

Ellwood Primary School

Pupil Premium 2022-2023

review

Please note there was no national data for two years (2019-2020 and 2020-2021) and Covid had an impact on the delivery of provision and the pupils' attendance in school in those years.

In April 2011 the Government introduced the Pupil Premium Grant. This additional grant funding is allocated to pupils who are "Looked after" by the Local Authority, those who have been eligible for Free School Meals, at any point in the last six years and for children whose parents are currently serving in the armed forces.

The amount of premium granted is £1385 per pupil.

From April 2014, children who are 'looked after' attract a higher rate of funding than children from low-income families - the 'Pupil Premium Plus', which is £2410 per pupil. This is to reflect the possible unique challenges faced by 'looked after' pupils. They could struggle to make progress and attain their full potential due to changes in their home life and emotional upset and could fall behind academically, at both primary and secondary level.

Pupils who have parents in the armed forces are supported through the Service Child Premium which is £320 per pupil.

The Pupil Premium Grant is seen by the government as the best way to address the current underlying inequalities between children from more deprived backgrounds and their wealthier peers, to ensure that they do not fall behind and keep up with peers academically.

The Pupil Premium is easily identifiable in the school budget. Schools and staff are the best people to decide and know how to spend the money to ensure it reaches the children who need it most and how it can be spent to give these pupils experiences, opportunities and additional support to ensure they reach their full potential.

The ultimate goal is to ensure that pupil premium children make as much progress as non-pupil premium and attain in line with non-pupil premium. We believe that all children deserve the best possible education. We have high expectations for all of our pupils. We aim for our children to leave our school with the knowledge, skills, understanding, resilience and attitudes which help to develop a love of learning.

Funding received for Pupil Premium Pupils

Pupil Premium Funding	
Year	Funding
2017/18	£31, 260
2018/19	£27,000
2019/20	£25,340
2020/21	£38,200
2021/22	£37,280 (carried forward £10,675)
2021/22 Recovery Funding	£5,220
2022/23	£47,396 (carried forward £5,080) and £4,640 recovery funding - £57,115

Date	% of pupils on roll
2017/18	19%
2018/19	19%
2019/20	19%
2020/21 (not including new intake Sept 2020)	18%
2021/22 Not including recent FSM and EYFS pupils	14%
2022/23 Not including recent FSM and EYFS pupils	23%

Characteristics of our Pupil Premium 2022/2023

Year Group Current	Number of PP	PP %	Boy/Girl		My plan	Number who are PP+/EHCP
R 20	1	5%	1	0	0	1
1 20	6	35%	3	3	3	0
2 19	2	11%	0	2	0	0
3 21	5	24%	5	0	0	1 EHCP
4 20	9	45%	1	8	2	1 EHCP
5 20	5	25%	1	4	1	1 EHCP
6 20	4	20%	1	3	0	0

Potential Barriers to learning - which may impact on some of our pupil premium.

Pupils in receipt of funding pupils who attend Ellwood School come from a wide and varied background. Many live in and around the local area, while others travel a little further to attend the school. The range of needs the children have may vary. Some may have additional learning needs but also socially and emotionally. Some children may have barriers that could impact on their well-being, learning, progress and attainment.

- Identified SEND need
- Low attendance/persistent absence
- SEMH needs (social, emotional, mental health needs) of pupils and family members
- Insufficient/disrupted sleep
- Physical health needs of pupil or parent/family member's health needs
- Low self-esteem/lack of resilience
- Parents needing support to help with routines at home and children's academic work
- Emotional and attachment related difficulties
- Lack of independence
- Gross and fine motor control difficulties
- Concentration needs
- Speech and language needs - limited vocabulary and comprehension
- Social needs - getting on with other children/friendships
- Lack of opportunities to play games/outside learning/trips/events/holidays
- Specific learning needs e.g. reading, writing, maths
- Social Rural Deprivation (being unable to access activities and opportunities which inner city children may be able to participate in).
- Low income - financial restraints and restrictions due to low income leading to missed opportunities due to not being able to afford or access additional enriching opportunities offered by the school and other local agencies
- Unable to access outside agencies and professionals due to rural location and transport
- Lateness - difficulty in being on time in the mornings and due to transport, location, lack of routines, childcare arrangements, separated families and poor attendance due to parental difficulties and circumstances and attitudes to school.
- Looked after children and adopted children - leading to children being unsettled
- Family separation or break up
- Lost learning due to the pandemic

