

**PUPIL PREMIUM STRATEGY REVIEW 2021/22**

**Teaching** (for example, CPD, recruitment and retention)

**Budgeted cost: £53,920**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review (July 2022)												
<ul style="list-style-type: none"> <li>High quality teaching of phonics. CPD for staff, new SSP and resources.</li> </ul>	<p>Historically disadvantaged children have been more likely to not pass the Phonics Screening Check in Year 1 and struggle to catch up in later years.</p> <p>This year we are working with the Ramsbury English Hub to ensure a consistent approach to the teaching of phonics across EYFS and KS1, including the training of the Phonics lead to coach other members of staff. so that disadvantaged learners make at least expected or better progress in Phonics from their individual starting points.</p> <p>All staff in EYFS and KS1 to complete training so that Little Wandle can be fully implemented in September 2022.</p> <p><i>The Little Wandle approach has a strong evidence base that indicates a positive impact on the accuracy of word reading and reading fluency through their lesson plans.</i></p> <p><b>EEF Teaching and Learning Toolkit</b></p> <p><i>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.</i></p>	<p><b>Challenge: 1,3</b></p> <p><b>Intended Outcome: B</b></p> <p>The attainment in phonics of disadvantaged learners is broadly in line with non-disadvantaged learners nationally</p> <p>£4500 (Little Wandle resources)                      £1500 TA training                      Monitoring and coaching                      £720</p> <p align="right"><b>£6720</b></p>	<p><b><u>Y1 Phonics Screening Check % Achieved standard</u></b></p> <table border="1"> <thead> <tr> <th>All pupils (24)</th> <th>Non DL (16)</th> <th>DL (8)</th> </tr> </thead> <tbody> <tr> <td>83% (20)</td> <td>81% (13)</td> <td>88% (7)</td> </tr> </tbody> </table> <p>National average in 2019: 85%</p> <p>Attainment in phonics of DL is in line with DL.</p>	All pupils (24)	Non DL (16)	DL (8)	83% (20)	81% (13)	88% (7)						
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<ul style="list-style-type: none"> <li>Provide high-quality books, both physical and online resources to improve and develop the teaching and love of reading at KS2.</li> </ul>	<p>Internal evidence shows that higher numbers of PP are not engaging with reading and so attainment in reading comprehension is not as strong as non-disadvantaged learners. English Subject leader to support all teachers to increase engagement and develop positive attitudes to reading for all PP pupils. English Subject leader to monitor engagement and attainment in reading in KS2.</p> <p><b>EEF Improving Literacy in Key Stage 2 – Recommendations Summary</b></p>	<p><b>Challenge: 1</b></p> <p><b>Intended Outcome: B</b></p> <p>The attainment in reading of disadvantaged learners is broadly in line with non-disadvantaged learners nationally.</p> <p>Our Go-Read app shows that engagement in reading for pleasure is similar when comparing disadvantaged and non-disadvantaged learners.</p>	<p><b><u>PIRA reading at EXS % achieved standard</u></b></p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>Non DL</th> <th>DL</th> </tr> </thead> <tbody> <tr> <td><b>Y1 (24)</b></td> <td>88% (21)</td> <td>88% (14)</td> <td>88% (7)</td> </tr> <tr> <td><b>Y3 (22)</b></td> <td>68% (15)</td> <td>58% (7)</td> <td>80% (8)</td> </tr> </tbody> </table>		All	Non DL	DL	<b>Y1 (24)</b>	88% (21)	88% (14)	88% (7)	<b>Y3 (22)</b>	68% (15)	58% (7)	80% (8)
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Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text

£1500

<b>Y4 (23)</b>	74% (17)	86% (12)	50% (4)
<b>Y5 (30)</b>	60% (18)	70% (14)	40% (4)

**KS1 SATS Reading % Expected standard**

<b>All (23)</b>	<b>Non DL (11)</b>	<b>DL (12)</b>
52% (12)	64% (7)	42% (5)

**KS2 SATS Reading % Expected standard** (exc new pupil from Ukraine)

<b>All (24)</b>	<b>Non DL (14)</b>	<b>DL (10)</b>
54% (13)	71% (10)	30% (3)

The gap in attainment between DL and Non DL in reading is significant in all years except Y1.

