



Pupil premium strategy statement

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	River Mead School
Number of pupils in school	263 (224 YR-6) 185 in YR-6 mainstream 39 in the Resource Base 39 in Nursery
Proportion (%) of pupil premium eligible pupils	48.2% 128 (N-Y6) 108 (YR-6)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	31st December 2023
Statement authorised by	Karen Austin (Headteacher)
Pupil premium lead	Emma Lewis (Assistant Headteacher)
Governor / Trustee lead	Colin Kay (AAG) Jayne Bullock (Trust)

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£143,640
Recovery premium funding allocation this academic year	£21,546
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£165,186

Part A: Pupil premium strategy plan

Statement of intent

We aim for high attainment and good or better progress for all children, regardless of their starting points and challenges.

We teach each child as an individual, acknowledging the complexity and variation of their disadvantage and how we can best meet their needs through a collective approach and shared responsibility. Through this collaboration combined with parental input, assessments, and knowledge of the children, we accurately identify the school-wide challenges that this strategy aims to overcome.

This strategy also considers the needs of other children who are not designated as Disadvantaged but face similar challenges (for example Young carers, those who have social care involvement, those who are financially disadvantaged).

Our approach is centred around quality first teaching that is underpinned by a comprehensive knowledge of the individual children, their families, and their needs. When choosing methods of delivery for the core curriculum, we make careful considerations through the lens of our disadvantaged children. This is in order to have the greatest impact on closing the gap in attainment between those who are advantaged and those who are not, whilst also benefitting the non-disadvantaged children in our school.

Our targeted support will also include those children whose education has been worst affected through the pandemic, regardless of Disadvantage. Some of this support will be targeted through the National Tutoring programme supported by a full-time school-based tutor.

We do not make assumptions about the impact of disadvantage; instead, we make use of robust analysis of assessment to determine the common challenges and specific needs. This analysis supports us in selecting appropriate approaches to ensure each child flourishes.

This is achieved by:

- Having high expectations of where learning is pitched and scaffolding to enable achievement for all.
- Intervening responsibly and innovatively at the point of need considering, the whole child holistically.
- Working collaboratively as a whole staff team with diligence and consistency.

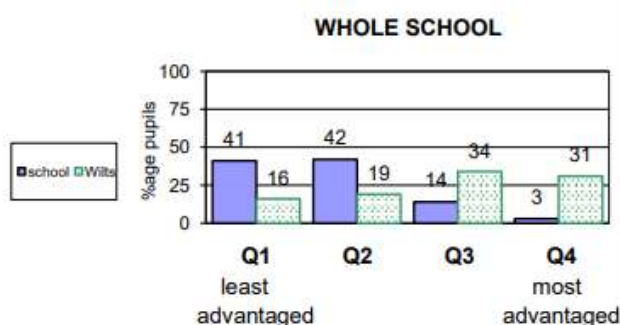
School context

River Mead is a slightly smaller than the average-sized primary school located in Melksham, Wiltshire. The number on roll has increased over the last year. The school has a growing resource base providing specialist provision for pupils with a range of complex needs. Most of these pupils have an education, health, and care plan. The local authority places these pupils. The school also has nursery provision onsite for 2 and 3-year-olds. The school is part of The Mead Academy Trust (which is made up of three primary schools) in Wiltshire. It is governed by a board of trustees which has delegated some of its functions to an academy advisory group. Most pupils are White British, and most pupils speak English as their first language. The proportion of disadvantaged pupils eligible for the pupil premium is well above the national average and is increasing (36.4% in 2019 to 48.2% in December 2022). We anticipate that the number of our families who will experience financial hardship will increase dramatically over the coming months due to the current cost of living crisis. The proportion of pupils with SEND (Special Educational Needs and or Disabilities) is also well above the national average.