At Ellwood School, all pupils are supported regardless of race, gender, ability, personal or home circumstances. All our children are supported and nurtured, as individuals. We believe, reinforced by research, Quality First Teaching (QFT) in every class is vital for good progress and attainment as does research. We pride ourselves on ensuring that all our teachers are trained well and teach appropriate lessons, matched to pupil needs. Teaching and learning across the school is monitored closely by; the Head teacher, Deputy Head teacher, Subject Leaders and external professionals. Along with striving to provide the best education possible on a day-to-day basis, we supplement this teaching, when needed, with timely interventions, planned to the needs of groups and individual children. These interventions are planned and delivered by teachers, HLTAs and TAs. Senior leaders and Governors monitor the pupil premium strategy, expenditure, interventions and impact to ensure good value for money.

Aims of Pupil Premium Spending

Our main aim is to remove any barriers to children's development whether learning, academic, social or emotional.

We aim to do this through a wide range of intervention, support and providing:

- a rich broad, balanced, relevant and in depth curriculum
- a love of learning
- enjoyment of school
- encouraging and developing resilience
- social opportunities for children and families
- opportunities for parental engagement within school
- nurture and support pupils and their families
- new experiences and opportunities for our children
- outdoor learning opportunities
- additional visits/visitors
- challenging all pupils
- good quality first teaching and learning
- good quality teachers
- stimulating learning opportunities
- love of reading, writing and maths
- nurturing talents

- additional TAs to support in class and intervention to help close any gaps
- access to interventions
- early help support
- access to a FSW/ELSA/SEMH need support
- signposting to relevant outside agencies and professionals
- good quality learning materials and resources
- good subject leadership

Objectives of our Pupil Premium Spending

High quality first teaching

We focus a high percentage of our spending on staff and developing our staff, at all levels, to support and develop their teaching, which in turns leads to better outcomes for our pupils. Research has shown that if day-to-day teaching is of a high quality and good standard, all children will flourish. We send our staff on good quality CPD training, visits to other settings and build close supportive partnerships with other schools and professionals. TAs are deployed effectively across the school to support and enhance learning. Pupil Progress discussions are held every half term between the class teacher and Head teacher, to ensure all children are making good progress and attaining well. More formal meetings are held every term. Where pupils are not making the expected progress, intervention and targeted support is put in place. Subject leaders are proactive in leading their subjects. We currently employ 2 additional morning teachers. This enables year R to year 6 to be taught discretely in the mornings for reading, writing, maths and science. We try to use relevant research to help us to plan our provisions. The children are given regular feedback due to the high adult to child ratio. This is proving to be very successful and is supported by rational research. The EEF research is a useful resource.

Interventions and Targeted Support

All of our Pupil Premium children are included on a class Pupil Premium provision map, which clearly shows the additional support, opportunities and targeted intervention they are receiving. The pupils are set targets or outcomes and these are reviewed regularly and progress monitored carefully. These interventions could be delivered by either a Teacher, TA or HLTA, depending on the needs of the pupils. The impact of this work is monitored regularly. Interventions may include: phonics booster, NELI, talk boost, handwriting, fine and gross motor control activities, social skills, writing, maths challenges, clubs, language groups, reading and maths support to name but a few. We strive to use interventions that we have found proven to work or have a good evidence base e.g. researched by EEF (Education Endowment Fund). Intervention impact is monitored closely and impact judged.

Well Being

We recognise and understand the importance of well-being for all members of our school community, pupils, parents and staff. Well-being for all is at the heart of our school. This includes mental health, social aspects and physical health. We provide numerous activities that develop physical well-being along with social, emotional, mental health support. We have a Family Support Worker (FSW) and SEMH TA who supports children and their families. All children have access to our FSW if they request it or if other staff members or their parents feel it is appropriate. These include things such as: parent drop ins, 1:1 pupil time, social skills groups, Lego therapy, time to talk and ELSA. We also signpost parents and utilise other professionals such as ATS, EP, Toucan Play Therapy, TIC.

Curriculum and Enrichment

We pride ourselves on ensuring our children receive a well-balanced, broad and rounded education. Our curriculum provides experiential learning opportunities, usually linked to our themes or topics. We plan these opportunities to give children new experiences that they may not have had the chance to access before e.g. singing trips, museum trips, religious places of worship, historical places, theatre trips, residential and outdoor pursuits to name a few.

We also encourage children to attend after school clubs such as: multi-sports, gymnastics, gardening, textiles, football, yoga, choir, biking, art and dance. We also enter sporting and other competitions such as athletics, cricket, gymnastics, poetry competitions, spelling competitions, holiday clubs, Young Voices. Some of these activities are subsidised by the pupil premium funding.