The number of average reads at home from a DL learner is considerably less than the number of readers from a non DL family. (See table).

However, school data shows that in every class DL are reading more to an adult in school than a non DL child.

Plan for ways to increase parental engagement to support DL at home with reading.

Class	PP av reads	Non PP av reads	Diff in reads non PP/PP
EYFS	8.66	102.7	94.04
Y1	40.5	72.8	32.3

			<table border="1"> <tr><td>Y2</td><td>13.6</td><td>51.7</td><td>38.1</td></tr> <tr><td>Y3</td><td>34.2</td><td>68.4</td><td>34.2</td></tr> <tr><td>Y4</td><td>48.5</td><td>66.7</td><td>18.2</td></tr> <tr><td>Y5</td><td>35.3</td><td>81.0</td><td>45.7</td></tr> <tr><td>Y6</td><td>6.09</td><td>32.9</td><td>26.8</td></tr> </table>	Y2	13.6	51.7	38.1	Y3	34.2	68.4	34.2	Y4	48.5	66.7	18.2	Y5	35.3	81.0	45.7	Y6	6.09	32.9	26.8								
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<ul style="list-style-type: none"> <li>TA hours funded to support teaching and learning in class, specifically to support the whole class teaching of English and Maths.</li> </ul>	<p>Pupil attainment data used to identify learners who need additional support to enable them to keep up with the learning.</p> <p><b>EEF Strategies to support high quality teaching</b></p> <p><i>Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met</i></p>	<p><b>Challenge: 1, 2, 3, 5</b></p> <p><b>Intended Outcome: A,B</b></p> <p>Monitoring shows that disadvantaged learners are supported in class.</p> <p>Disadvantaged learners make at least expected or better progress from their individual starting points in Reading, Writing and Maths</p> <p style="text-align: right;"><b>£40,800</b></p>	<p>Monitoring from learning walks shows that DL are supported in class by TA.</p> <p><b>Teacher assessment attainment in RWM combined % achieve expected.</b></p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>Non DL</th> <th>DL</th> </tr> </thead> <tbody> <tr> <td><b>Y1 (24)</b></td> <td>63% (15)</td> <td>63% (10)</td> <td>63% (5)</td> </tr> <tr> <td><b>Y2 (22)</b></td> <td>40% (9)</td> <td>45% (5)</td> <td>36% (4) <b>-9%</b></td> </tr> <tr> <td><b>Y3 (22)</b></td> <td>32% (7)</td> <td>33% (4)</td> <td>30% (3) <b>-3%</b></td> </tr> <tr> <td><b>Y4 (23)</b></td> <td>30% (7)</td> <td>40% (6)</td> <td>13% (1) <b>-29%</b></td> </tr> <tr> <td><b>Y5 (30)</b></td> <td>30% (9)</td> <td>45% (9)</td> <td>0% <b>-45%</b></td> </tr> <tr> <td><b>Y6 (24)</b></td> <td>38% (9)</td> <td>50% (7)</td> <td>20% (2) <b>-30%</b></td> </tr> </tbody> </table> <p><b>EYFS GLD</b> 65% (13) Non DL 71% (12) DL 33% (1)</p>		All	Non DL	DL	<b>Y1 (24)</b>	63% (15)	63% (10)	63% (5)	<b>Y2 (22)</b>	40% (9)	45% (5)	36% (4) <b>-9%</b>	<b>Y3 (22)</b>	32% (7)	33% (4)	30% (3) <b>-3%</b>	<b>Y4 (23)</b>	30% (7)	40% (6)	13% (1) <b>-29%</b>	<b>Y5 (30)</b>	30% (9)	45% (9)	0% <b>-45%</b>	<b>Y6 (24)</b>	38% (9)	50% (7)	20% (2) <b>-30%</b>
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<ul style="list-style-type: none"> <li>High quality teaching of writing – CPD for staff, resources to implement 'The Write Stuff'</li> </ul>	<p>Based on data analysis and support from English advisor from Wiltshire Council, we have changed our planning and teaching of English.</p>	<p><b>Challenge: 1, 3</b></p> <p><b>Intended Outcome: B, C</b></p>	<p><b>Teacher assessment attainment in Writing % achieve expected.</b></p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>Non DL</th> <th>DL</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		All	Non DL	DL																								
