting pupils to over rehearse and synthesise</p>	<p>EEF Toolkit</p> <p>Improving Literacy in KSI</p> <p>‘Writing is a very challenging skill to learn and there is less evidence about the most effective ways to teach writing than there is about reading. Nevertheless, access to effective writing instruction is important, as writing enables pupils to communicate, express their ideas and views, as well as opening up opportunities for success in school across the curriculum.</p> <p>Encouraging children to manage and monitor aspects of their writing is a key step. A number of different strategies are likely to help, depending on the current skills of the writer. Prewriting activities—engaging children in activities prior to writing that help them think of, and organise, their ideas. This can involve tasks that encourage them to remember what they already know, find out about a topic they are not familiar with, or arrange their ideas visually (for example, by using a planning tool or graphic organiser) before writing. Drafting, revising, and editing—helping pupils to get their ideas written down as a first draft which they can then edit and revise. Sharing—instructing pupils to share, read, and edit each other’s work. Children need to be introduced to, then practise, planning, drafting, revising, and editing with feedback from the teacher and from their peers. The aim is for them to increase the fluency of</p>	3

<p>new information and shared texts.</p>	<p>these skills and techniques so that they become automatic. The teacher should provide appropriate support that models the process of writing which is gradually reduced over time so the child is ultimately capable of completing the activity independently. Pupils also need to learn about text structure, and how texts in different genres are formed. Studies show young children benefit from explicit teaching about the structure of narrative and information texts. Providing pupils with models of simple structures for different types of text can support this.</p> <p>Modelling is also important as pupils progress from constructing simple sentences to being able to combine sentences with more complex grammatical structures. Teachers could model these processes, for example, by explicitly demonstrating how to combine several related, simple sentences to make more complex ones. Teachers should encourage pupils to do this on their own as they write.' EEF 2021</p>	
<p>Pupils write at length across curriculum areas and apply writing skills to express ideas in Science and Non Core curriculum subjects.</p> <p>Pupils demonstrate increased skill in planning extended pieces of writing to enable them to synthesise ideas effectively and demonstrate confidence in the application of taught skills across contexts.</p>	<p>EEF Toolkit</p> <p>Improving Literacy in KS2</p> <p>'Writing strategies should be explicitly taught using the 'gradual release of responsibility' model. This can be repeated for each strategy. However, pupils will inevitably learn the strategies at different rates so it is important to recognise that the model is not a linear process. For example, based on observations of pupils' guided practice it may be beneficial to provide repeated modelling, emphasising different aspects of the strategy.</p> <p>Teachers should introduce each strategy by describing how and when to use it. Then strategies should be modelled. Shared writing allows teachers to 'thinkaloud' and share their thought process for each strategy with pupils.</p> <p>Consideration of purpose and audience can support effective writing. Like adults, children may benefit from having a reason to write and someone to write for. This can include pupils themselves being the audience, using their writing to clarify and organise understanding.</p> <p>There are four main purposes of writing: to describe, to narrate, to inform, and to persuade. It is important that pupils learn to modify their writing according to the audience for whom they are writing, which includes selecting an appropriate form or genre. Pupils need to learn the features and conventions of different genres. Exposure to a rich range of genres and identification of key features can support this.' EEF 2021</p>	2
<p>Pupils at the early stages of reading read with sufficient fluency to read with pace and demonstrate comprehension.</p>	<p>EEF Toolkit</p> <p>Phonics</p> <p>'The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually</p>	3

	<p>embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>There is some variation in impact between different phonological approaches. Synthetic phonics approaches have higher impacts, on average, than analytic approaches.' EEF 2021</p>	
<p>Mathematical teaching structures enable pupils to over rehearse and embed new knowledge before moving on.</p> <p>Pupils are able to demonstrate security and fluency in skill through revisiting previous learning in problem solving contexts in mathematics.</p> <p>Additional opportunities to rehearse and practise rapid recall skills will support pupils in demonstrating security in arithmetic.</p>	<p>EEF Toolkit</p> <p>Mastery Learning</p> <p>'The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery'. EEF 2021</p>	5
<p>Staff narration enables pupils to identify ways in which they can move their learning forward and apply skills through thinking aloud to record.</p> <p>Narration, mind mapping and adaptive teaching enable pupils to make progress over time</p>	<p>EEF Toolkit</p> <p>Oral language interventions</p> <p>'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.' EEF 2021</p>	2, 4
<p>Early readers read longer texts with growing accuracy and fluency and use shared texts and reading to inform their own writing.</p> <p>Pupils in the early stages of reading are given opportunities to read by highly skilled adults in school to develop skill.</p>	<p>EEF Toolkit</p> <p>Reading comprehension strategies</p> <p>'Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language</p>	3