Community and Families

We value working in partnership with the local community. We are members of the Coleford Twinning Organisation and write to pupils in our French Twinning town school. We attend events such as singing at local charity events, local hospice and elderly people's homes and participate in the local country dance festival. We have had a number of local artists and authors in to broaden the children's experiences. We have links to local churches with a weekly Open the Book assembly and Prayer Space and reflection workshops. We aim to raise the children's aspirations by inviting speakers in to inform them about a range of career opportunities, eg engineering in the Army linked to STEM week.

Our FSW, SENCO and HT signpost families for additional support if needed. We work in partnership with parents through regular day-to-day contact, parent consultations, shared conversations, assessment meetings, phonic meetings and workshops, parents in school weeks, surveys and discussions. Pupil premium children are closely monitored by HT, Subject leaders and class teacher. The pupil's needs are discussed in detail with parents in parents' evening or shared conversations.

Pupil Premium provision and impact – September 2019 (2018-2019 data),

2022 and 2023 (No national data available for 20 or 21)

Where are we now?			
EYFS GDS	<u>Pupil Premium GLD</u>		<u>Non Pupil Premium</u>
			<u>Overall</u>
	2019	100%	
	2022	30%	84.6%
	2023	50%	83%
	(2 pupils, 1 with SEND need)		60%

2019 Yr. 1 Phonics Screening – reaching the standard	<u>Pupil Premium</u>	<u>Non Pupil Premium</u>	<u>Overall</u>
	100%	65%	73%
2022 Yr. 1 Phonics Screening – reaching the standard	100%	83.3%	84%
2023 Yr. 1 Phonics Screening – reaching the standard	50% (6 pupils, 3 with SEND need)	93%	81%

KS 1 – SATS

2019 Expected standard	Pupil Premium Pupils who reached expected standard (2 pupils in receipt of PP)	Non Pupil Premium Pupils who reached expected (18 pupils)	Overall
Reading	100%	89%	90%
Writing	50%	83%	80%
Maths	50%	89%	80%
2022 Expected standard	Pupil Premium Pupils who reached expected standard (5 pupils – 1 SEND)	Non Pupil Premium Pupils who reached expected (16 pupils)	Overall
Reading	80%	56%	62%
Writing	80%	50%	57%
Maths	80 % (GDS 20%)	81%	71%

2023 Expected standard	Pupil Premium Pupils who reached expected standard (1 pupil)	Non Pupil Premium Pupils who reached expected (17 pupils)	Overall
Reading	100%	76%	78%
Writing	100%	70%	74%
Maths	100%	82%	84%

KS 1 - SATS

2019 Exceeding	Pupil Premium Pupils who reached exceeding standard (2 pupils)	Non Pupil Premium Pupils who reached exceeding (18 pupils)	Overall
Reading	0%	33%	30%
Writing	0%	17%	15%
Maths	0%	28%	25%
2022 Exceeding	Pupil Premium Pupils who reached exceeding standard (5 pupils)	Non Pupil Premium Pupils who reached exceeding (16 pupils)	Overall
Reading	0	25%	19%
Writing	0	6.25%	5%
Maths	20%	18.75%	19%
2023 Exceeding	Pupil Premium Pupils who reached exceeding standard (1 pupil)	Non Pupil Premium Pupils who reached exceeding (17 pupils)	Overall
Reading	0%	22%	22%
Writing	0%	6%	6%
Maths	0%	28%	28%

KS 2 – SATS

5 pupils were in receipt of pupil premium funding.

No national data available for 20/21

2019	Pupil Premium Pupils who reached expected Standard (5 pupil)	Non Pupil Premium Pupils who reached expected (10 pupils)	Overall
Reading	80%	90%	87%
Writing	60%	90%	80%
Maths	40%	100%	80%
SPAG	80%	80%	80%
Combined	40%	90%	73%
2022	Pupil Premium Pupils who reached expected Standard (5 – 3 send pupils)	Non Pupil Premium Pupils who reached expected (15 pupils)	Overall
Reading	20%	66%	55%
Writing	20%	73%	60%
Maths	20%	79%	65%
SPAG	40%	80%	70%
Combined	0%	59%	45%
2023	Pupil Premium Pupils who reached expected Standard (3 pupils)	Non Pupil Premium Pupils who reached expected (16 pupils)	Overall
Reading	66.7%	87.5%	79%
Writing	66.7%	75%	74%
Maths	66.7%	87.5%	84%
SPAG	100%	87.5%	89%
Combined	33%	88%	74%

