

# Pupil Premium Strategy Statement

## Valentine Primary School

This statement details our school's use of pupil premium (and recovery premium for the **2022 to 2023 academic year**) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Valentine Primary School
Number of pupils in school	656
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Steve Summerton, Headteacher
Pupil premium lead	Marie Bishop, Deputy Headteacher
Governor / Trustee lead	Sarah Richards, Pupil Premium Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 409, 432
Recovery premium funding allocation this academic year	£43,101
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£452,533</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We believe that all pupils, regardless of their socio-economic background, deserve to receive a consistently high quality education. It is our intention to provide the necessary elements to ensure that all pupils, but especially our disadvantaged pupils achieve to the best of their ability, make good progress across all subjects and develop a love of learning that supports them when moving to the next stage of their education and beyond. This strategy outlines activities we believe will benefit all pupils, but especially our disadvantaged pupils.

A core principle of our strategy is to develop the quality of teaching within the classroom so that children know more and remember more. We recognise that this will benefit all pupils of all abilities and know from educational research that this is the single most effective route for closing the attainment gap between those children who are disadvantaged and those who are not. Skills and knowledge will be developed in a systematic and progressive way to support children to commit more of their learning to their long term memory. As well as developing classroom teaching we also recognise the value in targeted, evidence based intervention and will continue to use this to support children where additional catch up is required. The use of diagnostic assessments will be pivotal in selecting pupils for these interventions as well as pupil's prior attainment data and the different experiences pupils and families have had throughout the pandemic and in their educational recovery.

We have also identified key challenges which limit our disadvantaged pupil's ability to make academic progress and these key challenges will be addressed, and their impact lessened, through the implementation of this strategy. We will continue to support pupil needs in a fluid and responsive way rooted in our understanding that personal circumstances can change. In our school we recognise that the term 'disadvantaged' can include many children who have additional challenges but we also make clear that this label will not set limits for pupils or our expectations and aspirations for them. All children in our school deserve to succeed regardless of their individual circumstances.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Underdeveloped metacognitive skills</b> amongst disadvantage pupils- demonstrated by internal assessment data, observations and discussions with pupils. Disadvantaged pupils can demonstrate resistance to academic challenge, lower confidence levels and in some cases lower self-regulation. This is evident across the school but shows up more clearly as children move through KS2 and formal testing becomes more widely used.</p>
2	<p>Higher probability of <b>underdeveloped oral language skills and vocabulary gaps</b> amongst disadvantaged pupils- demonstrated by assessments, observations and daily interactions with pupils. These are already evident on entry to school in Reception and remain persistent as children move through school. They adversely affect progress in many areas of the curriculum as well as social skills and wider opportunities.</p>
3	<p><b>Disadvantaged pupils are more likely to have lower attendance</b> than their non-disadvantaged peers – this is evident through the school attendance data from the last 3 years which shows that the pandemic has exacerbated the issues of both attendance and persistent absence for disadvantaged pupils (at the end of 2020-21 attendance of disadvantaged pupils was 92.2% this is 4.4% below non disadvantaged). Our attendance audits also show that disadvantaged pupils are more highly represented than non-disadvantaged. Anxiety in returning to school after the periods of closure was also higher amongst our most vulnerable disadvantaged pupils.</p>
4	<p>Observations and discussions with pupils and families have identified <b>social, emotional and behavioural issues</b> for many pupils, including indications that childhood mental health and resilience are a growing concern. These challenges particularly affect disadvantaged pupils and have a negative effect on their ability to learn and attendance. Often, due to increased economic hardship it can also increase the likelihood that external support services are required. Currently there are 29 children open to Children’s Services or Early Help on the safeguarding register 93% of which are in receipt of PPG funding. A further 80 children have been open to these services of which there is a similar distribution of pupils eligible for PPG.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Develop metacognitive skills of disadvantaged pupils leading to improved attainment and good progress in core subjects.	<p>Statutory data outcomes in Reading, Writing &amp; Maths in 2023-24 show that disadvantaged children know more and remember more and have made at least expected progress from their starting points. The gap between disadvantaged and non-disadvantaged attainment will narrow over time and will at least be in line with national data.</p> <p>Parents will feel more empowered to support their children's learning.</p>
Improved oral language skills and vocabulary knowledge amongst disadvantaged pupils.	<p>Assessments, observations, book scrutiny and pupil conferencing show that there has been significant improvement in the oral language skills of disadvantaged pupils. There is improved engagement in lessons as a result of increased confidence.</p>
To increase the attendance rates of disadvantaged pupils in particular.	<p>Attendance rates of disadvantaged pupils will increase to 95% by 2024 and will show year on year improvement over the duration of this strategy. Persistent absence for disadvantaged pupils will be in line with national data.</p> <p>Pupils requiring additional support will have their needs met through pastoral and engagement activities.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £56,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Invest in CPD for all staff to develop their understanding of metacognition and Self-regulation and provide ongoing monitoring and support in embedding this effectively within teaching.</p>	<p>EEF Toolkit- Metacognition &amp; Self-Regulation evidences that this approach is relatively low cost for high impact and on average adds +7 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Barak Rosenshine’s “Principles of Instruction” details the elements of practice that we will develop.</p>	<p>1, 2</p>
<p>Implementation of Spelling Programme (Pathways to spell) to secure consistent and progressive teaching for all pupils.</p>	<p>EEF Improving Literacy In Key stage 2 Guidance Report Recommendation 5 supports our view that practice, supported by effective feedback, is required to develop fluent transcription skills. Pupils’ handwriting should be monitored to ensure accurate letter formation habits and support put in place to deal with inconsistencies. Analysis of spelling errors pupils are making are key to identify strategies for improving pupils’ spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them is essential.  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1671097810">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1671097810</a></p>	<p>1, 2</p>
<p>We will maximise leadership potential through professional coaching opportunities for year group leaders. By investing in this area we aim to facilitate year leaders to maximise the potential of all teaching staff in their teams. 2 new Year group leaders will be more intensively supported to ensure the best outcomes</p>	<p>The senior leadership team have had first-hand experience in feeling the positive benefits of accessing professional coaching. We know how useful a tool this can be to support strategic decision making and develop clear visions for our pupils and in turn improve quality of teaching. Building leadership potential is an approach we feel essential to bring about school wide improvement.</p>	<p>1</p>

