



## Pupil Premium Strategy Statement (2021 – 2024)

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

### School overview 2021 - 2022

| Detail   | Data   |
|--|--|
| School name  | <b>Ralph Butterfield Primary School</b>            |
| Number of pupils in school   | <b>304</b>   |
| Proportion (%) of pupil premium eligible pupils                    | <b>11%</b>   |
| Academic years that our current pupil premium strategy plan covers | <b>2021/2022<br/>2022/2023<br/>2023/2024</b>       |
| Date this statement was published                                  | <b>December 2021</b>                               |
| Date on which it will be reviewed                                  | <b>July 2022</b>                                   |
| Statement authorised by  | <b>Liz Clark, Headteacher</b>                      |
| Pupil premium lead   | <b>Helen Stephenson,<br/>Deputy Headteacher</b>    |
| Governor / Trustee lead  | <b>Jen Bennison, Inclusion and PP<br/>Governor</b> |

## Funding overview 2021 - 2022

| Detail  | Amount  |
|---|---|
| Pupil premium funding allocation this academic year   | FSM @ £1345<br>LAC/PLAC @ £2345<br>SERVICE @ £310<br><br>£49,160 Financial Year April 2021 – March 2022 |
| Recovery premium funding allocation this academic year  | £4,352  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £18, 912.71   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | Total: £72,424.71   |

## School overview 2022 - 2023

| Detail  | Data  |
|---|---|
| School name                                     | <b>Ralph Butterfield Primary School</b>   |
| Number of pupils in school                      | <b>317</b>  |
| Proportion (%) of pupil premium eligible pupils | <b>10%</b><br>7% FSM (23 pupils)<br>2% LAC/PLAC (7 pupils)<br>0.6% SERVICE (2 pupils) |

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|--|--|
| Academic years that our current pupil premium strategy plan covers | <b>2021/2022</b><br><b>2022/2023</b><br><b>2023/2024</b> |
| Date this statement was published                                  | <b>December 2022</b>                                     |
| Date on which it will be reviewed                                  | <b>July 2023</b>   |
| Statement authorised by  | <b>Liz Clark, Headteacher</b>                            |
| Pupil premium lead   | <b>Helen Stephenson,<br/>Deputy Headteacher</b>          |
| Governor / Trustee lead  | <b>John McGreevy, Inclusion and PP<br/>Governor</b>      |

## Funding overview 2022 - 2023

| Detail  | Amount  |
|---|---|
| Pupil premium funding allocation this academic year   | FSM @ £1385<br>LAC/PLAC @ £2410<br>SERVICE @ £320<br>£49,365 Financial Year April 2022 – March 2023 |
| Recovery premium funding allocation this academic year  | £3,264  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | Total: £52,629  |

## School overview 2023 - 2024

| Detail   | Data   |
|--|--|
| School name  | <b>Ralph Butterfield Primary School</b>  |
| Number of pupils in school   | <b>309</b>   |
| Proportion (%) of pupil premium eligible pupils                    | <b>10%</b><br>8% FSM (24 pupils)<br>2% CLA/AFC (5 pupils)<br>1% SERVICE (3 pupils) |
| Academic years that our current pupil premium strategy plan covers | <b>2021/2022</b><br><b>2022/2023</b><br><b>2023/2024</b>                           |
| Date this statement was published                                  | <b>December 2023</b>   |
| Date on which it will be reviewed                                  | <b>July 2024</b>   |
| Statement authorised by  | <b>Liz Clark, Headteacher</b>  |
| Pupil premium lead   | <b>Helen Stephenson,<br/>Deputy Headteacher</b>                                    |
| Governor / Trustee lead  | <b>John McGreevy, Inclusion and PP<br/>Governor</b>                                |

## Funding overview 2023 - 2024

| Detail  | Amount   |
|---|--|
| Pupil premium funding allocation this academic year   | FSM @ £1455<br>AFC/CLA @ £2530<br>SERVICE @ £335<br><br>£48,575 Financial Year April 2023 – March 2024 |
| Recovery premium funding allocation this academic year  | £3,372   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | Total: £51,947   |