2019 Exceeding the standard	Pupil Premium Pupils who reached exceeding Standard (5 pupil)	Non Pupil Premium Pupils who exceeding expected (15 pupils)	Overall
<i>Reading</i>	40%	10%	20%
<i>Writing</i>	20%	20%	20%
<i>Maths</i>	0%	30%	20%
<i>SPAG</i>	40%	40%	40%
<i>Combined</i>	0%	0%	0%
2022 Exceeding the standard	Pupil Premium Pupils who reached exceeding Standard (5 pupil)	Non Pupil Premium Pupils who exceeding expected (15 pupils)	Overall
Reading	0%	26%	20%
Writing	0%	20%	15%
Maths	0%	26%	20%
SPAG	0%	20%	15%
Combined	0%	13%	10%
2023 Exceeding the standard	Pupil Premium Pupils who reached exceeding Standard (3 pupils)	Non Pupil Premium Pupils who exceeding expected (16 pupils)	Overall
Reading	0%	43.75%	37.5%
Writing	0%	0%	0%
Maths	0%	37.5%	32%
SPAG	0%	18.75%	16%
Combined	0%	0%	0%

Issues that the data raises: barriers to future attainment		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	To improve Spoken Language, communication skills and vocabulary skills of our pupils, which can impact on the children's attainment and progress, particularly at the end of KS 2 in reading and writing.	
B.	A number of pupils who are in receipt of Pupil Premium pupils also have an SEND need which can be a barrier to their learning, progress and attainment – 29% of PP have an SEND need	
C.	We need to increase the number of pupils achieving the expected and higher standards, (higher particularly in maths) by the end of KS2 , leading to improved outcomes for combined in expected and exceeding (based on 2019/2022 data)	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D	Some of our pupils may have limited access to resources, events, experiences and opportunities at home or outside of school, which can hinder experiences, outcomes and aspirations.	
E	Some our pupils have experienced situations at home and have other circumstances which may impact on their SEMH needs and well-being, which in turn may prevent them from making progress and attaining their full potential	
F	Resilience and mind-set – some of children need support to build and continue to develop this	
G	Engagement of parents in supporting home learning, particularly reading and phonics.	
Desired outcomes for 2020-2021 <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Improve pupil's communication, language, vocabulary, phonics and literacy in the early years and vocabulary throughout the school. Leading to improved attainment in Reading and Writing, particularly at then of KS 1 and KS 2	Continued improvement from the children's baseline and improved GLD. Phonics screening score continues to meet at least National. Children are applying their phonics in their reading, writing and spellings. Children using and applying new vocabulary in their writing and increased comprehension and understanding of vocabulary when reading. NELI implemented - leading to improved number of children reaching expected in language and speaking at the en of EYFS.KS 1 language groups continue if relevant. Talk boost improving language and comprehension.
		Outcome 2023 NELI delivered in EYFS –good progress 80% expected in C and L and 85% in Speaking overall 50% for PP 60% GLD at the end of EYFS / 50%PP 50% PP passed the phonics screening test (3/6 had a SEND need) Reading KS 1 - 100% Writing at KS 1 100%PP Reading KS 2 – 66.7% PP Writing at KS 2 – 66.7% Vocabulary taught and explicit in lessons and non core subjects this has helped with reading comprehension. Spellings overall have improved but this needs to be ongoing next academic ear, along with Vocabulary.