for children. Allocated time will be set aside for the PP lead.		
Developing activities across the school curriculum which promote progression in spoken language and oracy. These will support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will also Build cultural capital opportunities into curriculum which will support further development in this area.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading +6 months: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Invest in CPD for all staff to develop their understanding of Behaviour management principles and provide ongoing monitoring and support in embedding this effectively within the whole school ethos.	EEF Toolkit- Behaviour Interventions evidences that this approach is relatively low cost for moderate impact and on average adds +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	4
Develop a whole school enhanced approach to Social and Emotional learning. Implementation of an evidence based approach across the school.	EEF Toolkit- Social and Emotional learning evidences that this approach can have a moderate impact for very low cost and on average can add +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4

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

Budgeted cost: £256,976

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will complete NELI (Nuffield Early Language Intervention) with 18 children across Year R	The Nuffield Foundation and EEF have led randomised control trials which demonstrate 3+ months additional progress in oral language skills and 2+ months additional progress in early word	2

	<p>reading skills. Valentine are taking part in further evaluation trials with Nuffield.</p> <p><a href="https://www.teachneli.org/what-is-neli/evidence-and-programme-development/">https://www.teachneli.org/what-is-neli/evidence-and-programme-development/</a></p> <p>EEF evidence indicates even higher impact of +6 months impact with little difference between a teacher or a teaching assistant delivering the intervention.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
<p>We will invest in targeted SEL (Social and Emotional Learning) particularly for those children who demonstrate delay in this area by employing staff to teach skills explicitly through the use of programmes such as Talkabout. Skills groups will be run with children identified as having gaps in their social skills using the Talkabout programme developed by Alex Kelly.</p>	<p>There is strong evidence linking children’s social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) +4 months progress:</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Evidence can also be drawn from the EEF toolkit on Oral Language Interventions as referenced above as these programmes have a strong interleaving nature (+6 months progress).</p>	2
<p>Additional masterclasses for children needing revision of key skills and catch up of lost learning will be completed in every class by both teachers and teaching assistants (under guidance of teachers). This will include a Year 3 Bug Club booster group and provision for Accelerated Reader to take place in Year 3 and Year 6 as well as picking up gaps in learning through AfL.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups +4 months progress:</p> <p><a href="https://educationendowmentfoundation.org.uk/Small_group_tuition_Toolkit_Strand_Education_Endowment_Foundation_EEF">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1
<p>Rapid phonics intervention with Key Stage 2 children who have gaps in phonic knowledge</p>	<p>EEF Toolkit- Phonics evidences that this approach can have a high impact for very low cost and on average can add +5 months</p>	1,2