**Part  
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## Pupil premium strategy plan

### Statement of intent

Our aim is to eradicate the gap between disadvantaged and non-disadvantaged children. To meet this goal we must provide a very high quality education where all learners are able to succeed and achieve. We will always seek to improve our performance, adapting to the changes and challenges we encounter to remove barriers that limit pupil performance. We will be relentless in our ambition to address the barriers to learning that some of our most disadvantaged children face. To achieve this we will ensure that we recruit and develop highly effective teachers who can best meet the needs of our children. Ambitious academic targets will continue to be set; this creates an aspirant culture in which children and young people are inspired to succeed, irrespective of their background. This will go hand in hand with our continued drive to raise the expectations of the local community which we serve by placing a high value on the importance of education. Engaging with parents, carers and external agencies is critical in our work to break down and remove barriers. Our strategy will ensure we remain creative and innovative in our approach to supporting our most disadvantaged pupils. High quality pastoral and mental wellbeing support and wide-ranging interventions will

foster our inclusive culture. A culture where personal growth, effort, progress and achievement are valued. We will maximise every opportunity within and beyond the school day to ensure every child is well supported to flourish, especially those who are the most disadvantaged. This is our vision to put children first, raise standards and transform lives.

Our Pupil Premium Strategy Plan identifies the following key strands:

- Reduce and remove any differences and gaps in attainment and progress between pupils eligible for PPG, children not eligible for PPG and all pupils nationally.
- Support those whose barriers to educational achievement and positive wellbeing are financial, through ensuring all children have access to the equipment and clothing that they need and can attend trips and enjoy all other experiences that have a cost attached to them.
- Support those whose barriers to educational achievement and positive wellbeing are emotional, through ensuring all children have access to bespoke emotional support utilising the skills of staff both in school and from external agencies to do so.
- Support those whose barriers to educational achievement and positive wellbeing are academic, through ensuring all children have access to wave 1 quality first teaching and learning and additional bespoke resources and 1:1 and group interventions as appropriate.
- Support those whose barriers to educational achievement and positive wellbeing are attendance/lateness related, through working with other professionals and partners as appropriate.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Social, Emotional and Mental Health (SEMH) needs, particularly in relation to self-esteem, self-regulation and relationships with friends, peers and adults  |
| 2                | <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and English. We therefore need to ensure that teaching and learning incorporates evidence based pedagogy to ensure that it meets the needs of all learners and as a result children know more, remember more and can do more.</p> |
| 3                | Additional individual needs including SEND and other vulnerabilities.  |
| 4                | Some families are faced with difficult home circumstances, including such as mental health and emotional needs, which limits their capacity to support their child's learning and access to extra-curricular provision.  |
| 5                | <p>Attendance data can show that a number of disadvantaged pupils are classed as persistent absentees and are not therefore fully engaging with school life. This has a negative impact on their social and emotional development as well as academic progress.</p> <p>Attachment issues/separation anxiety can also be an issue for some children, which can also impact on attendance.</p>   |
| 6                | Some families are faced with financial difficulties.   |

## 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  |
|---|---|
| All students in the target group who are currently underperforming because of the impact of their disadvantaged background will make rapid and sustained progress, leading to diminishing differences between their attainment and that of non-disadvantaged children in the school and all pupils nationally | All children receiving wave 1 quality first teaching, accessing meaningful learning effectively. Evidenced through work scrutinies, learning walks, parent and pupil voice and data. % EXS+ to be above 80% in maths, reading, writing and phonics. |
| Children with SEMH needs to be happier and healthier  | Improved behaviour where there is an issue, positive impact on learning evident through outcomes and pupil voice.<br>All children who require it receiving bespoke emotional support.   |
| Parents with children adopted from care will feel better supported  | Parental voice, parents engaging positively with designated teacher for PLAC/LAC. Positive outcomes evident in pupil's work and attitudes to learning and interactions with others.   |
| Children from disadvantaged backgrounds will have access to enrichment activities outside and during teaching hours. Inclusion and equality of opportunity for all including experiences, equipment and clothing  | Greater take up of clubs from pupil premium children, all children feel confident partaking in all activities. No children excluded from any activity, experience or trip due to financial barriers   |
| Disadvantaged pupils attend school whenever they are able to.   | The number of cases of avoidable persistent absenteeism reduces throughout each year and year on year, with sustained high attendance.  |