B/C	PP pupils make good progress (more working at ARE) and additional targeted support for pupils; particularly SEND/PP pupils reduce any gaps in their learning.	Gaps continue to reduce at end of each year group and particularly for 'expected and exceeding' the standard at KS 1 and KS 2. Provision maps in place for all PP children. SEND My plans in place and children meeting their targets.	As above Good progress in year 2 and 6 this year. Gaps have reduced. Good results this year overall. Pupil premium attainment varies due to individual needs.
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C.	Improved attainment and progress for Greater depth, especially in maths	Raised % of PP pupils achieving Greater Depth in reading, writing and particularly Maths by the end of KS 2.	No PP children reached GD this year in maths.
D	PP pupils are provided with additional opportunities through the school community to enable them to have a variety of experiences e.g. clubs/trips/visitors/raised aspirations	PP pupils attend clubs, trips, have new experiences and opportunities.. Consistently demonstrate enjoyment and children talk positively about new experiences, knowledge and skills.	The children have taken part in a wide range of opportunities throughout the year. See website for more examples. The children talk positively about schools and the opportunities they are given.
E.	Ensure that PP pupil's children have their Social, Emotional and Mental Health needs addressed in school which helps them make progress with their learning. Pupil's needs are supported by all staff but particularly the FSWs.	Barriers to learning identified for PP pupils and strategies put in place to support identified needs and ensuring the pupils attainment and progress improves. Children are able to access the family support worker and SEMH TA and take part in ELSA work if relevant. Families are supported both emotionally and with practical parenting advice so that pupils are able to learn effectively. Signposting if needed to outside agencies.	ELSA has supported a number of children this year and supported their SEMH needs well. The FSW and SENDco have liaised and worked with a number of families to support them. Referrals have been made where needed and external support provided. Questionnaires and case studies show positive outcomes. The vast majority of pupils feel safe, supported and enjoy school. PP children have been invited to attend clubs and have represented the school in different events. Referrals to Early help, star fish and TIC have also supported children.
F	Children are willing to take on a challenge, show good learning behaviours, resilience and believe in themselves. Leading to improved outcomes and well-being.	Pupil conferencing demonstrates they enjoy a challenge. Lesson observations show good learning behaviours. Questionnaires show they enjoy school and challenges. Increased completion of homework, particularly PP children. Behaviour and attitudes and persona development remain good and move towards outstanding.	We continue to develop the resilience of our children though the curriculum and life skills lessons. This remains a focus next year. The vast majority of children enjoy school, feel safe , know who they can talk to if they are worried and show good learning behaviours. We provide opportunities for the pupils to develop personally and this is demonstrated in daily life.
G	Parents engaged and supporting home learning. Phonics and reading results improve.	Meetings to engage parents Parents attending phonics work shops More children reading at home x4 times a week Meet the teacher Reading workshops SATs sessions Structured conversations.	The vast majority of the children complete their homework and if they are unable to complete it at home, we provide opportunities for this in school time. Parents are invited to attend workshops and encouraged to support their child at home. Dojo helps parents keep up to date with what their child is learning and are invited to attend meet the teacher workshops. The terms intended learning plans are shared with parents each term. Feedback from parents is positive and they are aware of their child's progress and what they are learning.

2. Evidence for Pupil Premium in 2022-2023			
The headings below allow you to demonstrate how you are using PP to improve classroom teaching, provide targeted support and improve whole school strategies.			
i. Quality of classroom teaching for all			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What does the evidence say you need to pay attention to? Outcome
A Spoken Language, communication skills and vocabulary skills, which can impact on the children's attainment and progress, particularly at the end of KS 2 in reading and writing.	<ul style="list-style-type: none"> Discrete year group teaching in the morning Talk boost being delivered in EYFS and Yr 1/ NELI in EYFS High quality interactions. Spoken language and verbal interaction to extend vocabulary and develop the range of early literacy skills. Provide multiple opportunities to hear and use new vocabulary. New word a day – flip charts Quality texts in classes and used for English lessons Emphasis on supporting learning in the EYFS by targeted intervention to move learning forward inside and outside. Early referrals. Providing a rich language environment in all classes. Good use of questioning skills in lessons. Monitor phonics and early reading and identify lowest 20% for intervention Continue to purchase good quality reading books Well planned guided reading and planned questioning Focus on inference Liaise and moderate with other schools and nurseries Key vocab used and displayed in subject areas - mats Cross curricular writing New handwriting scheme – letter join to help develop spellings, fluency and stamina Introduce guided reading earlier in EYFS to help develop language 	<p>EEF Preparing for Literacy – Improving communication, language and literacy in the early years. Guidance Report</p> <p>DFE Report: Supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015.</p> <p>EEF Early Years Toolkit - Communication and language +6 Months</p> <p>Gaps identified in vocabulary through analysing our own reading assessments and through discussions with children and observations.</p> <p>Children entering the school with increasing language delay and sp and I difficulties due to Covid.</p>	<ul style="list-style-type: none"> Quality CPD Phonics monitoring and leadership – in place and having positive impact on interventions and progress – 81% pass rate overall. 50% PP however 3/6 had a SEND need audit current books – complete and new phonic books purchased leading to individual books being specifically matched to sounds learnt. Consistency of phonics teaching across the school and action plan - complete Regular monitoring – carried out EEF guidance and research Early identification in reception for specific teaching and interventions – targeted support in place and children made good progress. Impact of CPD in lesson observations, Tapestry Learning, book scrutiny, analysis of progress data, GLD results.- 80/85% expected standard in Communication overall – 50% for PP. Use of specific question types: recall/inference- improved reading results. Purchase good quality guided reading books – a range of books purchased. <p>Examples of Questions used within interactions:</p> <ul style="list-style-type: none"> How do you know...? More evidence of this in lessons. Need to continue questioning next year as a focus area.