River Mead School MOSAIC data - April 2019 (still most current one available)

	School	Wiltshire primary
Number on roll	206	
% FSM (Nat 14.7%)	36.4	10.2
% SEN (Nat 13.5%)	36.4	16.9
% BME (Nat 32.1%)	13.6	12.7
% EAL (Nat 20.6%)	13.1	6.2
High - Low Status factor	-0.531	0.281
School rank by H-Ls factor	7/200	
School position by %Q1	13/185	

National figures taken from Jan 2018 census data (released June 2018)



Wiltshire school data profile 2021

CONTEXT	Sum '19	Aut '20	Spr '21	Rolling Avg.	Wiltshire
Service (military) children	6	6	5	6	21.94
% Service children compared to No. on Roll	2.59%	2.30%	1.86%	2.25%	11.34%
Free School Meals (FSM)	87	114	114	105	25.00
% FSM compared to No. on Roll	37.50%	43.68%	42.38%	41.19%	12.91%
SEN Support	49	57	57	54	27.26
% SEN Support compared to No. on Roll	21.12%	21.84%	21.19%	21.38%	14.09%
EHCP	30	42	41	38	6.19
% EHCP compared to No. on Roll	12.93%	16.09%	15.24%	14.75%	3.20%
Travellers	0	1	1	1	0.72
% Travellers compared to No. on Roll	0.00%	0.38%	0.37%	0.25%	0.37%

Social Care	Sum '19	Aut '20	Spr '21	Rolling Avg.	Wiltshire
Looked After Children (CLA)	1	2	2	1.67	0.34
% CLA compared to No. on Roll	0.43%	0.77%	0.74%	0.65%	0.17%
Pupils with Care Plan (CP)	0	1	4	1.67	0.64
% CP compared to No. on Roll	0.00%	0.38%	1.49%	0.62%	0.33%
Children in Need (CIN)	14	5	14	11.00	2.27
% CIN compared to No. on Roll	6.03%	1.92%	5.20%	4.38%	1.17%
Open Support	4	3	3	3.33	1.12
% Open Support compared to No. on Roll	1.72%	1.15%	1.12%	1.33%	0.58%

Challenges

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

Challenge number	Detail of challenge
1	<p>Our observations and discussions with staff and children have identified that children's emotional and social development has been disrupted due to partial closures and lockdowns and that this is impacting on children's ability to regulate their behaviour and their readiness for learning. These issues particularly affect Disadvantaged children and those who are otherwise vulnerable (such as those with a social worker).</p> <p>All children (but particularly those who are disadvantaged have also had limited opportunities for cultural experiences through the pandemic.</p>
2	<p>Our assessments, observations and discussions with children and staff suggest that disadvantaged children find it more difficult than their peers to make progress with phonics and engage with reading at home. This has a negative impact on their</p>

	<p>motivation and development as readers. In 2022 we saw the gap between Disadvantaged and Non-disadvantaged learners widen in some years, at times masked by an improvement in attainment for the cohort as a whole:</p> <ul style="list-style-type: none"> • In 2022 50% of Disadvantaged Learners in Early Years reached the ELG in Word Reading, compared to 81% of Non-disadvantaged Learners (Excl RB). • In the 2022 Year 1 phonics screen 58% of Disadvantaged learners reached the pass mark, compared with 83% of non-disadvantaged learners (Excl RB). • In the 2022 Year 2 phonics screen 90% of Disadvantaged learners reached the pass mark (an increase from only 27% in Year 1), compared with 83% of Non-disadvantaged learners (Excl RB). • In the 2022 KS1 assessments 40% of Disadvantaged learners reached the expected standard in reading (up from 14% in 2021), compared to 42% of Non-disadvantaged learners. • In the 2022 KS2 assessments only 27% of Disadvantaged learners reached the expected standard in reading, compared to 73% of non-disadvantaged learners (Excl RB).
3	<p>Our assessments, observations and discussions with children and staff suggest that disadvantaged children find it more difficult than their non-disadvantaged peers to make progress with the fluency strand of mathematics and engage with home learning. This has also been negatively impacted on by school closures over the last few years, where many children did not attend school or engage with online learning from home. In 2022 children in Early Years showed significantly weaker attainment than in previous years and where attainment improved the gap between Disadvantaged and Non-disadvantaged children widened:</p> <ul style="list-style-type: none"> • In the 2022 36% of Disadvantaged learners in Early Years achieved the ELG in number, compared to 55% of non-disadvantaged learners (Excl RB). • In the 2022 KS1 assessments 30% of Disadvantaged learners reached the expected standard in maths (up 30% from school assessments in 2021), compared to 58% of non-disadvantaged learners (Excl RB). • In the 2022 Multiplication Tables Check 31% of Disadvantaged learners achieved 25 marks, compared to 82% of Non-Disadvantaged learners (Excl RB). • In the 2022 KS2 assessments 45% of Disadvantaged learners reached the expected standard in maths (up 5% from school assessments in 2021), compared to 82% of non-disadvantaged learners (Excl RB).
4	<p>Observations and discussions with staff and children have shown that children demonstrate reduced independence and resilience in their learning because of interruptions to education through partial closures and poor attendance, which is having a negative impact on their readiness for learning and progress.</p> <p>These issues particularly affect Disadvantaged children and those who are otherwise vulnerable (such as those with a social worker).</p>
5	<p>Observations and assessments have shown that disruptions to education (including pre-school experiences) continue to have a negative impact on oracy and children's acquisition of vocabulary, resulting in a widened gap between advantaged and disadvantaged children (and other vulnerable children such as those with a social worker).</p> <p>The impact of this gap can also be seen in writing outcomes across the school:</p> <ul style="list-style-type: none"> • In the 2022 36% of Disadvantaged learners in Early Years achieved the ELG in writing, compared to 45% of non-disadvantaged learners (Excl RB). • In the 2022 KS1 assessments 40% of Disadvantaged learners reached the expected standard in writing, compared to 50% of non-disadvantaged learners (Excl RB).