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	<p>Support from Wiltshire LA, English Advisor and from the Ramsbury Hub will help ensure that we are delivering high quality English lessons.</p> <p><b>Evidence from Tom Sherrington supports 'The Write Stuff' Jane Considine approach to teaching writing.</b></p> <p><i>"If teachers in the relevant discipline can break these complex activities down into 'fine grained' stages, they'll be more effective in explaining them to their students." Providing models is a central feature of giving good explanations."</i></p>	<p>The attainment of disadvantaged learners is broadly in line with non-disadvantaged learners for Writing.</p> <p>Internal writing moderation shows that disadvantaged learners use a wide variety of vocabulary in their writing.</p> <p style="text-align: right;"><b>£2500</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><b>Y1 (24)</b></td> <td style="text-align: center;">63% (15)</td> <td style="text-align: center;">63% (10)</td> <td style="text-align: center;">63% (5)</td> </tr> <tr> <td style="text-align: center;"><b>Y2 (22)</b></td> <td style="text-align: center;">40% (9)</td> <td style="text-align: center;">45% (5)</td> <td style="text-align: center;">36% (4) <b>-9%</b></td> </tr> <tr> <td style="text-align: center;"><b>Y3 (22)</b></td> <td style="text-align: center;">32% (7)</td> <td style="text-align: center;">33% (4)</td> <td style="text-align: center;">30% (3) <b>-3%</b></td> </tr> <tr> <td style="text-align: center;"><b>Y4 (23)</b></td> <td style="text-align: center;">30% (7)</td> <td style="text-align: center;">40% (6)</td> <td style="text-align: center;">13% (1) <b>-29%</b></td> </tr> <tr> <td style="text-align: center;"><b>Y5 (30)</b></td> <td style="text-align: center;">34% (10)</td> <td style="text-align: center;">50% (10)</td> <td style="text-align: center;">0% <b>-50%</b></td> </tr> <tr> <td style="text-align: center;"><b>Y6 (24)</b></td> <td style="text-align: center;">58% (14)</td> <td style="text-align: center;">50% (5)</td> <td style="text-align: center;">64% (9) <b>-14%</b></td> </tr> </table> <p>Internal moderating led by English Subject leader shows that all pupils are using a wider range of vocabulary in their writing.</p>	<b>Y1 (24)</b>	63% (15)	63% (10)	63% (5)	<b>Y2 (22)</b>	40% (9)	45% (5)	36% (4) <b>-9%</b>	<b>Y3 (22)</b>	32% (7)	33% (4)	30% (3) <b>-3%</b>	<b>Y4 (23)</b>	30% (7)	40% (6)	13% (1) <b>-29%</b>	<b>Y5 (30)</b>	34% (10)	50% (10)	0% <b>-50%</b>	<b>Y6 (24)</b>	58% (14)	50% (5)	64% (9) <b>-14%</b>
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<ul style="list-style-type: none"> <li>Implement systematic teaching of times tables – CPD for staff, release time for maths SL, resources.</li> </ul>	<p>Year 3 and 4 teachers attend Wiltshire training with Maths Subject Leader (SL). A systematic approach to teaching tables will be developed by Maths SL. Adaptations in timetable will be made to allow extra practice time to practise times tables.</p> <p><b>EEF guidance <u>Improving mathematics in Key Stages 2 and 3.</u></b></p> <p><i>"Ensure that pupils develop fluent recall of facts."</i></p>	<p><b>Challenge: 2</b></p> <p><b>Intended Outcome: B</b></p> <p>The attainment in recalling times table facts of disadvantaged learners is broadly in line with non-disadvantaged learners.</p> <p>There is a systematic approach in school to teach times tables.</p> <p style="text-align: right;"><b>£400</b></p>	<p><b><u>Y4 Multiplication Tables Check</u></b></p> <p><b><u>All children: 23</u></b></p> <p>74% (17) children scored 20 or more in the multiplication check out of 25.</p> <p>86% :non DL</p> <p>56%: DL</p>																								
<ul style="list-style-type: none"> <li>CPD for staff to develop high quality first teaching (Walkthrus, National College, Local Authority CPD)</li> </ul>	<p>CPD for teachers to develop knowledge-rich curriculum and ways to improve retention of knowledge in order to support disadvantaged learners.</p> <p><b>EEF High Quality Teaching</b></p> <p><i>"Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."</i></p>	<p><b>Challenge: 1, 2, 3</b></p> <p><b>Intended Outcome: A</b></p> <p>Internal and external monitoring will show that the quality of teaching is good.</p> <p>Teachers will know, use and talk about the guiding principles of Quality first teaching</p> <p style="text-align: right;"><b>£2000</b></p>	<p>More work needs to be done on this next year.</p> <p>LC signed up for LA course on 'Five a day' teaching strategies which will then be shared with staff at CPD meetings throughout the year.</p> <p>Three members of staff have completed 'Introduction to coaching course'. This will then be</p>																								