## Activity in the academic year 2021 - 2022

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: £32,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Additional teaching support and training in effective whole class strategies.</p> <p><i>Diminish differences between PPG and non-PPG pupils in school and nationally. Raise attainment and achievement in English and maths so that PPG pupils attain in line with their peers nationally, particularly at the 'expected standard' and 'greater depth' standard.</i></p> | <p>Quality first wave 1 teaching and learning supports all children to achieve the best that they can, with individual needs being carefully planned for and met. Bespoke additional teaching support alongside this, with clear communication between TAs and teachers and meaningful links made between whole class work and interventions, enhances this and increases the rate of progress, as evidenced on impact records in our school. 'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.' (EEF).</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching#:~:text=Maximising%20Learning-.The%20best%20available%20evidence%20indicates%20that%20great%20teaching%20is%20the,the%20most%20disadvantaged%20among%20them.">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching#:~:text=Maximising%20Learning-.The%20best%20available%20evidence%20indicates%20that%20great%20teaching%20is%20the,the%20most%20disadvantaged%20among%20them.</a></p> | 1 - 6                         |
| <p>Purchase of resources to support the above as appropriate.</p> <p><i>To enhance the high quality teaching and increase</i></p>   | <p>High quality resources support the teaching strategies and offer a wider variety of teaching and learning to engage and enthuse children in their learning.</p>   | 1 - 6                         |

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| <i>engagement in and enjoyment of learning.</i>  |  |       |
| <p>Promote wellbeing and resilience including training for staff on how best to support this.</p> <p><i>Happier, confident children with good self-esteem levels enjoy and engage with learning more.</i></p>  | <p>Children deserve and need to have a good sense of wellbeing, self-esteem and resilience to engage well with learning, achieve, make continuous progress and improved life chances.</p> <p>Teachers need upskilling in ensuring they are using the best strategies to promote wellbeing and resilience in children, particularly post COVID-19 partial closure.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br/> <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>  | 1 - 6 |
| <p>Pupil Premium Lead carefully monitors and tracks Pupil Premium children so that they are all cared for, each individual's needs are identified and met.</p> <p><i>Pupil Premium funding spent in targeted way for the best outcomes for children.</i></p> | <p>PP Lead to monitor PP children's wellbeing and track data alongside class teachers. PP Lead to identify areas of spending for best benefit for the PP children and really target individual needs, including working closely with the Inclusion Lead and ELSA to do so. Consider how other children, particularly those who are vulnerable could also benefit through PP funding.</p> <p>The ongoing rigorous evaluation of pupils' attainment, barriers to learning and needs is essential:<br/> <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=pupil%20premium%20leads">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=pupil%20premium%20leads</a></p> | 1 - 6 |
| <p>Purchase of standardised diagnostic assessments.</p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly.</i></p>   | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br/> <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>   | 2, 3  |
| <p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics</a></p>  | <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>  | 2, 3  |

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|--|--|--|
| <p><a href="#">programme</a> to secure stronger phonics teaching for all pupils.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br/> <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> |  |
|--|--|--|

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

Budgeted cost: £26K includes recovery premium for tutoring

|  | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Personalised provision for pupil premium children who are also SEND and/or PLAC/LAC</p> <p><i>1:1 and group TA support for meeting individual needs</i></p>                         | <p>This smaller 1:1 and group work can be significant in enhancing and improving children’s understanding and confidence and for meeting very specific needs that will support them in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> | <p>1, 2, 3, 5</p>             |
| <p>Purchase of specific resources to support hearing and visually impaired children.</p> <p><i>Dedicated software and hardware improves achievement and engagement in learning</i></p> | <p>Advice from visually and hearing impaired consultant.</p>   | <p>1, 2, 3</p>                |
| <p>Group Wellbeing interventions such as lego club, socially speaking, friendship formula,</p>   | <p>Evidence from in school and external experts show this level of bespoke intervention works.</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>   | <p>1 - 6</p>                  |

|  |  |                |
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| <p>playdough club and 1:1 ELSA support.</p> <p><i>To improve wellbeing in children and develop social interaction skills and coping strategies.</i></p>  |  |                |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>   | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>                 | <p>1 - 3</p>   |
| <p>Tutoring and booster group sessions will be provided through a School Led Tutoring Programme, including use of the School Led Tutoring Grant and Recovery Premium Funding for the tutoring. Tutoring will be in line with the conditions of the grant. Booster sessions will provide 6-15 hours of group tuition to mitigate against core learning in either English or Maths which has been impacted upon by school closures during the pandemic.</p> <p><i>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</i></p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | <p>1, 2, 3</p> |