	<ul style="list-style-type: none"> In the 2022 KS2 assessments 36% of Disadvantaged learners reached the expected standard in writing, compared to 73% of non-disadvantaged learners (Excl RB).
6	37.6% of disadvantaged children are persistent absentees (PA) compared to 25.6% of non-disadvantaged children, a difference of 12%; the PA percentage remains significantly high. Several disadvantaged children are struggling with historic familial persistent absenteeism. Our observations and discussions with staff have identified absenteeism impacting negatively on these children's ability to retain new knowledge and make the progress needed to catch up with their peers, although here has been an improvement in attendance for these pupils this remains a specific area for targeted support.

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
To achieve and sustain high levels of self-regulation and improved behaviour across the school ensuring that children are ready to learn and able to make rapid progress.	<ul style="list-style-type: none"> Qualitative data from discussions with children and staff (and observations in class and at play) evidence improvements in emotional development and regulation Thrive class assessments show improvements in scores relating to readiness for learning Classrooms are highly focussed and learning behaviours are strong. Children demonstrate an understanding of the value of scholarship. From 2024/25 analysis of behaviour shows a trend of significant improvement over time.
Improved reading attainment among Disadvantaged children across the school.	<ul style="list-style-type: none"> From 2024/25 EYFSP outcomes show that Disadvantaged children make rapid progress in reading. From 2024/25 Year 1 and 2 Phonics Screen outcomes for Disadvantaged children are high (more than 80% of Disadvantaged Learners meet the Expected Standard). From 2024/25 Disadvantaged children show strong attainment in reading by the end of KS2 (more than 70% of Disadvantaged Learners meet the expected standard at the end of Year 6)
Improved maths attainment for Disadvantaged children at the end of KS2.	<ul style="list-style-type: none"> From 2024/25 Disadvantaged children have strong outcomes in Maths by the end of KS2 (more than 80% of Disadvantaged Learners meet the expected standard at the end of Year 6). Disadvantaged children show strong fluency skills which has a positive impact on their efficiency with problem solving.