			used to develop high quality first teaching in the next academic year.
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Budgeted cost: £27,290**

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<p>Small group and 1:1 tuition using a qualified teacher. (75% funding available for school led tutors)</p>	<p>Maths and reading tutoring targeted at Year 5 and Year 6 children. Aim to support disadvantaged learners recover lost learning as a result of school closures.</p> <p><b>EEF -Teaching and Learning Toolkit:</b></p> <p><i>Small group tuition has an average impact of four months' additional progress over the course of a year.</i></p>	<p><b>Challenge: 1, 2, 3</b></p> <p><b>Intended Outcome: B</b></p> <p>Disadvantaged learners make at least expected or better progress from their individual starting points in Reading and Maths</p> <p style="text-align: right;"><b>£1700</b></p>	<p>39 children accessed school led tutoring. 59% (23) of children eligible for PP.</p> <p>Y6: 9 children received maths tutoring 56% increased scaled score.</p> <p>Y6: 6 children received reading tutoring 83% increased scaled score.</p> <p>KS1: 9 children received tutoring for English. 78% increased standardised score.</p> <p>Y5: 9 children received tutoring for reading. 56% increased standardised score.</p> <p>Y5: 6 children received tutoring for maths. 67% increased standardised score</p>
<p>Additional speech and language screening and intervention for children who are not under therapy services.</p>	<p>Infant Language Link screening is used to provide targeted support. Narrative Therapy interventions and Speech and Language sessions are delivered by teaching assistants to identified disadvantaged learners in EYFS and Year 1.</p>	<p><b>Challenge: 3</b></p> <p><b>Intended Outcome: C</b></p> <p>Disadvantaged learners can communicate effectively and have an appropriate vocabulary to support good learning.</p>	<p>This action has not yet been started. Continue next year.</p>