	<p>This programme is devised by Pearson Education and therefore complements the Bug Club Phonics programme used in Year r and 1.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p>Additional SENCO hours to support provision for children on SEND Support.</p>	<p>Due to 25% of PPG eligible children also being on the SEND register at Valentine the school there is a need to enhance provision for these pupils (with a specific focus on SEN Support pupils).</p> <p>The EEF Special Educational needs in Mainstream Schools report highlights key recommendations to support success of children on the SEND register : <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>Various strands in the EEF Toolkit also support this approach including: Individualised Instruction (+4 months), small group tuition (+4 months) and Teaching assistant Interventions (+4 months).</p>	1, 2, 4

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

Budgeted cost: £138,556

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will embed the principles set out in the DfE's <a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a>.</p> <p>We will provide a dedicated Attendance officer with a senior leader as Attendance Champion. Support from other staff will be structured to provide robust support for pupils at risk.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3
<p>Early morning provision for parents and children who struggle with morning routine and school attendance (Meet and greet Breakfast Club).</p>	<p><a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a>.</p> <p>This document is key in the following guiding principles schools should apply: LISTEN AND UNDERSTAND When a pattern is spotted, discuss with pupils and parents to listen to</p>	3



	<p>understand barriers to attendance and agree how all partners can work together to resolve them.</p> <p>FACILITATE SUPPORT Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.</p>	
<p>Promote disadvantaged pupil's engagement in extracurricular activities, clubs and roles of responsibility by examining and removing some of the barriers causing the disparity of access currently seen.</p>	<p>This strand of our strategy aims to balance opportunity for disadvantaged pupils and evidence can be drawn from various strands of the EEF toolkit e.g.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a> (Residential participation)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a> (Physical activity)</p> <p>This strand also builds the sense of team belonging and improves mental health.</p>	3, 4
<p>The provision of strong pastoral support to pupils experiencing poor mental health, significant life events and to those pupils who are either supported by a social worker or whose families are supported by Early Help. We will provide staff who specialise in key areas, promote CPD for these staff and develop a pastoral hub for pupils and parents to access.</p>	<p>As previously referenced there is strong evidence linking children's social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) +4 months progress:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>There is also previously referenced research from the EEF that also supports this strand through parental engagement, particularly for parents in crisis, also +4 months:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	3, 4
<p>Lunchtimes provision for children who struggle to regulate during unstructured times of the day (Hub Club Y3/4 &amp; Badgers Lunch Club (Y5/6)</p>	<p>We know that when children have had a successful lunchtime they are more likely to have a successful afternoon learning session. They will be calmer and more receptive to academic challenge. Within the clubs, children will learn to interact socially and to cooperate and collaborate with peers. They will acquire skills in conflict resolution in a safe environment through modelling of skills from adult and restorative approaches.</p> <p>EEF Toolkit- Social and Emotional learning evidences that this approach can have a moderate</p>	4

	<p>impact for very low cost and on average can add +4 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p>Learning mentors to support children finding the classroom environment overwhelming</p>	<p>EEF Toolkit- Mentoring evidences that this approach can have a low impact for a moderate cost and on average can add +2 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>Couple with Social and Emotional learning this will be a strategy that will benefit those children experiencing acute difficulties.</p>	4, 3
<p>Contingency fund for acute issues.</p>	<p>Based on our previous years and experiences and those of similar schools to ours, we have identified a need to set a dedicated amount of funding aside to respond quickly to needs that have not yet been identified and to provide crisis support for families in immediate difficulty. This could include for example, support for uniform and learning resources or emergency breakfast and after school club provision.</p>	all

**Total budgeted cost: £451,767**

(£766 remaining of budget)

## 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 2021 to 2022 academic year (Year 1 of the 3 year strategy plan).