<p>To achieve and sustain improved levels of independence and resilience impacting on strong learning behaviours and improved attainment.</p>	<ul style="list-style-type: none"> • There are sustained high levels of independence and resilience from 2024/25 which are demonstrated by: <ul style="list-style-type: none"> ○ Classroom observations and discussions with staff and pupils. ○ Enhanced access to learning for disadvantaged children impacting on higher rates of progress.
<p>To improve oracy, standard spoken English, and acquisition of vocabulary, leading to an impact on higher attainment in reading and writing.</p>	<ul style="list-style-type: none"> • Discussions with staff and children show that all children use standard spoken English. • The vocabulary gap is reduced meaning that children have learnt and can apply age-appropriate tier 2 vocabulary. • Writing outcomes from 2024/25 show strong attainment (more than 70% of Disadvantaged children meet the expected standard at KS2).
<p>To achieve and sustain improved attendance for all children and particularly our disadvantaged children.</p>	<ul style="list-style-type: none"> • Sustained high levels of attendance from 2024/25. • By 2024-25 persistent absenteeism is reduced for all children but particularly for our disadvantaged learners. • From 2024/25 there is evidence of a break in the cycle of persistent absenteeism for families and children are making good progress.

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: £ 65,062

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchasing and continuing to develop our Synthetic Systematic Phonics scheme: Read Write Inc. Phonics.</p> <p>This is to include the purchase of RWI consultancy support and Trust SLE support. It also includes access to the training portal to ensure high quality phonics is embedded across KS1.</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>EEF Toolkit - Phonics</p> <p>This is a DFE (Department for Education) Validated Systematic Synthetic Phonics programme and is intended to secure stronger phonics teaching for all children through high quality resourcing, progressive structure, and high quality continuing professional development for those who deliver the programme and for leaders.</p>	2
<p>Continue to develop our Maths teaching across the school using White Rose Maths resources and planning.</p> <p>We will fund teacher release to embed key elements of guidance in school and access Maths Hub resources and CPD.</p> <p>We will fund weekly release time for the Maths Lead to impact on improving quality maths teaching and learning.</p>	<p>The DfE (Department for Education) non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>DFE Guidance - Maths guidance KS1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>EEF Maths Guidance KS2 and KS3</p> <p>EEF - Improving Maths in EYs and KS1</p>	3
<p>Continued participation in the NCETM's Mastering Number project to ensure the development of strong number sense and improve fluency and basic number skills in Reception, Year 1,</p>	<p>This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.</p> <p>NCETM Mastering Number</p>	3

and Year 2 (and in Resource Base where appropriate).		
Purchasing and implementing the Number Sense programme to support fluency in number facts in Year 3 (including purchase of resources and continuing professional development for staff).	The programme is informed by research into the mathematical development of young children, by 10 years of classroom teaching, and by maths lesson observations in Shanghai. 7 key research principles underpin the programme.	3
Develop consistency across the school regarding daily maths meetings , focussing on consistent sentence stems and structure. Ensure consistency in teaching of Times Tables to ensure fluency in these number facts to support application to other areas of maths.	The EEF guidance is based on a range of the best available evidence and includes references to the importance of pupils being able to: <ul style="list-style-type: none"> • Develop a rich network of mathematical knowledge • Emphasise the many connections between mathematical facts, procedures, and concepts • Develop fluent recall of facts. EEF Maths Guidance KS2 and KS3 EEF - Improving Maths in EYs and KS1	3
Continuing to develop strong subject leaders who impact on the quality of the implemented curriculum for Disadvantaged Learners. This will involve high quality CPD, ongoing coaching and regular reviews with school and Trust leaders, Academy Advisors and Trustees.	School Inspection Handbook Inspectors will explore: <ul style="list-style-type: none"> • how carefully leaders have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how leaders have planned the curriculum accordingly. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills • how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points • how leaders have ensured that the subject curriculum contains content that has been identified as most useful, and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills • how the curriculum has been designed and taught so that pupils read at an age-appropriate level. 	2, 3, 5
Purchasing and administering high quality diagnostic assessments to ensure that Disadvantaged	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil and help to ensure they received the correct	2, 3