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

Budgeted cost: £15,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Increased attendance rates for the children on track for PA.</p> <p><i>ELSA support and wraparound care provision</i></p>                                    | <p>This approach has worked for PP children in school. Embedded principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>   | <p>1, 2, 3, 4 ,5</p>          |
| <p>Purchase bikes and helmets for PP children.</p> <p><i>Confident access to cycling proficiency</i></p>  | <p>Wellbeing of the child and inclusivity and equality for all.</p>  | <p>1, 4, 5 ,6</p>             |
| <p>Purchase reading books for PP children who lack these at home.</p> <p><i>Remove this financial barrier to reading at home for pleasure and progress.</i></p> | <p>Reading is a leisure activity that promotes wellbeing in addition to supporting academic progress in reading.</p> <p>For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities such as practising letters and numbers, are also linked to improved outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> | <p>1, 2, 4, 5 ,6</p>          |
| <p>Musical instruments and lessons for PP children in Year 4 wishing to pursue learning an instrument to remove financial barrier.</p>                          | <p>Equal opportunities for all</p>   | <p>4, 6</p>                   |
| <p>Playtime equipment that is easily cleaned to support children with social interactions and enjoyment.</p>  | <p>Social interactions are important to support wellbeing and enhance the work done in 1:1 and group support</p>   | <p>1, 3</p>                   |

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|--|---|-------------------|
| <p>Pay for residential trip for Y6 PP children and others who struggle financially.</p> <p><i>All children enjoy the experience and to remove financial barrier.</i></p> | <p>Equality and inclusivity</p>   | <p>3, 4, 6</p>    |
| <p>Free uniform and milk</p> <p><i>Children have enhanced wellbeing, and have access to the same opportunities as peers with enrichment activities</i></p>               | <p>Equality and inclusivity</p>   | <p>1, 4, 5, 6</p> |
| <p>Free club</p> <p><i>Children have enhanced wellbeing, and have access to the same opportunities as peers with enrichment activities</i></p>                           | <p>Equality and inclusivity, improved sense of wellbeing and enjoyment</p>  | <p>4, 5, 6</p>    |
| <p>Pupil Leader Role - leading on PPG and attendance.</p>  | <p>Strategic leadership of these vulnerable children is required to ensure they achieve well. Pupil Premium Lead takes a proactive role in supporting vulnerable families (including attendance).</p> | <p>1 - 6</p>      |
| <p>Designated Teacher - leading on PLAC/LAC.</p>   | <p>Strategic leadership of these vulnerable children in required to ensure they achieve well. Designated teacher takes a proactive role in supporting vulnerable families.</p>                        | <p>1 - 6</p>      |
| <p>Inclusion Leader - leading on SEMH and SEND support.</p>  | <p>Strategic leadership of these vulnerable children in required to ensure they achieve well. Inclusion Leader takes a proactive role in supporting vulnerable families.</p>                          | <p>1 - 6</p>      |

**Total budgeted cost: £73,000**

## Activity in the academic year 2022 - 2023

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: £17,629

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Additional teaching support and training in effective whole class strategies.</p> <p><i>Diminish differences between PPG and non-PPG pupils in school and nationally. Raise attainment and achievement in in English and maths so that PPG pupils attain in line with their peers nationally, particularly at the 'expected standard' and 'greater depth' standard.</i></p> | <p>Quality first wave 1 teaching and learning supports all children to achieve the best that they can, with individual needs being carefully planned for and met. Bespoke additional teaching support alongside this, with clear communication between TAs and teachers and meaningful links made between whole class work and interventions, enhances this and increases the rate of progress, as evidenced on impact records in our school. 'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.' (EEF).</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching#:~:text=Maximising%20Learning-.The%20best%20available%20evidence%20indicates%20that%20great%20teaching%20is%20the,the%20most%20disadvantaged%20among%20them.">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching#:~:text=Maximising%20Learning-.The%20best%20available%20evidence%20indicates%20that%20great%20teaching%20is%20the,the%20most%20disadvantaged%20among%20them.</a></p> | 1 - 6                         |
| <p>Purchase of resources to support the above as appropriate.</p> <p><i>To enhance the high quality teaching and increase</i></p>  | <p>High quality resources support the teaching strategies and offer a wider variety of teaching and learning to engage and enthuse children in their learning.</p>   | 1 - 6                         |