<p>Pupils at the early stages of reading read with sufficient fluency to read with pace and demonstrate comprehension.</p> <p>Staff are highly skilled in phonics teaching and delivery to enable pupils to make good progress to achieve milestones.</p> <p>Pupils reading a rich and diverse range of texts with increasing fluency to broaden their thinking and knowledge of the wider world.</p>	<p>used, or understanding particular vocabulary, which may be subject-specific.</p> <p>A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.' EEF 2021</p>	
<p>NCETM materials and a revised structure for the teaching of maths for pupils in EYFS equips them with high quality access to number skills.</p>	<p>EEF</p> <p>Improving mathematics in the Early Years and Key Stage One</p> <p>'Practitioners should dedicate time each day for purposeful mathematics activity.²² This should focus on supporting children to develop specific mathematical ideas and skills, taking into account developmental progressions. Practitioners can use whole-class, large and small groups to tailor instruction for children who need support on different aspects of content. Approaches will look different for children at different developmental stages, and in the early years activities are likely to be short and active.</p> <p>Mathematics can be explored through different contexts, including books, puzzles, songs, rhymes, puppet play and games. Using storybooks to teach mathematics can be particularly effective, through providing an opportunity for mathematical talk and questioning. Much of this evidence comes from studies where practitioners were explicitly supported in promoting mathematical discussion from the story, for example, by being provided with notecards displaying prompting questions and discussion points that they could use. Practitioners should therefore plan how they will use storybook resources to discuss mathematical concepts' EEF 2021</p>	<p>5</p>

Targeted academic support

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one tuition for acquisition of reading skills and as part of keep up intervention</p> <p>Precision teaching is used effectively to support pupils to acquire rapid recall knowledge and access learning with greater independence and automaticity.</p>	<p>EEF Toolkit</p> <p>One to one tuition</p> <p>'On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.'</p>	<p>4, 5</p>
<p>Provision mapping allows staff to assess the impact of intervention and make swift adjustments as a result.</p>	<p>EEF Toolkit</p> <p>Special educational needs in mainstream schools guidance:</p> <p>'Small-group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools but must be used carefully: they should not replace general efforts to improve the overall quality of teaching in the classroom.</p> <p>It is recommended that schools adopt a strategy that offers tiers of increasingly intense support to pupils as required. This approach is also used in the EEF's Pupil Premium Guide, which recommends a tiered approach to Pupil Premium funding to help schools to balance spending across approaches to improving teaching, targeted academic support and wider strategies.' EEF 2021</p>	<p>4</p>
<p>Staff are vigilant in providing opportunities for 'keep up' and 'catch up' when attendance impacts upon access to curriculum content.</p> <p>Pupils with identified SEND and PPG access sufficiently personalised quality first provision to</p>	<p>EEF Toolkit</p> <p>Small group tuition</p> <p>'Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 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. Providing training to the staff that deliver small group support is likely to increase impact. Additional small group support can be effectively targeted at pupils from</p>	<p>1, 3</p>

<p>match next steps in learning.</p> <p>In addition, they access intervention carefully mapped and managed to meet their specific needs and diminish the difference</p>	<p>disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.' EEF 2021</p>	
<p>Children with specific, complex SEND needs have sufficiently differentiated provision and curriculum access as a result of effective intervention and assessment information and advice from professionals.</p> <p>Pupils with identified SEND and PPG access sufficiently personalised quality first provision to match next steps in learning.</p> <p>Chaining is used to support pupils in demonstrating independence over time</p>	<p>EEF Toolkit</p> <p>Special educational needs in mainstream schools guidance</p> <p>'The evidence review for this guidance report found strong evidence that high quality teaching for pupils with SEND is firmly based on strategies that will either already be in the repertoire of every mainstream teacher or can be relatively easily added to it. Teachers should develop a repertoire of these strategies that can be used flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils. The five strategies outlined in this chapter were identified as having relatively strong evidence for their effectiveness for supporting pupils with SEND.</p> <p>Although a focus on effective classroom teaching is the starting point, some pupils will require specialist support—including specific teaching methods, equipment, or curriculum—delivered by a trained professional either directly or in a consultancy role.</p> <p>Decisions about which specialist interventions or strategies to use will be informed by discussions with the SENCo, parents and carers, and—especially if the pupil has an EHC plan—relevant external professionals.' EEF 2021</p>	4
<p>Curriculum delivery makes use of adaptive teaching strategies to enhance quality first and increase access.</p> <p>Provision mapping allows staff to assess the impact of intervention and make swift adjustments as a result.</p>	<p>EEF Toolkit</p> <p>Making best use of Teaching Assistants - recommendations</p> <ul style="list-style-type: none"> • 'TAs should not be used as an informal teaching resource for lowattaining pupils. • Use TAs to add value to what teachers do, not to replace them. • Use TAs to help pupils develop independent learning skills and manage their own learning. • Ensure TAs are fully prepared for their role in the classroom. • Use TAs to deliver high quality one-to-one and small group support using structured interventions. • Adopt evidence-based interventions to support TAs in their smallgroup and one-to-one instruction. • Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.' EEF 2021 	4