#### Intended outcome 1 (next steps)

#### **Develop metacognitive skills of disadvantaged pupils leading to improved attainment and good progress in core subjects.**

The whole school staff received INSET training on Rosenshine's Principles of Effective instruction from Hannam Education. This was then followed by ongoing support and refresher training for year group leaders delivered by Jonathan Hannam throughout the academic year. All class based staff received a full programme of CPD delivered by senior leaders across the year to explore different principles further e.g. retrieval practice, mind maps and teaching sprints. A review in June 2022 with staff showed that there were high confidence levels in mind mapping, regular review (low stakes) and strategies such as 'I do, we do, you do.' We recognise that although staff are developing confidence in some strategies there is more work to be done to further develop expertise across a range of metacognitive strategies and across a range of subjects. Work in this area will continue into 2022-23 to ensure that metacognitive skills are embedded across all practice. We have identified in particular more live modelling and scaffolding/adaptive teaching as being priorities for the coming year but will also audit staff to ensure CPD meets additional identified needs.

Statutory data outcomes for 2021-22 are as follows:

#### Key Stage 2

<b>ARE</b>	Whole cohort (108) (National data)	Non PP (48) (National data)	PP (60) (National data)	Gap (National gap)
Reading	70% (76) (74%)	82% (39) (79%)	61% (37) (63%)	-21% (-16%)
Writing	60% (65) (69%)	83% (40) (75%)	42% (25) (56%)	-41% (-19%)
Maths	64% (69) (71%)	69% (33) (77%)	59% (35) (57%)	-10% (-20%)
Combined	50% (54) (59%)	65% (31) (65%)	35% (21) (43%)	-30% (-22%)

Gaps are broadly in line with National gaps (within 5-10%) for all areas in KS2 except writing which we

have identified as an area that needs to improve. The PP leads will work alongside the writing lead to develop this across the school and children will be given improved opportunity to write and develop their spelling and language skills.

### Key Stage 1

<u>ARE</u>	Whole cohort (90) (National data)	Non PP (54) (National data)	PP (36) (National data)	Gap (National gap)
Reading	72% (65) (67%)	81% (44) (72%)	58% (21) (52%)	-23% (-20%)
Writing	52% (47) (58%)	69% (37) (63%)	28% (10) (42%)	-41% (-21%)
Maths	68% (61) (68%)	81% (44) (73%)	47% (17) (52%)	-34% (-21%)

Although the gap in reading is in line with National gaps, those for Writing and Maths are too large. Attainment in writing is particularly low (in line with KS2 results) and provision across the school will be developed as for KS2 alongside the writing lead.

Pupil premium leads will now focus on gaining further evidence of live modelling and evaluating the effectiveness of scaffolding across the school for children of different abilities. They will also focus on developing children's ability to articulate their thought processes and improving their ability to structure their own learning when tackling unfamiliar tasks.

### EYFS

	Whole cohort (84) (National)	Non PP (53) (National)	PP (31) (National)	Gap (National gap)
GLD	70% (59) (65%)	75% (40) (68%)	61% (19) (50%)	-14% (-18%)

Gaps slightly smaller than national gaps. This data was calculated including all children who had become PP eligible after the October 2021 census so may capture more children than the nationally published data. This was because, for the year group, there was disparity in the number of children who became eligible during the school year that was not seen elsewhere.

## Intended outcome 2

### **Improved oral language skills and vocabulary knowledge amongst disadvantaged pupils.**

NELI was completed for Year 1 (this had to span 2 academic years due to COVID closures in Year R). Analysis shows that children who completed NELI in this cohort increased their Language Screen percentile rank by 15.76 whereas non NELI children increased theirs by only 6.5 demonstrating NELI is impactful. Year R completed NELI in July 2022. Data show that children who completed NELI in this cohort increased their Language Screen percentile rank by 51.6 whereas non NELI children increased theirs by only 26.2 demonstrating NELI continues to be impactful and indeed is most beneficial when completed within year R as it is intended.

Talkabout groups began in years 3-5 but there was limited consistency. This is a valued programme and so we will look at how this can be more effectively implemented in 2021-22.

Vocabulary is being identified for each year group for Reading/Writing, Maths, Science and foundation subjects. Vocabulary is clearly identified on each knowledge organiser for foundation subjects. Subject leaders are planning progression within this as they build each knowledge organiser

Whilst there has been some impact in vocabulary development, there has been less impact in overall oral language skills. There was measurable impact in NELI but it did not affect enough children. We recognise that we need to extend the reach beyond small-scale interventions so that all disadvantaged pupils have increased opportunity to improve their oral language skills.