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| <p><i>engagement in and enjoyment of learning.</i></p>   |  |              |
| <p>Promote wellbeing and resilience including training for staff on how best to support this.</p> <p><i>Happier, confident children with good self-esteem levels enjoy and engage with learning more.</i></p>  | <p>Children deserve and need to have a good sense of wellbeing, self-esteem and resilience to engage well with learning, achieve, make continuous progress and improved life chances.</p> <p>Teachers need upskilling in ensuring they are using the best strategies to promote wellbeing and resilience in children, particularly post COVID-19 partial closure.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br/> <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>  | <p>1 - 6</p> |
| <p>Pupil Premium Lead carefully monitors and tracks Pupil Premium children so that they are all cared for, each individual's needs are identified and met.</p> <p><i>Pupil Premium funding spent in targeted way for the best outcomes for children.</i></p> | <p>PP Lead to monitor PP children's wellbeing and track data alongside class teachers. PP Lead to identify areas of spending for best benefit for the PP children and really target individual needs, including working closely with the Inclusion Lead and ELSA to do so. Consider how other children, particularly those who are vulnerable could also benefit through PP funding.</p> <p>The ongoing rigorous evaluation of pupils' attainment, barriers to learning and needs is essential:<br/> <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=pupil%20premium%20leads">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=pupil%20premium%20leads</a></p> | <p>1 - 6</p> |
| <p>Purchase of standardised diagnostic assessments.</p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly.</i></p>   | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br/> <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>   | <p>2, 3</p>  |
| <p>Purchase of additional 'Little Wandle' resources to support 'keep up' and 'catch up' <a href="#">DfE</a></p>  | <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>  | <p>2, 3</p>  |



|   |  |  |
|---|--|--|
| <p><a href="#">validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> |  |
|---|--|--|

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

Budgeted cost: £17,000 includes recovery premium for tutoring

|  | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Personalised provision for pupil premium children who are also SEND and/or PLAC/LAC</p> <p><i>TA group support and some 1:1 provision for meeting individual needs</i></p>          | <p>This smaller 1:1 and group work can be significant in enhancing and improving children’s understanding and confidence and for meeting very specific needs that will support them in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> | <p>1, 2, 3, 5</p>             |
| <p>Purchase of specific resources to support hearing and visually impaired children.</p> <p><i>Dedicated software and hardware improves achievement and engagement in learning</i></p> | <p>Advice from visually and hearing impaired consultant.</p>   | <p>1, 2, 3</p>                |
| <p>Group and 1:1 ELSA support.</p>   | <p>Evidence from in school and external experts show this level of bespoke intervention works.</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>   | <p>1 - 6</p>                  |

|  |  |                |
|--|--|----------------|
| <p><i>To improve wellbeing in children and develop social interaction skills and coping strategies.</i></p>  |  |                |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>   | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions:<br/> <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | <p>1 - 3</p>   |
| <p>Booster group sessions will be provided through the school which will include use of the Recovery Premium Funding. Booster sessions will provide 6-15 hours of group tuition to mitigate against core learning in either English or Maths which has been impacted upon by school closures during the pandemic.</p> <p>Tutoring will be in line with the conditions of the grant.</p> <p><i>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</i></p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br/> <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:<br/> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | <p>1, 2, 3</p> |

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

Budgeted cost: £18,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Increased attendance rates for the children on track for PA.</p> <p><i>First day response provision. Half termly review with parents contacted where attendance falls below 90%. In addition to school support, and if required, the school will gain additional support from the LA Attendance Officers and Early Help.</i></p> | <p>This approach has worked for PP children in school. Embedded principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>   | <p>1, 2, 3, 4 ,5</p>          |
| <p>Purchase bikes and helmets for PP children.</p> <p><i>Confident access to cycling proficiency</i></p>  | <p>Wellbeing of the child and inclusivity and equality for all.</p>  | <p>1, 4, 5 ,6</p>             |
| <p>Purchase reading books for PP children who lack these at home.</p> <p><i>Remove this financial barrier to reading at home for pleasure and progress.</i></p>   | <p>Reading is a leisure activity that promotes wellbeing in addition to supporting academic progress in reading.</p> <p>For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities such as practising letters and numbers, are also linked to improved outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> | <p>1, 2, 4, 5 ,6</p>          |