<p>B PP pupils make good progress and additional targeted support for pupils, (particularly SEND pupils) and reduce any gaps in their learning.</p>	<ul style="list-style-type: none"> • Quality First Teaching in all classes. • Discrete year groups taught in the mornings. • TAs to support all children and working closely with the class teacher to plan and deliver support in lessons and intervention. • In class support and interventions. • Specific CPD to be undertaken where needed based on sdp/gaps • Feedback to improve learning – marking/target time/verbal feedback • Develop children's early reading – focus on language comprehension and decoding particularly in phonics, KS 1 and inference in KS 2 • Strategies to engage children in their writing - role play to improve children's expressive language and comprehension skills/talk for writing/story maps/paired work. Visits/visitors and purpose for writing • Encourage a love of reading – quality books, Brilliant books, Richer read books, reading bands, reading challenge, reading raffle • Shared reading, 1-1 reading, guided reading, independent reading golden ticket • Direct phonics teaching and opportunities to consolidate. • Letter formation, handwriting: muscle memory to help with spelling patterns – letter join • Ensure that pupils develop fluent recall of number facts – My maths homework/TT rock stars/Numbots. • Booster sessions for yr. 2/6/phonics/times tables/eyfs lang • Pupil premium provision maps – targeting needs of PP/gaps <input type="checkbox"/> Maths passports – EYFS • Times table challenges and targets • Regular problem solving and reasoning sessions – evident in books • Supporting parents to understand how to help their children learn better. Parent Workshops/meet the teacher/My Plans/shared conversations/Guidance on website/parents in school. • Shared conversations for SEN pupils/SMART targets • SEND provision maps in place identify pupils and provision <input type="checkbox"/> Seek advice from other professionals • Challenge for HAP to reach higher levels – reading, writing and maths • SENDCo and HT co-ordinates and deploys TAs for additional interventions • School led tutoring (if funding available) 	<p>Sir John Dunford consistently states the need for a strong focus on quality teaching because of its benefits to all (but especially disadvantaged pupils).</p> <p>EEF Improving Mathematics. Guidance Reports.</p> <p>EEF Feedback +8 months</p>	<ul style="list-style-type: none"> • Monitor writing opportunities and outcomes. Improved progress and attainment - improved writing results overall. 100% ARE KS 1 and 63.75% KS 2 for PP. • Look for x curricular links and plan in to three year rolling – in place – although we have moved towards more discrete subject teaching this year -some evidence of this still in writing across the school • Spelling and reading ages monitored closely and phonic sounds – progress monitored and overall progress made • Lesson observations and book looks demonstrate good progress and improved learning behaviours – continue to monitor this next year. • Phonics tracker in place to carefully monitor progress and set intervention • Guided reading monitoring - reading comprehension planned • Reasoning and problem solving- evidence in lessons and carried out by all pupils • Focus on pupils who are underachieving/slow progress as well as not meeting ARE. Carried out through PP meetings • CPD in Reading, Writing, Maths to be provided through WGSP – attended and moderation supporting teacher's knowledge and confidence • New staff - training/coaching/mentoring – ECTs successfully on target to pass ECT year • Phonics lead to monitor the teaching of phonics, progress and lead CPD – carried out well this year and improvements made • Phonics/SPAG lessons to be taught consistently and regularly and skills applied in writing. In place. • Early identification of pupils who require specific interventions to improve core skills – in place. • Monitoring of feedback to pupils – through book looks lesson observations – timely feedback given • Termly Assessment of attainment and progress. Monitor tutoring impact – progress measured and impact evident • Data to be updated regularly and monitored on Insight, particularly groups – in place termly • 1 to 1 reading – staff/volunteers/morning reading carried out regularly for children throughout the school • Reading diaries monitored x4 a week – reading rewards in place
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<p>c Improved attainment and progress for all pupils meeting ARE and the higher ability pupils (Greater Depth), particularly in mathematics, CPD for staff.</p>	<p>Pupils identified as GD or possible GD in order for teachers to challenge. Analyse data based on prior KS and target pupils to ensure they are on track Times table challenges MAT policy review Fluency, mental maths, reasoning and problem solving CPD and staff meetings to provide training for staff Directed Questioning to move learning forward and provide challenge. Higher ability pupils work to be extended / differentiated in order to facilitate pupils moving to work at Greater Depth. Use of Teacher and TA to target HAP pupils Interventions to target gaps in learning Identify patterns in gaps Spring Term Data analysed and pupils identified if not on track to achieve ARE. Specific individual learning needs identified, supported and addressed through small group / 1-1 intervention. Small group extension maths activities To target pupils for GD/sentence stems Additional teachers/TAs for mornings Support and CPD for new ECT (early career teachers)</p>	<p>We need to increase the number of PP reaching GDS to be in line with non PP.</p>	<ul style="list-style-type: none"> • Gap Analysis carried out and targeted support put in place • Monitor maths books – demonstrated challenge and more problem solving and reasoning – good maths results this year • Lesson observations – demonstrated good behaviours, challenge and support • Mental maths – daily activities – maths meets • Times table challenge – yr 4 regular challenges and whole school challenges. Yr 4 MTC results were pleasing • Monitor Insight data for attainment and progress – used termly to check for target pupils • Pupil conferencing – positive – see results