We will continue to implement the structured, evidence based programs of NELI and Talkabout and further developments within curriculum provision will focus on skilling up staff with a variety of strategies to teach both vocabulary and enable pupils to practice their language skills. We aim to increase pupil confidence and participation in learning and wider aspects of school life e.g. opportunities such as the school council. To ensure improved impact in this area we recognise that stronger links need to be made with curriculum leaders especially the Reading and writing leaders.

## Intended outcome 3

### **To increase the attendance rates of disadvantaged pupils in particular.**

Some of the work that was completed to support this target is detailed below however; in spite of this work, this outcome was not achieved. In fact, the number of disadvantaged pupils on the audit increased to 80% of the full audit in June 2022. Factors such as Covid, rescheduled holidays and a resurgence in childhood illnesses such as chicken pox adversely affected progress.

Attendance data for 2021-22 was as follows:

	All pupils	Disadvantaged pupils	Non disadvantaged pupils
% Present	92.66%	91.44%	93.73%
% PA	22.26%	30.27%	14.98%

There is currently no national data to compare this to although Valentine's figures are close to other FFT schools. We recognise however that figures are below the school target of 95%.

Actions taken during 2021-22:

A research study was completed focusing on pupils who had been identified as having lower than expected attendance and who were failing to match their prior attainment. Pupil and teacher voice was gathered. Themes that rose from the study were confidence coming back into school after an absence and not always knowing why they have been off. It was also determined that communicating attendance to parents in days rather than just percentages was more impactful.

Marie Bishop worked closely with Sean Willers (PH Sports) and Carla Lawrence (Admin) to track levels of participation. In the Autumn term, 39% of extra-curricular club membership was disadvantaged pupils. This is under the target of 47%. As a result, actions put in place included- all PP children who request a space are granted one, gain pupil voice to plan clubs around pupil interests, advertising of clubs around school with positive sporting role models. The impact of these actions is that across the Spring term 50% of all club places went to disadvantaged pupils. This is an 11% rise on the Autumn term and 3% above the target set. In the Summer term this was 51%.

The Head teacher who also holds the DSL role attended all attendance audits. The PP lead (also a DSL) attended some of them. Both these staff members have a wide knowledge of family circumstances and barriers and have access to wider inclusion services. Pupil and teacher voice has also begun to feed into attendance meetings This is showing early signs of being impactful.

A guide for parents has been written and rolled out to support understanding of attendance expectations.

Moving forward we will ensure all procedures and policies are in line with new DfE expectations around attendance and we will work with our new LA EWO to monitor attendance. We will continue to embed the practices started this year.

## 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
Boxall Profile	Marjorie Boxall
Talkabout	Alex Kelly Ltd
NELI	Oxford Education

## Service pupil premium funding (optional)

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

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

## Further information (optional)

During the academic year 2020-21 and all of the disruptions it brought we took the opportunity to re-evaluate our general approach to maximising the use of the Pupil Premium funding. As COVID 19 exacerbated social issues in the community we saw a huge growth in the number of children eligible for PPG funding. This rose from a very stable 39% (which was already above the national average) to as high as 49% by July 2021. This accelerated the developments in our way of working.

We recruited a Pupil Premium Governor and 2 additional members of teaching staff to join a new Pupil Premium team. Laura Fielder-Smith represents KS1 and Laura Stokes represents KS2. Both teachers put themselves forward as they identified in themselves a passion for supporting our most disadvantaged pupils. Laura and Laura now work alongside the Pupil Premium Lead and the headteacher in promoting the progress of disadvantaged pupils.

The whole PP team attended the 10 module course 'Effective Use of the Pupil Premium' led by Marc Rowland and Ben Crockett of the Durrington Research School. The senior leadership team simultaneously received CPD from Jonathan Hannam Ltd on Rosenshine's Principles of Instruction. The content of both CPD packages complemented each other well and cemented our approach to spend more of our time on developing the experience of all pupils in the classroom in order to raise the attainment of our most disadvantaged. They also promoted the fundamental theory that we should remain highly focused on the identified key challenges for our school, rather than diluting our effectiveness by setting out to overcome all challenges faced by disadvantaged pupils.

The Durrington Research School course was particularly helpful in guiding us through the formation of a robust strategy drawing upon balanced evidence sources to guide our decisions. We were able to benefit from having our plans scrutinised by Marc and Ben during their formulation.

Although we have set out a 3 year strategy we will continue to be responsive to our pupil's needs and as such we will adjust our plan over time if necessary to always maintain the focus on securing better outcomes for our pupils.