Wider strategies

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Zones of Regulation is used by both pupil and staff across contexts during the school day to effectively manage emotions and problem solve.</p> <p>Zones of Regulation are shared with parents to enable them to use shared language to support regulation outside of school and strengthen relationships.</p> <p>Pupils will demonstrate a shared understanding of the vocabulary of emotions and feelings and identify strategies to manage those feelings. Staff will be empowered to support them in a systematic, school wide model</p>	<p>EEF Toolkit</p> <p>Social and emotional learning</p> <p>‘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>The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.’ EEF 2021</p>	6
<p>Staff are vigilant in providing opportunities for ‘keep up’ and ‘catch up’ when attendance impacts upon access to curriculum content.</p>	<p>EEF Toolkit</p> <p>Special educational needs in mainstream schools guidance – build an ongoing, holistic understanding of your pupils and their needs.</p> <p>‘Understanding pupils and their learning needs is essential if schools are to effectively support pupils to make progress, and is especially important for pupils with SEND. The SEND Code of Practice recommends that schools use a graduated approach, incorporating cycles of ‘assess, plan, do, review’, to best understand and respond to the learning needs of pupils with SEND. This chapter outlines the difference between needs and diagnosis, and then outlines the graduated approach to assessment and the importance of including multiple stakeholders—including parents and carers, and the pupils themselves—in the assessment process.’ EEF 2021</p>	1, 3
<p>Disadvantaged pupils’ attendance is at least in line with national figures. The impact of Early Help</p>	<p>EEF Toolkit</p> <p>Working with parents to support children’s learning</p> <p>‘Some form of targeting is usually required to use resources effectively and to avoid widening gaps, so an analysis of needs is a</p>	1

<p>Assessments and multi agency working to support pupils in attending school regularly to access the curriculum is evident.</p>	<p>logical starting point. It is also important that targeting is done sensitively to avoid stigmatising, blaming, or discouraging parents. One approach is to provide a universal offer, but give extra support and encouragement to those parents with greater needs so that they are more likely to take up the opportunity (see Box 6 for an example).</p> <p>However, where programmes are intended to benefit those with particular needs (such as struggling readers) it is especially important to make sure that the right families are identified and attend. There is some indication that the approach may be effective in the long-term when targeted successfully. EEF 2021</p> <p>Rapid Evidence Review: Attendance Interviews</p> <p>'Parental engagement interventions are those that involve parents in supporting and encouraging their children to attend school. The studies included in the review identified two distinct types of parental engagement interventions:</p> <p>communication and targeted planning support with family members and/or guardians (e.g., Robinson 2018; Shoppe 2019).</p> <p>Parental communication interventions aim to increase awareness of the consequences of absenteeism or target commonly held parental misbeliefs undervaluing the importance of regular attendance. The aim of these interventions are that greater awareness or eradicating misconceptions will lead to guardians' taking a more active role in improving their student's attendance.</p> <p>Communication can occur in a range of ways including email, phone-calls, text messages and post, varying in quantity and time of day. Typically, these messages state information about the importance of attendance and add in specific information about the child's attendance history.</p> <p>Targeted parental engagement interventions are responsive in nature and include approaches that involve staff having discussions with parents to gain information about the reasons for low attendance and collaboratively planning support students and their families need to overcome attendance barriers. These interventions are usually more intensive with families having access to multiple services e.g., counselling, mentoring, resources and family activities. Therefore, access to these interventions is usually assessed by monitoring attendance and identifying those pupils who are considered to have attendance issues and the approach is tailored to the needs of the pupil and the family.' Mar 2022</p>	
<p>Parents are well informed of pupil need and strategies to support acquisition of and embedding of skills.</p> <p>Parents are informed to support pupils to read with fluency and accuracy.</p>	<p>EEF Toolkit</p> <p>Parental Engagement</p> <p>'The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive. There are examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been</p>	<p>3, 4</p>