<p>children’s needs are well understood and can be closed rapidly.</p> <p>Training for staff to ensure that assessments are interpreted and administered correctly.</p>	<p>additional support through interventions or teacher instruction.</p> <p>The EEF recommend using high quality assessment and diagnosis to target and adapt teaching to pupils’ needs. Rapid provision of support is important, but it is critical to ensure it is the right support. Integrating formative assessment into classroom teaching strategies will help ensure that teaching is appropriately targeted and that pupil needs are identified.</p> <p>Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.</p> <p>EEF - Diagnostic Assessments</p>	
<p>Ensuring consistent use of language structures and explicit vocabulary teaching across the school through use of Tower Hamlets language structures (which is designed with EAL (English as an Additional Language) learners in mind but is in place for all children across the school).</p> <p>Ensuring consistent use of Word Aware as a whole school approach to support the vocabulary development of all children. Focussed on whole class learning, the programme is of particular benefit to Disadvantaged Learners.</p> <p>Included here is the cost of Continuing Professional development for staff and resourcing to ensure effective delivery in classes across the school.</p>	<p>The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>EEF Toolkit - Oral Language Interventions</p> <p>EAL pedagogy as outlined in ‘Excellence and Enjoyment: learning and teaching for bilingual children in the primary years,’ (DCSF Ref 0013-2006PCK-EN) explains how EAL children become fluent in ‘basic interpersonal communicative skills’ (playground or social talk) within two to three years but it can take five years or longer to catch up with mono-lingual peers in the development of cognitive and academic language. ‘The ability to use language for academic purposes together with cognitive development (the development of thinking and learning skills) is the key to realising educational potential’ p9 Unit 1 Planning and assessment for language and learning.</p> <p>Tower Hamlets Language Structure Progression</p> <p>Hjetland et al (2017), in their systematic review found that spoken vocabulary predicted children’s latter reading development. Vocabulary relates to reading comprehension, but impacts equally on curriculum areas that require specific word knowledge such as mathematics and science.</p> <p>Waldfoegel and Washbrook, (2010) found a two-year gap at aged 5 years between the wealthiest and the poorest. And as Ford-Connors and Paratore (2015) highlight ‘students who enter classrooms with a low</p>	5

	store of vocabulary knowledge are unlikely to acquire complex knowledge through simple exposure'. Word Aware	
Continuing class-based Thrive approaches to meeting emotional and social needs through a re-subscription to The Thrive Approach and continuation of accreditation through refresher training for practitioners. The Thrive Approach is a dynamic, developmental, and trauma-sensitive approach to meeting the emotional and social needs of children.	Thrive has been developed over the past 25 years, with its architects drawing from a wealth of experience in social work, psychotherapy, and education. Combining their collective knowledge and experience, the founders developed a social and emotional development model that looked at children's needs and provided responses and activities to engage them with life and learning. This is underpinned by Attachment Theory, Child Development Theory, Neuroscience and Play, Creativity and The Arts. The Thrive Approach	1, 4
Embedding a rigorous Monitoring, Evaluation and Review cycle which enables teachers, TAs (Teaching Assistants) and leaders at all levels to track the progress of disadvantaged children, understand their experiences of school and act to make changes, where needed. This will involve support from the Trust leaders and Trustees, coaching for teachers and leaders, regular progress reviews, visits to lessons and	Supporting staff, monitoring progress, solving problems, and adapting strategies will help with the successful implementation of new approaches: <ul style="list-style-type: none"> • Adopt a flexible and motivating leadership approach during the initial attempts at implementation. • Reinforce initial training with follow-on coaching within the school. • Use highly skilled coaches. • Complement expert coaching and mentoring with structured peer-to-peer collaboration. • Use implementation data to actively tailor and improve the approach. • Make thoughtful adaptations only when the active ingredients are securely understood and implemented. EEF Guidance Report - Implementation	All
Further improve the use of scaffolds and feedback for all staff (including TAs), making use of findings within EEF report alongside 'Walkthrus.' Develop staff use of questioning as a tool to enhance feedback further through the use of instructional coaching and 'Walkthrus.'	Done well, feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where teacher wants them to be. When used effectively, feedback can accelerate a child's progress by 6 months. EEF Guidance Report - Feedback EEF - 5-a-day reflection tool - Teaching Assistants	2, 3, 4, 5
Develop Early Years provision to ensure that all children build confidence and enjoyment of learning, develop the fundamental	Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from	All