	<p><b>EEF -Teaching and Learning Toolkit:</b> Oral language interventions consistently show positive impact on learning.</p> <p><b>EEF – social and emotional learning</b> – improves interactions with others and self-management of emotions</p>	<p>£600 for teacher release to do the initial <b>Infant Language Link</b> screening with all children in Rec/Y1.</p> <p>£540 for TA time for intervention (1.5 hours per class per week for 12 weeks).</p> <p><b>£1140</b></p>	
Additional reading and phonics for the bottom 20% - TA hours funded to support pupils	<p>Pupils identified through termly phonics screening to receive additional 1:1 intervention, at least 3 times a week with a teaching assistant trained to deliver phonics teaching in line with school approach.</p> <p><b>EEF Teaching and Learning Toolkit</b> -Teaching assistant led intervention</p>	<p><b>Challenge: 1</b> <b>Intended Outcome: B</b> Disadvantaged learners' attainment in the Year 1 Phonics Screen Check is in line with non-disadvantaged learners.</p> <p><b>£22,200</b></p>	See above
Use published revision materials and web-based programs to support children's learning at home and in school: phonics, grammar and number facts. – CGP revision books for Y6, TTRS, Purple Mash, Nesy and Frogwell's e-library.	<p>Provision of materials and web-based programs to allow learners to practise key skills at home. Computers to be provided where necessary so that learning can be completed at home.</p> <p><b>EEF – Working with parents to support children's learning.</b> <i>Provide practical strategies to support learning at home. This can support parental engagement.</i></p> <p><b>EEF – digital technology</b> – evidence that technology can increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p>	<p><b>Challenge: 1, 2, 3</b> <b>Intended Outcome: B,D</b> Disadvantaged learners are regularly using resources at home and in school to support the learning of key skills – phonics, grammar and number facts</p> <p><b>£1500</b></p>	Pupil voice chat to be carried out in T1
Shine Intervention Resources to support catch up intervention.	<p>Following the completion of whole school assessments 3 times a year, Shine resources identify gaps in reading and maths. These resources are used by teaching assistants to provide targeted interventions.</p> <p><b>EEF -Teaching and Learning Toolkit:</b> <i>Small group tuition has an average impact of four months' additional progress over the course of a year.</i></p>	<p><b>Challenge: 1, 2</b> <b>Intended Outcome: B</b> Disadvantaged learners' gaps in learning are identified through diagnostic tests. Shine materials will close gaps in learning so that learners can make progress.</p> <p><b>£750</b></p>	Materials have been used to support tutoring and interventions across the school.