	<p>associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation.</p> <p>There is some evidence that supporting parents with their first child will have benefits for siblings.</p> <p>Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</p> <p>The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.'</p> <p>EEF 2021</p>	
<p>Parents are informed to support pupils to read with fluency and accuracy.</p>	<p>EEF Working with parents to support children's learning</p> <p>'As children get older, it becomes important for parents to listen to their children read. The strategy of 'pause, prompt, praise' may help parents when listening to children read: pausing to let them work out words if they get stuck, providing a prompt or 'clue' to help (but not giving the answer), and praising them when they concentrate and problem-solve.</p> <p>Engaging in high quality talk about the story remains important for fostering reading comprehension skills. Interventions can be effective to introduce home reading strategies to parents and support regular use. Providing more structured support, ideas, and activities with carefully chosen books can be effective. Such approaches do not necessarily require regular or intensive attendance at courses or workshops if they provide comprehensive instructional materials and resources. A randomised controlled trial of the approach in the U.K., involving children aged three and their parents living in socially disadvantaged areas, found positive effects on literacy and language outcomes which were still evident six months after the programme had ended.' EEF 2021</p>	<p>3</p>

Total budgeted cost: to be determined

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.

<i>A review of the year 2022-2023 is below using a mix of schools quantitative and qualitative data.</i>						
Aim		Outcome				
Disadvantaged pupils' attendance is at least in line with national. The impact of Early Help Assessments and multi agency working to support pupils in attending school regularly to access the curriculum is evident.		1 Sept 2022 – 6 Jul 2023:				
		Years R - 6	Attendance	Authorised absence	Unauthorised absence	Lates
		All pupils	93%	4.3%	2.7%	3.1%
		PPG pupils	90.3%	5.6%	4.1%	5.3%
		Non PPG pupils	94.7%	3.6%	1.7%	1.8%
		Attendance of pupil in receipt of PPG is below that of all pupils.				
		Authorised absence is higher for pupils in receipt of PPG.				
		Unauthorised absence is higher for pupils in receipt of PPG.				
		Punctuality continues to impact upon access to the curriculum for pupils in receipt of PPG due to missing some lesson introductions. This has resulted in some pre teaching and fluid intervention to enable them to keep up with peers and access the curriculum.				
		Pupils continue to be supported by Early Help, multi agency working and support and challenge meetings from the school's PFSO and EWO.				
		Case studies show some positive impact for families supported, but this is not yet consistent or impacting significantly upon attendance for this group as a whole. This continues to be a focus of work.				

Pupil voice demonstrates a breadth of opportunity to read and a growing love for reading across subject areas for a variety of purposes. They present as engaged learners with a desire for self improvement who are self motivated.

The curriculum structure enables pupils to read, digest and discuss new learning and knowledge. In EYFS children are able to take new learning into their play and extend their experiences following on from initial input with purpose and precision.

Additional opportunities are provided for pupils to read about wider curriculum content and discuss and narrate their thoughts through planned opportunities. In EYFS there is a rich and stimulating environment for pupils to explore and moving their learning forwards with purpose and precision.

The structure of teaching and learning supports additional opportunities to read alongside access to high quality, stimulating resources.

More pupils demonstrate higher order skills and a coherent, writer's voice is evident in moderation of written work.

The structure of teaching and learning enables pupils to learn how to edit and demonstrate higher order skills as a result. In EYFS standards in writing demonstrate more pupils achieving ARE than at their starting point.

Pupil voice demonstrates a breadth of knowledge of the world around them and the ability to engage in specific, pertinent conversation with accurate vocabulary choice to express themselves.

<i>Attainment</i>	GLD in word reading	GLD in comprehension	GLD in writing
Nursery N2 all (25)	62%	66%	59%
Nursery N2 disadvantaged (4)	50%	50%	50%
Reception all (31)	71%	71%	61%
Reception disadvantaged	70%	80%	60%

<i>Progress</i>	GLD in word reading Y Progress 3+ 4+	GLD in comprehension Y Progress 3+ 4+	GLD in writing Y Progress 3+ 4+
Nursery N2 all (25)	60% 20%	56% 16%	68% 12%
Nursery N2 disadvantaged (4)	50% 25%	50% 25%	75% 25%
Reception all (31)	63% 20%	57% 10%	63% 20%
Reception disadvantaged (10)	78% 0%	67% 0%	67% 0%

Pupil in receipt of PPG attain broadly in line with their peers and make greater progress than those not in receipt of PPG by the end of Early Years.