<p>skills that they need to access learning in KS1 and secure age-appropriate language acquisition.</p> <p>This will be achieved through Trust Leadership support, release time for staff training and development opportunities, engagement in Mobius Maths work group and regular reviews of provision and children’s progress.</p>	<p>disadvantaged backgrounds. Early education approaches typically include:</p> <ul style="list-style-type: none"> • communication and language activities • play-based learning • interactive and language activities, and • support for parents to encourage learning at home. <p>EEF Guidance - Early Years</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £47,062

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>At River Mead we have a full-time Academic Tutor 2022-23.</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>EEF Toolkit - One-to-one tuition EEF Toolkit - Small Group Tuition</p>	<p>2, 3, 4, 5</p>
<p>Continue to develop implementation of Read Write Inc Fresh Start as an intervention targeted at KS2 children (Year 5 and 6) who require significant support with reading fluency to catch up with their peers.</p> <p>This will involve purchasing materials and enabling</p>	<p>While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate. Where readers are struggling with vocabulary or comprehension, other interventions may be more appropriate.</p> <p>EEF Toolkit - Phonics</p>	<p>2, 4</p>

training for staff to assess children and deliver the programme.		
Deliver systematic phonics programme to children in lower KS2 children who did not complete the programme in KS1 (RWI Phonics)	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: EEF Toolkit - Phonics	2
Deliver daily 1:1 phonics intervention across Reception, Y1 and Y2 to ensure gaps close as soon as they develop. To be delivered by trained RWI tutors.	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: EEF Toolkit - Phonics	2
Deliver NELI (Nuffield Early Language Intervention) intervention for children in Reception with language gaps.	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: EEF Toolkit - Oral Language Interventions	5

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

Budgeted cost: £ 53,062

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will continue to support accreditation and ongoing professional development of ELSA sessions for children who need targeted support with their social and emotional development.</p> <p>ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils.</p>	<p>The average impact of successful Social and Emotional Learning interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>EEF Toolkit - Social and Emotional Learning</p>	1, 4, 6
Continuing class-based and individual interventions using Thrive approaches to	Thrive has been developed over the past 25 years, with its architects drawing from a wealth of	1, 4, 6

<p>meeting emotional and social needs through a re-subscription to The Thrive Approach and continuation of accreditation through refresher training for practitioners.</p> <p>The Thrive Approach is a dynamic, developmental, and trauma-sensitive approach to meeting the emotional and social needs of children.</p> <p>We will fund training for an additional Thrive Practitioner to support the increasing level of need.</p>	<p>experience in social work, psychotherapy, and education.</p> <p>Combining their collective knowledge and experience, the founders developed a social and emotional development model that looked at children's needs and provided responses and activities to engage them with life and learning.</p> <p>This is underpinned by Attachment Theory, Child Development Theory, Neuroscience and Play, Creativity and The Arts. The Thrive Approach</p>	
<p>Continuing to build on our Nurtured Learning offer which benefits some of our Disadvantaged children who need alternative access to the curriculum and personalised learning plans using Thrive approaches.</p>	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>The average impact of successful Social and Emotional Learning interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. EEF Toolkit - Social and Emotional Learning</p>	1, 4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve continuing professional development and release time for staff to develop and implement effective procedures and monitor their impact. We will also develop the role of attendance mentors to</p>	<p>This guidance from the DfE gives advice to schools to support them to improve school attendance. It has been informed by:</p> <ul style="list-style-type: none"> • engagement with schools who have significantly reduced their persistent absence levels • teachers' standards • Ofsted's school inspection handbook • other DfE statutory and non-statutory guidance 	6

work with individual children and families to improve their attendance.		
Ensuring that whole school approaches to behaviour and de-escalation strategies are consistently applied across the school. This will impact on helping to reduce fixed-term exclusions and enable more secure self-regulation strategies for our Disadvantaged children. This will involve regular whole staff training, leadership oversight, coaching and supervision.	According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.	1
Contingency fund for acute emerging issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £165,186

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 2020 to 2021 academic year.