|   |   |            |
|---|---|------------|
| Musical instruments and lessons for PP children in Year 4 wishing to pursue learning an instrument to remove financial barrier.                               | Equal opportunities for all   | 4, 6       |
| Playtime equipment that is easily cleaned to support children with social interactions and enjoyment.   | Social interactions are important to support wellbeing and enhance the work done in 1:1 and group support | 1, 3       |
| Pay for residential trip for Y6 PP children and others who struggle financially.<br><i>All children enjoy the experience and to remove financial barrier.</i> | Equality and inclusivity  | 3, 4, 6    |
| <i>Free School Meals</i><br><i>Children have enhanced wellbeing, and have access to the same opportunities as peers with enrichment activities</i>            | Equality and inclusivity, improved sense of wellbeing   | 1, 4, 5, 6 |
| Free uniform and milk<br><br><i>Children have enhanced wellbeing, and have access to the same opportunities as peers with enrichment activities</i>           | Equality and inclusivity  | 1, 4, 5, 6 |
| Free club<br><br><i>Children have enhanced wellbeing, and have access to the same opportunities as peers with enrichment activities</i>                       | Equality and inclusivity, improved sense of wellbeing and enjoyment                                       | 4, 5, 6    |

|  |  |       |
|--|--|-------|
| Pupil Leader Role - leading on PPG and attendance.   | Strategic leadership of these vulnerable children is required to ensure they achieve well. Pupil Premium Lead takes a proactive role in supporting vulnerable families (including attendance). | 1 - 6 |
| Designated Teacher - leading on PLAC/LAC.            | Strategic leadership of these vulnerable children in required to ensure they achieve well. Designated teacher takes a proactive role in supporting vulnerable families.                        | 1 - 6 |
| Inclusion Leader - leading on SEMH and SEND support. | Strategic leadership of these vulnerable children in required to ensure they achieve well. Inclusion Leader takes a proactive role in supporting vulnerable families.                          | 1 - 6 |

**Total budgeted cost: £52,629**

### **Activity in this academic year 2023 - 2024**

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: £18,947

| <b>Activity</b>   | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|---|--|--------------------------------------|
| Additional teaching support and training in effective whole class strategies. | Quality first wave 1 teaching and learning supports all children to achieve the best that they can, with individual needs being carefully planned for and met. Bespoke additional teaching support alongside this, with clear communication between TAs and teachers | 1 - 6                                |

|  |  |       |
|--|--|-------|
| <p><i>Diminish differences between PPG and non-PPG pupils in school and nationally. Raise attainment and achievement in English and maths so that PPG pupils attain in line with their peers nationally, particularly at the 'expected standard' and 'greater depth' standard.</i></p> | <p>and meaningful links made between whole class work and interventions, enhances this and increases the rate of progress, as evidenced on impact records in our school. 'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.'(EEF).</p> <p>Staff feedback</p> <p>Additional SEMH support</p> <p>Early language screening and synthetic phonic evidence</p> <p>High quality staff CPD improving Quality First Teaching</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching#:~:text=Maximising%20Learning-,The%20best%20available%20evidence%20indicates%20that%20great%20teaching%20is%20the,the%20most%20disadvantaged%20among%20them.">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching#:~:text=Maximising%20Learning-,The%20best%20available%20evidence%20indicates%20that%20great%20teaching%20is%20the,the%20most%20disadvantaged%20among%20them.</a></p> |       |
| <p>Purchase of resources to support the above as appropriate.</p> <p><i>To enhance the high quality teaching and increase engagement in and enjoyment of learning.</i></p>   | <p>High quality resources support the teaching strategies and offer a wider variety of teaching and learning to engage and enthuse children in their learning.</p>   | 1 - 6 |
| <p>Promote wellbeing and resilience including training for staff on how best to support this.</p> <p><i>Happier, confident children with good self-esteem levels enjoy and engage with learning more.</i></p>  | <p>Children deserve and need to have a good sense of wellbeing, self-esteem and resilience to engage well with learning, achieve, make continuous progress and improved life chances.</p> <p>Teachers need upskilling in ensuring they are using the best strategies to promote wellbeing and resilience in children, particularly post COVID-19 partial closure.</p>  | 1 - 6 |

|  |  |       |
|--|--|-------|
|  | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br/> <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>  |       |
| <p>Pupil Premium Lead carefully monitors and tracks Pupil Premium children so that they are all cared for, each individual's needs are identified and met.</p> <p><i>Pupil Premium funding spent in targeted way for the best outcomes for children.</i></p> | <p>PP Lead to monitor PP children's wellbeing and track data alongside class teachers. PP Lead to identify areas of spending for best benefit for the PP children and really target individual needs, including working closely with the Inclusion Lead and ELSA to do so. Consider how other children, particularly those who are vulnerable could also benefit through PP funding.</p> <p>The ongoing rigorous evaluation of pupils' attainment, barriers to learning and needs is essential:<br/> <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=pupil%20premium%20leads">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=pupil%20premium%20leads</a></p> | 1 - 6 |
| <p>Purchase of standardised diagnostic assessments.</p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly.</i></p>   | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br/> <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>   | 2, 3  |
| <p>Purchase of additional 'Little Wandle' resources to support 'keep up' and 'catch up' <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>   | <p>Phonics has a positive impact with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br/> <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 2, 3  |