Pupil interview demonstrates pupils have a growing love of reading and a desire to read across the curriculum as well as for pleasure. Pupils can identify preferences for authors and text types and in upper school are demonstrating a desire to seek out texts as a result of taught sessions with staff.

At the end of Reception 77% of pupils were working in line with school mapping documents to be successful in the phonics check at the end of Year 1. In Early Years, learning walks demonstrate growing numbers of pupils engaging in purposeful play following on from direct instruction and interaction with adults.

The learning environment provides opportunities for pupils to extend and embed their learning and opportunities to move

	<p>their own learning on. Staff actively challenge pupils to move their learning on in setting.</p> <p>Regular 1:1 and whole class reading sessions in Reception and the development of phonic discrimination on Nursery has supported pupils to achieve GLD in word reading by the end of the phase.</p>									
<p>The curriculum structure enables pupils to read, digest and discuss new learning and knowledge. Additional opportunities are provided for pupils to read and write about wider curriculum content and discuss and narrate their thoughts through planned opportunities. In EYFS pupils are supported through high quality interactions in play and planned opportunities to develop taught skills and extend knowledge.</p> <p>Pupil voice demonstrates a breadth of knowledge of the world around them and the ability to engage in specific, pertinent conversation as a result.</p> <p>The wider curriculum offer is engaging and makes explicit links across curriculum areas and experiences to deepen understanding. The curriculum and teaching and learning structures in EYFS enables pupils to reflect on and extend new learning.</p>	<p>In EYFS Learning walks show interactions between adults and pupils and modelled opportunities enable pupils to move their learning forward. Learning opportunities are closely linked to pupil need and rooted in experiences and resources present in the setting.</p> <p>Effective use of assessment information and tracking of previous knowledge and skills enables staff to target pupils to access next steps in learning and move their skills forwards effectively.</p> <p>Pupils across school have opportunities to expand and deepen their understanding and knowledge of concepts taught as part of Science and non core subjects in reading, writing and oracy across the curriculum sessions. As a result they are becoming more able to make links in their learning, extend their thinking and deepen their understanding of the world around them and articulate this in conversation both with adults and one another.</p> <table border="1" data-bbox="790 1218 1358 1485"> <thead> <tr> <th>Year Group</th> <th>All pupils</th> <th>PPG pupils</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>75%</td> <td>57% (7)</td> </tr> <tr> <td>2</td> <td>94%</td> <td>92% (12)</td> </tr> </tbody> </table>	Year Group	All pupils	PPG pupils	1	75%	57% (7)	2	94%	92% (12)
Year Group	All pupils	PPG pupils								
1	75%	57% (7)								
2	94%	92% (12)								
<p>School undertakes timely, accurate assessment of pupils to identify additional needs. Early intervention agencies such as SNEYS, Health Visitors and SALT work alongside school collaboratively to support engagement and participation of our youngest pupils.</p> <p>Pupils with identified SEND and PPG access sufficiently personalised quality first provision. In addition, they access intervention carefully mapped and managed to meet their specific needs and diminish the difference.</p> <p>Children with specific, complex SEND needs have sufficiently differentiated provision and curriculum access as a result of effective intervention and assessment information and advice from</p>	<p>Multi agency working continues to be a strength of the school. A SEND review identified that leaders had high expectations of pupils with SEND and their provision gave them opportunities to access the curriculum from their starting points. The graduated approach was used successfully to meet pupils' needs.</p> <p>It also identified that appropriate quality first instruction given at the accurate stage of each pupil's development enabled pupils could access the curriculum effectively and make progress from their starting points.</p> <p>Provision mapping actioning professional advice alongside short, sharp and time bound interventions was at the core of this practice.</p>									