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<p>D. PP pupils are provided with additional opportunities through the school community to enable them to have a variety of experiences e.g. clubs/trips/visitors/raised aspirations</p>	<ul style="list-style-type: none"> • Extra-curricular activities and clubs to be provided by teachers/outside coaches at lunchtime and after school – all free of charge. • Audit uptake of clubs and encourage PP to attend. • Signpost parents and pupils to clubs outside of school • Each class will offer school trips/visitors to give children more varied experiences e.g. viney hill/cycle proficiency/theatre trips/author visits/mosque trips. PP money used to supplement cost of trips, sports, poetry and art competitions, music. • French Pen pals • Additional opportunities provided in school: Knex, Lego, theatre, cooking, workshops • Whole class music tuition • After school clubs booster – yr 6/yr 1 phonics booster • PP children may not have opportunities to read and access to books so provide opportunities to read in school and reading raffle – books to take home • Cheltenham Literacy festival <input type="checkbox"/> Travelling book fayre 	<p>We know that many of our pupils have limited life experiences and we need to plan in more enrichment visits/days to broaden their experiences.</p> <p>EEF - Enrichment opportunities and working on non-cognitive skills is proven to impact on learning outcomes.</p> <p>Sir John Dunford says that one of the barriers to learning of many disadvantaged pupils is the narrowness of their experience outside school and the lack of opportunities they have to gain experiences that many of their more fortunate peers take for granted; this can be a major barrier to their education and their ambition.</p>	<ul style="list-style-type: none"> • Monitor uptake of clubs / activities by those eligible for PP – all clubs accessible to all. • - pupil conferencing good • Pupils are motivated to learn within and beyond the classroom, improved pupil attainment and progress – good results this year overall • Quality trips planned to enhance the curriculum and experience – lots of trips – museum, local area, literature festival, wild life parks, theatre, mines • Visitors – Reverend Michelle, PCSO, fire fighters, Inclusion – Cain (disability) • Some external clubs have been funded by PP and for PP – supporting participation
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<p>E</p> <p>Ensure that PP pupil's children have their Social, Emotional and Mental Health needs addressed in school and at home, which helps them make progress with their learning. Pupil's needs are supported by all staff but particularly SENDCo and FSW.</p>	<ul style="list-style-type: none"> • Pupils needs are supported by all staff but particularly SENDCo and FSW/SEMH TA • Staff promote Emotional Literacy teaching active listening, self-awareness, emotional control, self-motivation, empathy and relationship skills – super learners • Growth mind-set 4 be 4 me • Provide family support for pupils experiencing housing, financial or emotional difficulties. • Home visits prior to start of school to establish positive relations between home & school. • Meet the teacher/parents in school/workshops/parents evening/shared conversations with parents to provide guidance on how they can support their child. • Staff to be aware of Barriers to Learning for children. • Parent Workshops e.g. phonics sessions to support with their child's learning at home. • Personal, Social & Emotional Needs of pupils are met in school through curriculum activities – RE/PSHE/class/RSE assembly/worship/intervention/Apples and zippy's friends/worry box/lego training/ Forest School • Ensure progression in SRE/PSHE lessons • Referrals and signposting to other agencies and professionals for support. • Identify ACES of children and their barriers • Opportunities for parents to come in to school – assemblies/play • To increase the amount of quality interventions available to pupils □ SENDCo/teachers to produce data of pre and post intervention. • Speech and Language Interventions • CPD for FSW promoting emotional well-being of children. • ELSA (Emotional Literacy Support Assistant) to support children through a number of approaches • Working with parents 	<p>A number of pupils have identified Adverse Childhood Experiences. This can result in difficulty with emotionally self-regulating and being ready to learn.</p> <p>Children need to be in a good place socially and emotionally in order to learn.</p> <p>The EEF Teaching and Learning Toolkit recognises that Social and Emotional interventions have an identifiable impact on attitudes to learning and, in many cases, attainment.</p> <p>EEF Early Years Parental Engagement +4 months</p> <p>Pupils who are provided with consistent support from both home and school make more progress.</p>	<ul style="list-style-type: none"> • All staff, particularly teachers, TAs, SENDCo and FSW to work alongside and monitor children who have emotional needs, home life and/or behaviour is impacting on their learning/notes/referrals made – pupils feel well supported • Staff aware of Barriers to Learning and aware of pupils with SEMH needs – ACES document in place and known to staff • HT to monitor the number of parents who attend meetings – the vast majority of parents attend and if they are unable to, teacher's phone them • Parental feedback – positive • Pupil feedback – positive • Online pupil survey – positive • School council notes and discussions – leading to change and improvements/fundraising • Data analysed and qualitative information used to inform planning – used by all teachers • ELSA being delivered – successful and good impact
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F Children develop a growth mind-set and resilience	<ul style="list-style-type: none"> Assemblies/well being week/walk to school/internet safety/healthy eating Learning behaviours Super learners PSHE – GHLL modules Mind-set workshops/assemblies FSW work 4 be 4 me 	Children need to be resilient to ensure they can cope with setbacks in life. They need to persevere when things get tricky in order to succeed and rise to challenges and setbacks.	<p>These have been in place this year and has generally improved over the last few terms post covid. Growth mind-set will remain a focus next year. Other areas in place and evident in classrooms.</p> <p>We gained the healthy schools status and the Sports Gold Award.</p> <p>FSW deliver ELSA and attend supervision.</p>
G. Parents are engaged with their child's learning and support at home.	<ul style="list-style-type: none"> Workshops phonics sessions stay and play My plan reviews parents evening structured conversations Meet the teacher Parents in school week 	A few children do not complete their homework on time and do not read enough or practise reading at home enough. If children are not reading and comprehending well, it can impact on all areas of the curriculum. They may not be able to access other areas e.g topic work.	<ul style="list-style-type: none"> Case studies – support given in class when needed Conferencing Observations Surveys Homework complete – vast majority complete it Attendance at workshops Parents are informed about homework and the expectations – regular reminders and meet the teacher meetings Teacher's liaise with parents about homework Children are given opportunities to compete homework and reading in school. Structured conversations – new Pupil premium ones introduced in July. This will continue next year.
iii Effectiveness of leadership and management			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? What does the evidence say you need to pay attention to?