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

Budgeted cost: £15,000 includes recovery premium

|  | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Personalised provision for pupil premium children who are also SEND and/or PLAC/LAC</p> <p><i>TA group support and some 1:1 provision for meeting individual needs</i></p>          | <p>This smaller 1:1 and group work can be significant in enhancing and improving children's understanding and confidence and for meeting very specific needs that will support them in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> | 1, 2, 3, 5                    |
| <p>Purchase of specific resources to support hearing and visually impaired children.</p> <p><i>Dedicated software and hardware improves achievement and engagement in learning</i></p> | <p>Advice from visually and hearing-impaired consultant.</p>   | 1, 2, 3                       |
| <p>Group and 1:1 ELSA support.</p> <p><i>To improve wellbeing in children and develop social interaction skills and coping strategies.</i></p>   | <p>Evidence from in school and external experts show this level of bespoke intervention works.</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>   | 1 - 6                         |
| <p>Additional phonics sessions targeted at disadvantaged</p>   | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions:</p>   | 1 - 3                         |



|  |   |         |
|--|---|---------|
| pupils who require further phonics support.  | <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>   |         |
| <p>Booster group sessions will be provided through the school which will include use of the Recovery Premium Funding. Booster sessions will provide 6-15 hours of group tuition to mitigate against core learning in either English or Maths which has been impacted upon by school closures during the pandemic.</p> <p>Tutoring will be in line with the conditions of the grant.</p> <p><i>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</i></p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 1, 2, 3 |

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

Budgeted cost: £18,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Increased attendance rates for the children on track for PA.</p> <p><i>First day response provision. Half termly review with parents contacted where attendance falls below 90%. In</i></p> | <p>This approach has worked for PP children in school. Embedded principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> | 1, 2, 3, 4 ,5                 |

|  |   |               |
|--|---|---------------|
| <i>addition to school support, and if required, the school will gain additional support from the LA Attendance Officers and Early Help.</i>                        |   |               |
| Purchase bikes and helmets for PP children.<br><i>Confident access to cycling proficiency</i>  | Wellbeing of the child and inclusivity and equality for all.  | 1, 4, 5 ,6    |
| Purchase of additional reading books for PP children who lack these at home.<br><i>Remove this financial barrier to reading at home for pleasure and progress.</i> | Reading is a leisure activity that promotes wellbeing in addition to supporting academic progress in reading.<br>For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities such as practising letters and numbers, are also linked to improved outcomes.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a> | 1, 2, 4, 5 ,6 |
| Musical instruments and lessons for PP children in Year 4 wishing to pursue learning an instrument to remove financial barrier.                                    | Equal opportunities for all   | 4, 6          |
| Pay for residential trip for Y6 PP children and others who struggle financially.<br><i>All children enjoy the experience and to remove financial barrier.</i>      | Equality and inclusivity  | 3, 4, 6       |
| Free School Meals<br><i>Children have enhanced wellbeing, and have access to the same opportunities as peers with enrichment activities</i>                        | Equality and inclusivity, improved sense of wellbeing   | 1, 4, 5, 6    |
| Free uniform and milk<br><i>Children have enhanced wellbeing, and have access to the same</i>  | Equality and inclusivity  | 1, 4, 5, 6    |

|   |  |         |
|---|--|---------|
| <i>opportunities as peers with enrichment activities</i>  |  |         |
| Free club<br><i>Children have enhanced wellbeing, and have access to the same opportunities as peers with enrichment activities</i> | Equality and inclusivity, improved sense of wellbeing and enjoyment  | 4, 5, 6 |
| Pupil Leader Role - leading on PPG and attendance.  | Strategic leadership of these vulnerable children is required to ensure they achieve well. Pupil Premium Lead takes a proactive role in supporting vulnerable families (including attendance). | 1 - 6   |
| Designated Teacher - leading on PLAC/LAC.   | Strategic leadership of these vulnerable children in required to ensure they achieve well. Designated teacher takes a proactive role in supporting vulnerable families.                        | 1 - 6   |
| Inclusion Leader - leading on SEMH and SEND support.  | Strategic leadership of these vulnerable children in required to ensure they achieve well. Inclusion Leader takes a proactive role in supporting vulnerable families.                          | 1 - 6   |