<p>professionals. The Engagement Model effectively supports them in being assessed accurately and accessing new learning.</p> <p>Provision mapping allows staff to assess the impact of intervention and make swift adjustments as a result.</p>	Year Group SEND K	Termly Reading progress Expected Expected +	Termly Writing progress Expected Expected +	Termly Maths progress Expected Expected +	
	Y1 (2)	0% 0%	100% 0%	50% 0%	
	Year Group SEND K	Yearly Reading progress Expected Expected +	Yearly Writing progress Expected Expected +	Yearly Maths progress Expected Expected +	
	Y2 (5)	50% 33%	67% 33%	67% 0%	
	Y3 (4)	33% 33%	33% 0%	67% 0%	
	Y4 (5)	80% 20%	40% 20%	100% 100%	
	Y5 (4)	75% 50%	75% 50%	75% 50%	
	Y6 (5)	80% 60%	60% 40%	80% 60%	
	<p>Pupils in receipt of SEND make positive progress from their starting points.</p> <p>Pupils with EHCPs accessing the Engagement model make progress from their starting points against the Broadmeadow curriculum offer.</p> <p>Those following the National Curriculum make progress from their starting points after following an adaptive curriculum.</p> <p>Provision mapping identifies next steps in learning and enables the swift assessment against intended outcome and the setting of new targets.</p>				
	<p>Mathematical teaching structures enable pupils to over rehearse and embed new knowledge before moving on.</p> <p>Changes to assessment structures enables pupils to demonstrate security in key skills and focus learning on key mathematical concepts and skills.</p> <p>Additional opportunities to rehearse and practise rapid recall skills will support pupils in demonstrating security in arithmetic.</p>	Pupils	Start of Y4 baseline 20+	EOY4 multiplication check 20+	EOY4 multiplication check 18+
All pupils (30)		17%	60%	73%	
PPG pupils (14)		14%	64%	79%	
<p>Pupils in receipt of PPG performed broadly slightly better than all pupils in the Year 4 MTC.</p>					

<p>NCETM materials and a revised structure for the teaching of maths pupils in EYFS with high quality access to number skills.</p>	<p>Maths outcomes July 2023:</p> <table border="1" data-bbox="790 226 1386 1010"> <thead> <tr> <th>Year Group</th> <th>ARE + all pupils</th> <th>ARE + PPG</th> </tr> </thead> <tbody> <tr> <td>YR (9)</td> <td>71% (N) 74% (NP)</td> <td>70% (N) 70% (NP)</td> </tr> <tr> <td>Y1 (8)</td> <td>73%</td> <td>50%</td> </tr> <tr> <td>Y2 (12)</td> <td>74%</td> <td>75%</td> </tr> <tr> <td>Y3 (8)</td> <td>70%</td> <td>63%</td> </tr> <tr> <td>Y4 (14)</td> <td>67%</td> <td>57%</td> </tr> <tr> <td>Y5 (15)</td> <td>65%</td> <td>53%</td> </tr> <tr> <td>Y6 (14)</td> <td>73%</td> <td>71%</td> </tr> </tbody> </table> <p>Pupils in receipt of PPG perform broadly in line with all pupils as a result of modifications to the teaching and learning structure for maths. Engagement in the local authority's Maths for pupils with SEND project this year identifies next steps for teaching and learning moving into 2023-24 to further close the gap.</p>	Year Group	ARE + all pupils	ARE + PPG	YR (9)	71% (N) 74% (NP)	70% (N) 70% (NP)	Y1 (8)	73%	50%	Y2 (12)	74%	75%	Y3 (8)	70%	63%	Y4 (14)	67%	57%	Y5 (15)	65%	53%	Y6 (14)	73%	71%
Year Group	ARE + all pupils	ARE + PPG																							
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<p>Zones of Regulation training will support staff in enabling pupils to effectively manage emotions and problem solve.</p> <p>Pupils will demonstrate a shared understanding of the vocabulary of emotions and feelings and identify strategies to manage those feelings. Staff will be empowered to support them in a systematic, school wide model.</p>	<p>Pupil and staff voice identify pupils are able to articulate their feelings using the zones. They are beginning to identify events which provoke dysregulation and strategies to manage dysregulation.</p> <p>Staff are developing their use of the zones as a shared language and tool for supporting pupils to regulate with support and begin to identify self regulation strategies. This will continue to be a focus of work in further developing and embedding this practice across school with support staff and for small group interbention.</p>																								

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
1:1 reading tuition	School staff, trained by DfE

Service pupil premium funding

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

Further information (optional)

A range of teaching reflective teaching structures and interventions are in place as part of quality first assessment and practice to ensure pupils make accelerated progress.

School have used in school-based tuition to support pupils in making accelerated progress with a focus on reading.

Further information (optional)

A range of teaching reflective teaching structures and interventions are in place as part of quality first assessment and practice to ensure pupils make accelerated progress.