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

**Budgeted cost: £25,792**

Activity	Evidence that supports this approach	Challenge number(s) addressed																			
<p><b>Pastoral Support Manager</b> employed for 32.5 hours a week to co-ordinate effective delivery and monitoring of pastoral interventions and be a point of contact for parents.</p>	<p><b>EEF Toolkit – Parental engagement</b> Having a dedicated person to build a relationship with parents leads to improved relationships with school.</p> <p><b>EEF Toolkit – Metacognition and self-regulation</b> “Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.”</p>	<p><b>Challenge: 4, 5, 6</b> <b>Intended Outcome: D, E</b> Pastoral Support Manager records show that a large proportion of disadvantaged learners and their families have been able to access pastoral interventions in school.</p> <p style="text-align: right;">75% of costs <b>£15,750</b></p>	<p>66 children had targeted pastoral support intervention this academic year. DL: 55% (36) Non DL : 45% (30) Pastoral Support Manager has co-ordinated interventions and signposted families to Mental Health Support, Young Carers, Mentor Me</p>																		
<p><b>Monitoring of attendance</b> <i>(new activity added following T3 data review)</i> Whole school procedures to monitor attendance and to support parents to improve attendance and punctuality.</p>	<p>New attendance procedures to monitor and support families to improve attendance and punctuality. Pastoral Support Manager, Admin staff and Headteacher monitor attendance and ensure that swift action is taken to support families with persistent absence.</p> <p><b>DfE – Improving school attendance (March 2022)</b> Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.</p>	<p><b>Challenge: 6</b> <b>Intended Outcome: F</b> School records show that disadvantaged learners have been contacted by letter or have received a phone call from the Pastoral Support Manager to address cases of persistent absence.</p>	<table border="1"> <thead> <tr> <th colspan="3" data-bbox="1691 662 2139 694"><b>Attendance:</b></th> </tr> <tr> <th data-bbox="1691 694 1841 774"><b>All (186)</b></th> <th data-bbox="1841 694 1991 774"><b>Non DL (115)</b></th> <th data-bbox="1991 694 2139 774"><b>DL (71)</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="1691 774 1841 821">91.6%</td> <td data-bbox="1841 774 1991 821">92.3%</td> <td data-bbox="1991 774 2139 821">90.5%</td> </tr> </tbody> </table> <p>18 families have received phone calls to offer support with attendance. 67% DL families 33% non DL families 13 letters were sent home regarding attendance 62% DL families 38% non DL families. All the families that were contacted either by phone call or letter improved attendance.</p> <table border="1"> <thead> <tr> <th colspan="3" data-bbox="1691 1252 2139 1284"><b>Persistent Absence</b></th> </tr> <tr> <th data-bbox="1691 1284 1841 1364"><b>All (186)</b></th> <th data-bbox="1841 1284 1991 1364"><b>Non DL (115)</b></th> <th data-bbox="1991 1284 2139 1364"><b>DL (71)</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="1691 1364 1841 1410">35% (65)</td> <td data-bbox="1841 1364 1991 1410">29% (33)</td> <td data-bbox="1991 1364 2139 1410">45% (32)</td> </tr> </tbody> </table>	<b>Attendance:</b>			<b>All (186)</b>	<b>Non DL (115)</b>	<b>DL (71)</b>	91.6%	92.3%	90.5%	<b>Persistent Absence</b>			<b>All (186)</b>	<b>Non DL (115)</b>	<b>DL (71)</b>	35% (65)	29% (33)	45% (32)
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35% (65)	29% (33)	45% (32)																			

<p><b>Thrive</b> Training for 2 practitioners and Headteacher.</p>	<p>Thrive is a whole-school approach to support social and emotional wellbeing ensuring every young person can benefit. In addition, individual pupils can receive targeted intervention to help them become more resilient and open to learning.</p> <p><b>EEF Toolkit Social and Emotional Learning.</b> <i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p>	<p><b>Challenge: 5</b> <b>(Training funded through LA COMP funding £4911)</b></p>	
<p><b>Delivery of targeted interventions</b> for specific pupils to promote positive social and mental health.</p>	<p>We will be providing additional specific opportunities to target pupils based on careful assessment of their needs from a selection of options as follows:</p> <ul style="list-style-type: none"> <li>• Drawing and Talking Therapy</li> <li>• ELSA</li> <li>• Targeted Thrive</li> </ul> <p><b>EEF Toolkit Social and Emotional Learning.</b> <i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p>	<p><b>Challenge: 5</b> <b>Intended outcome: E</b> A high proportion of pupils accessing this targeted intervention are from disadvantaged families. They will be able self-regulate in order to positively engage in lessons.</p> <p style="text-align: right;"><b>£5000</b></p>	<p>66 children had targeted pastoral support intervention this academic year. DL: 55% (36) Non DL : 45% (30)</p>
<p><b>Access to breakfast / after school club</b> to support school readiness, social, emotional and mental health and transitions for specific children.</p>	<p>School evidence shows that there are a number of families being supported by our Pastoral Support Manager where the child does not have an appropriate start to the day or requires additional support at the end of the day.</p> <p><b>EEF Evaluation report.</b> <i>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial</i></p>	<p><b>Challenge: 5,6</b> <b>Intended Outcome: D, F</b> Identified disadvantaged children have accessed breakfast club or after school club in order to improve school readiness and social and mental health. Increase by 1 staff member for PP children to attend breakfast club. <b>(£2250)</b> 2 children to attend 2 sessions/week after school. <b>(£1292)</b> <b>£3542</b></p>	<p>We have funded 3 DL children to attend breakfast club this academic year. If all offered sessions were attended this would be a cost of £760</p>