<u>2022 Data for children in receipt of Pupil Premium funding</u>			
Statutory Assessment	% of Pupil Premium meeting EXS	% of cohort meeting EXS	% of Non-Pupil Premium meeting EXS
EYFSP – Good Level of Development	29% (14 children)	32% (25 children)	36% (11 children)
Year 1 - Phonics	58% (12 children)	73% (30 children)	83% (18 children)
Year 2 - Phonics	90% (10 children)	86% (22 children)	75% (12 children)
Year 2	Reading	40% (10 children)	42% (12 children)
	Writing	40% (10 children)	50% (12 children)
	Maths	30% (10 children)	45% (22 children)

Year 4 - MTC (Multiplication Tables Check)		31% (25 marks) (13 children)	38% (25 marks) (21 children)	50% (25 marks) (8 children)
Year 6	Reading	27% (3/11 children)	50% (11/22 children)	73% (8/11 children)
	Writing	36% (4/11 children)	55% (12/22 children)	73% (8/11 children)
	Maths	45% (5/11 children)	64% (14/22 children)	82% (9/11 children)
	RWM	13% (2/11 children)	36% (8/22 children)	55% (6/11 children)

Our assessments during 2021/22 demonstrate that the attainment of children who are disadvantaged is still significantly below that of their non-disadvantaged peers. The impact of the COVID-19 pandemic on these children has been significant, including disruption to learning, disrupted Early Years development and lack of access to pre-school provision/opportunities, social isolation, mental health concerns and poor self-regulation skills.

In Early Years, the gap between Disadvantaged and Non-disadvantaged pupils rose by 4 percentage points, although this was masked by a drop in attainment for all groups (significantly poorer than in-school assessments in 2021).

In the Year 1 Phonics screen, the increase in attainment for the whole cohort masked a widened gap between Disadvantaged and Non-disadvantaged children, but data shows that any gap is being reversed by the end of Year 2 with Disadvantaged children out-performing Non-disadvantaged children in the year 2 phonics screen in 2022. The in-year progress of the children in Year 1 and those children in Year 2 who did not pass in year 1 was significant and evidences impact of 1-1 tuition in Phonics.

Progress towards Intended Outcome 1 - To achieve and sustain high levels of self-regulation and improved behaviour across the school ensuring that children are ready to learn and able to make rapid progress (towards a trend of significant improvement by 2024-25).

Our assessments and observations over the last year have indicated that pupil behaviour, wellbeing and mental health continue to be significantly impacted following the COVID19 pandemic. The impact has been particularly acute for Disadvantaged pupils and those in the earlier years of school who would perhaps have been identified for additional support at nursery if they had not been in lockdown. We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions where required. We have continued to prioritise Nurtured Learning for those children who need a personalised learning journey focused on social and emotional development. We have also funded training for a new ELSA and training for an additional Thrive practitioner to support ongoing work towards meeting this target.

Progress towards Intended Outcome 2 - Improved reading attainment among Disadvantaged children across the school (towards 80% of DLs achieving the Expected standard in Phonics in Y1 and 2 and 70% meeting the Expected Standard at KS2 by 2024-25).

In 2022 58% of Disadvantaged Learners in Year 1 passed the Phonics Screen whereas 90% of Disadvantaged Learners in had passed the phonics screen by the end of year 2. In-year progress was strong for Disadvantaged Learners in Year 1 from low starting points, which shows the positive impact of 1-1 tuition. During the next academic year there will be a shift in focus on Early Reading in Early years

(including in Nursery) ensuring that children have a firm foundation in pre-reading and early reading skills to build upon as they make the transition into KS1.

In 2022 only 27% of Disadvantaged Learners met the expected standard in Reading by the end of Year 6. The gap between Disadvantaged and Non-Disadvantaged Learners also widened significantly which is also an indication of the impact of COVID-19 and disruption to schooling for our Disadvantaged Learners. During the last academic year there has been a shift in how our children and families view reading, with a much higher proportion of children engaging in reading at home. Discussions with Disadvantaged Learners also indicate a positive shift in their attitudes to reading in school and at home. Over the next year we will continue to focus on the development of fluency with RWI Fresh Start interventions targeted at Year 5/6 children and on developing book-talk sessions for all children in KS2 through whole class reading sessions and in Early Years and KS1 using the RWI Talk Through Stories approach.

Frequent progress reviews will allow leaders and class teachers to reflect on the progress that disadvantaged children are making and plan to overcome any barriers that may emerge without delay.