**Total budgeted cost: £51,947**

## Part B: Review of outcomes in the previous academic year 2022 - 2023

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 and 2022 to 2023 academic years.

| Intended outcome   | Success criteria   | As of July 2023:   |
|--|--|--|
| <p>All students in the target group who are currently underperforming because of the impact of their disadvantaged background will make rapid and sustained progress, leading to diminishing differences between their attainment and that of non-disadvantaged children in the school and all pupils nationally</p> | <p>All children receiving wave 1 quality first teaching, accessing meaningful learning effectively. Evidenced through work scrutinies, learning walks, parent and pupil voice and data. % EXS+ to be above 80% in maths, reading, writing and phonics.</p> | <p>See breakdown of outcomes below.</p>  |
| <p>Children with SEMH needs to be happier and healthier</p>  | <p>Improved behaviour where there is an issue, positive impact on learning evident through outcomes and pupil voice.<br/>All children who require it receiving bespoke emotional support.</p>  | <p>Feedback from both staff and parent/carers, and observations indicated that the mental wellbeing of parents and our families were significantly impacted, last year, exacerbated by COVID-19-related issues. This impact was particularly acute for disadvantaged pupils due to the stress of their home life in some cases. We used pupil premium funding to provide wellbeing support and personalised pastoral support, in conjunction with other agencies and professionals, for all pupils, and targeted interventions where required.</p> |

|   |  |   |
|---|--|---|
| <p>Parents with children adopted from care will feel better supported</p>   | <p>Parental voice, parents engaging positively with designated teacher for PLAC/LAC. Positive outcomes evident in pupil's work and attitudes to learning and interactions with others.</p>                 | <p>Feedback from parents of children adopted from care indicate that the parent/cares and children feel better supported. Positive relationships built between staff, Designated Teacher, families and children.</p>  |
| <p>Children from disadvantaged backgrounds will have access to enrichment activities outside and during teaching hours. Inclusion and equality of opportunity for all including experiences, equipment and clothing</p> | <p>Greater take up of clubs from pupil premium children, all children feel confident partaking in all activities. No children excluded from any activity, experience or trip due to financial barriers</p> | <p>All Year 6 children attended the Year 6 residential.</p> <p>All Pupil Premium children had the opportunity to attend an extra – curricular club. The number who took up this was less than anticipated; this is an area that the Pupil Premium lead will investigate in the 2023-2024 academic year.</p> <p>Year 4 children, including those disadvantaged children, had opportunities to learn both recorders in Year 2 and the violin, clarinet and ukulele in Year 4.</p> |

**DATA (2022- 2023)**

**2022 - 2023 End of KS2 attainment**

Individual Pupil Premium children's profiles are scrutinised by SLT and governance. Significant progress is made for all of our pupil premium pupils due to close monitoring and prioritisation of support. Pupil achievement and academic progress outcomes show that the disadvantaged gap is closing as the children move through school, with a high proportion of Year 6 children reaching expected national thresholds.

**2023 Data**

**Year 6 Reading DATA**

- 86% achieved expected standard or above. 2/3 67%, 1/3 33% *GDS - Pupil Premium children*

**Year 6 SPAG DATA**

- 92% achieved expected standard or above. 2/3 67% - *Pupil Premium children*

### Year 6 Maths DATA

86% achieved expected standard or above. 2/3 67% - *Pupil Premium children*

### Year 6 Writing DATA

96% achieved expected standard or above. 2/3 67% - *Pupil Premium children*

Years 1 – 5, progress has been made in closing attainment gaps in R, W & M across the school throughout the 2022/23 academic year.

Significant progress made for some pupils with SEMH needs (not just academic but most notably readiness to learn).

### Reception Data July 2023

FSM6                      1                      100.0%                      • +46.9%                      100.0%                      • +29.9%                      100.0%                      • +44.7%                      100.0%                      • +35.7%

## 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                                 |
|---------------------|--|
| Little Wandle       | Little Wandle Phonics                    |
| Wellcom             | City of York Council                     |
| Early Talk for York | City of York Council / EEF pilot project |