<p>Learning Outside the Classroom - costs subsidised for disadvantaged families</p>	<p>Typically, we offer 50% subsidy to disadvantaged families so that learners are able to access these opportunities. <b>Ofsted</b> research (2019) places emphasis on providing cultural capital, particularly for disadvantaged pupils.</p>	<p><b>Challenge: 7</b> <b>Intended Outcome:</b> Disadvantaged learners have received a subsidy for trips in order to engage in wider curriculum activities.  <b>£1500</b></p>	<p><b>Subsidy for DL families:</b> Liddington PGL : 8 pupils = £800 Hooke Court: 11 pupils = £1045</p>
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## Review of outcomes : 2021/2022

### Teaching (for example, CPD, recruitment and retention)

- Evidence from the Year 1 Phonic Screening test shows that attainment of disadvantaged (DL) and non-disadvantaged learners (Non DL) is broadly in line. Disadvantaged learners achieved slightly better than the National average for 2019.
- Internal and statutory assessments show that the attainment in reading is low for all children. However, the gap in attainment in reading between DL and Non DL is on average 30%. After analysing reading engagement it was evident that non DL children are more likely to have support to read at home and on average have 41 more reads logged on the Go Read app than children from disadvantaged families. Attainment and engagement in reading will be a priority area for the strategy next year.
- Internal assessments suggest that the performance of disadvantaged children to reach expected standard in reading, writing and maths is lower than non-disadvantaged children. However, monitoring from learning walks show that disadvantaged learners are being supported by the teaching assistant or the teacher. Developing effective teaching strategies will be a key priority for next year.
- Internal writing moderation show that disadvantaged learners are now using a wider range of vocabulary in their writing. Writing attainment is low across the school and there is a gap in attainment in all year groups, except Y1 but is more significant in Y4 – Y6.
- 43% of children in Y4 scored full marks or had one error on the Multiplication Tables Check test. Non-DL performed better (70%) than children from disadvantaged families (30%). A KS2 times table strategy will be introduced in September using resources provided by the LA.

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

- This year the school has accessed the National Tutoring Programme and has used government catch-up funding and funding from pupil premium to fund school led tutoring. Three tutors have worked with children in Year 2, Year 5 and Year 6. 39 children have accessed tutoring, 59% of children were eligible to receive pupil premium funding. Each child has been offered approximately 15 hours of tutoring and most children showed an increase in standardised score from November assessments or from mock SATS carried out in March (see figures above). Where children did not show increased scores this was due to other external factors such as SEND or attendance. School led tutoring will continue next year, however government funding will reduce from 75% to 60%.

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

- We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Thrive has been evident across all classes and all children have been profiled to identify further individual or class support. Records from pastoral interventions show that 50% of our DL group accessed a pastoral intervention compared to 26% of children from non-disadvantaged families. We are continuing to build on this provision next year and will aim to embed Thrive fully into school life.
- Attendance has been an issue this year for all children and there is not a significant difference between the attendance of DL and Non DL families. However, in cases of persistent absence (below 90%), 45% of DL have had attendance less than 90% compared to 29% of Non DL families. The Pastoral Support Manager has been able to contact some families to offer support but has not been able to provide enough regular contact due to the high number of families that this affects. Next year Pupil Premium funding will be used to partially fund a Pastoral Support Assistant whose key priority will be to contact families, quickly and regularly, where attendance is a concern.
- Three DL have been able to access Breakfast club on a funded place to support the daily transition to school.
- 19 pupils have received a subsidy in order to engage in school residential trips.
- All disadvantaged learners were offered a computer device to borrow for the academic year.

Our Governors receive reports on progress of our Disadvantaged Learners regularly across the year, linked to the monitoring of the SDP. The PPG governor is involved in the strategic overview of the strategy, using our data and self-evaluation to hold the school to account and challenge proposals and outcomes.