Progress towards Intended Outcome 3 - Improved maths attainment for Disadvantaged children at the end of KS2 (towards 80% DLs achieving the Expected Standard at KS2 by 2024-25).

In 2022 45% of Disadvantaged Learners in Year 6 met the expected standard in Maths which was an increase of 20% from 2019. The gap between Disadvantaged and Non-Disadvantaged pupils is still significant however, and has increased since 2019, starkly highlighting the impact of the COVID-19 pandemic on these pupils.

During the next year, we will continue to build on the successful strategies started in 2021-22 and Disadvantaged children will benefit from a revised Maths curriculum using White Rose Hub planning to ensure that progression is made in small-steps with no ongoing learning gaps. One-to-one and small group tuition in Maths will also support those who are currently underperforming to catch up and keep up.

Frequent progress reviews will allow leaders and class teachers to reflect on the progress that disadvantaged children are making and plan to overcome any barriers that may emerge without delay.

Progress towards Intended Outcome 4 - To achieve and sustain improved levels of independence and resilience impacting on strong learning behaviours and improved attainment (towards strong progress made by DLs at KS2 by 2024-25)

In 2021-22 lesson observations evidenced improvements in children's attitudes to their learning, with many keen to read at home and apply effort to their learning in class. During the last year, teachers have benefitted from CPD using Walk-thru models to support their practice and these new pedagogical skills have begun to support progress in class. Many of our Disadvantaged Learners still struggle with independence in their learning so we will continue to focus on using high quality questioning and feedback to support children over the coming year, as well as supporting all staff (including TAs) to scaffold learning successfully for children to enable increasing levels of independence.

Progress towards Intended Outcome 5 - To improve oracy, standard spoken English, and acquisition of vocabulary, leading to an impact on higher attainment in reading and writing (towards 70% of DLs meeting the Expected Standard in writing at KS2 by 2024-25).

In 2022 only 36% of Disadvantaged Learners met the expected standard in Writing at KS2 and the gap between Disadvantaged and Non-Disadvantaged Learners has increased slightly since 2019 highlighting the impact of the COVID-19 pandemic on these children. It was also evident from data analysis that further work needs to be done to support children’s Early language acquisition and pre-writing skills to enable them to make good progress through their school life. Over the next year we will be focusing support and development for Early years staff (including Nursery) to ensure their children are meeting milestones and are ready to progress in KS1.

Progress towards Intended Outcome 6 - To achieve and sustain improved attendance for all children and particularly our disadvantaged children (towards sustained high attendance for all children and a reduction in Persistent Absenteeism for DLs by 2024-25).

Overall attendance 2021/22 for Pupil Premium (PP) children was 91.2% compared to non-PP at 93.0%. Overall absence 7.2% lower than previous year (national 4.6%). Persistent Absentees (PA) 25.6% (slightly lower than previous year), however national remains considerably lower at 8.8%. This figure was significantly impacted by 3 pupils in the school, one persistent absentee (30.9%), suffering from ‘emotionally based school avoidance’; external support sought, but with little impact. A persistent absentee struggled with a full return to school and remained PA for the school year despite additional support, challenge and external advice/intervention (44.8%); both of these pupils were Pupil Premium. There was further considerable impact on whole school attendance from 2 Traveller children whose attendance was 49.2%.

The autumn term saw a considerable number of holiday requests for re-scheduled pandemic holidays as a result authorised absences for the school were 6.7% (national 3.4%), unauthorised absences 1.6% national 1.3%.

The school post pandemic also encountered outbreaks of Chicken Pox as well as ongoing Cases of Covid-19, additionally a couple of children had absences for serious medical conditions.

To further improve attendance Leaders have attended DfE led attendance webinars, reviewed procedures and have met with the Education Welfare Officer to discuss processes.

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
White Rose Maths	White Rose Maths
Read Write Inc	Ruth Miskin
Mastering Number	NCETM
Curriculum Maestro	Cornerstones
No More Marking – Comparative Judgement	No More Marking

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- supporting Disadvantaged children to access enrichment opportunities such as trips, visits and residential.