<p>To ensure any gaps between pupil premium children and non-pupil premium diminishes by ensuring effective use of the funding</p> <p>PP children making good progress and attaining in line with NA</p>	<p>Targeted pupil premium children for additional support</p>	<p>To ensure the pupils are making good progress and attaining well.</p>	<p>See Outcome information above</p> <p>This will remain ongoing. The data varies depending on the individual needs of the children and the small cohorts. All pupil premium children receive additional support regardless of their attainment. Intervention maps demonstrate progress. Gaps are identified and targeted. Shared conversations have been introduced and will continue next year. This is to work in partnership with parents and share their child's strengths and areas to develop. It will also be an opportunity to help make suggestions to parents how they can support their child at home.</p>
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Iv Planned						
A	B	C	D	E	F	G
Spoken Language, communication skills and vocabulary skills, which can impact on the children's attainment and progress, particularly at the end of KS 2 in reading and writing.	PP pupils make good progress and additional targeted support for pupils; particularly SEND pupils reduce any gaps in their learning.	Improved attainment and progress for the higher ability, in especially in Maths. CPD for staff	PP pupils are provided with additional opportunities through the school community to enable them to have a variety of experiences e.g. clubs/trips/visitors/raised aspirations	Ensure that PP pupil's children have their Social, Emotional and Mental Health needs addressed in school and at home, which helps them make progress with their learning. Pupil's needs are supported by all staff but particularly SENDCo and FSW.	Children develop a growth mind-set and resilience	Parents are engaged with their child's learning and support at home.
£3,500	£38,000	£3,000	£5000	£2000	£500	£500
Total Planned						
Expenditure – £52,500						