



Cheshire Academies Trust  
*Inspiring hearts and minds*

**Pupil Premium  
Report  
Kelsall Primary & Nursery School  
2022-2023  
Reviewed**

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Kelsall Primary & Nursery
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	5.6% (12 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	David Wearing
Pupil premium lead	Sarah White
Governor / Trustee lead	Holly Stowell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,730
Recovery premium funding allocation this academic year	£2,000.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18,730.00

# Part A: Pupil premium strategy plan

## Statement of intent

### Objectives for Pupil Premium Spending

- To provide high quality learning experiences across the curriculum for all learners
- To provide additional support and intervention to ensure disadvantaged children achieve their potential
- To provide personalised social and emotional support to disadvantaged children to maximise their wellbeing
- To provide extra home/school support where there is a need to help overcome any barriers to learning that may be impacting on the wellbeing or academic achievements of disadvantaged children
- To provide both curricular and extra-curricular enrichment which links to either social and emotional development or academic progress and attainment

### How does the pupil premium strategy plan work towards achieving those objectives?

- It enables us to provide in class support, small group and individual interventions to support eligible children with their emotional and social needs. These are provided by our highly trained support staff including our Learning Mentor.
- It enables us to invest in a whole school approach to emotional and social wellbeing with our Learning Mentor central to this.
- It enables us to provide additional financial support to families as appropriate so that children are able to take part in a wide variety of extra-curricular activities.

### Key principles

We are committed to meeting the needs of all pupils eligible for the pupil premium grant, both to support their academic needs and their social and emotional needs. We use an evidence-based approach and regularly evaluate the impact our approaches are having on children’s needs through discussion with our PPG Lead, Safeguarding Leads, SENCO and Learning Mentor. We have benefitted from working closely with other schools within our academy trust, sharing our practice, comparing our approaches and improving our own.

We strongly believe that the best way to achieve equity of opportunity and improved outcomes for our disadvantaged pupils, is to accumulate advantage for them. This plan sets out our carefully considered approach.

### Challenges

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

Challenge number	Detail of challenge
1	External data for 2022 showed that 100% of disadvantaged children reached the expected standard or above in Reading and Writing and Maths. Internal data for 2022 shows that there is a gap in the number of pupils working at the expected standard or above between disadvantaged and non-disadvantage, most notably in writing and maths. The majority of disadvantaged pupils make expected or above expected progress but fewer reach Greater

	Depth standard than non-disadvantaged pupils. Writing is considered a necessary focus area for the duration of this plan for long term impact.
2	All children's social and emotional wellbeing has been affected by their experiences through the pandemic. Many of our disadvantaged children now require increased levels of support to develop strong attitudes to learning, improve their emotional wellbeing and improve engagement in learning.
3	There is a lack of parent engagement from a proportion of parents of our disadvantaged children, specifically a number of FSM families e.g. attendance at Parents' Evenings, support with homework, ensuring a consistent approach to learning and behavior in and out of school. This impacts on their overall attainment and progress.
4	KS2 attainment of some pupils eligible for pupil premium is high and other support to challenge and extend these pupils is required.

## 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
Outcomes for disadvantaged pupils from different groups are improved compared to previous years. (Updated and raised expectation for 2022-23 based on most recent data analysis)	<ul style="list-style-type: none"> <li>• At least 75% of disadvantaged pupils' average percentile ranks and SGP rates are in line or above non-disadvantaged pupils.</li> <li>• At least 75% of disadvantaged pupils achieve the expected standard or higher in writing (80%+)</li> <li>• At least 75% of disadvantaged pupils achieve a positive progress score by the end of KS2</li> <li>• Disadvantaged pupils in Year 2 achieve working at standard in all three subjects(RWM)</li> <li>• Disadvantaged pupils across the school achieve a standardised score over 100</li> </ul>
Termly Pupils Progress and Review meetings ensure the attainment and progress of disadvantaged pupils is monitored and analysed. This enables timely interventions and actions to secure improved outcomes.	<ul style="list-style-type: none"> <li>• Disadvantaged pupil groups regularly monitored and tracked on school monitoring systems, giving a clear overview of their progress.</li> <li>• Data analysis is used to tailor disadvantaged pupils' teaching, learning and interventions to ensure accelerated progress.</li> </ul>
Disadvantaged pupils are taught by expert teachers through evidence-based protocols and pedagogies.	<ul style="list-style-type: none"> <li>• Teaching of disadvantaged pupils is good and frequently outstanding.</li> <li>• Quality teaching results in disadvantaged pupils making the same levels of good progress and achieving the same achievement standards as non – disadvantaged pupils.</li> <li>• Pupils and staff are cognisant of the language of creativity at utilise this in their lessons to encourage and promote creative thought and response.</li> <li>• Pupils develop key skills; disciplined, persistent, imaginative, inquisitive, collaborative.</li> <li>• There is a coherent link between the 7C's and CChange Creativity work streams.</li> </ul>
Increase confidence and self-esteem of individuals enabling them to access academic learning	Disadvantaged pupils are able to access lessons more frequently. They engage in learning more frequently with and without support of a teaching assistant.
Improved emotional stability and self-regulation of disadvantaged pupils	Pupils understand and can control their emotions more effectively.
Full engagement in social experiences and enrichment opportunities	Improved self-esteem and confidence of disadvantaged pupils.

# Activity in this 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: £ 6721.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure disadvantaged children are challenged appropriately through curriculum and receive high quality teaching and learning through a mastery approach and evidence-based pedagogies of expert teachers</p> <p>£1721.85</p>	<p>EEF research shows that a mastery learning approach has a +5 rating in effectiveness. It is also particularly useful for narrowing any attainment gap for all learners of all abilities. A high expectation of work from disadvantaged learners (a recommendation from the EEF), is consistently expected by all teachers and support staff; along with the use of effective teaching schemes and resources, such as Power Maths units, pathways to Write, Pathways to Spell and Read, Write Inc. This will ensure all disadvantaged children have access to and are challenged appropriately. Money to be spent on resources, training for staff in the programs listed and individual resources as required by specific learners as identified by staff who work with them.</p> <div data-bbox="499 1111 1262 1178"> <p><b>Mastery learning</b> High impact for very low cost based on limited evidence.</p>  </div>	<p>1, 3</p>
<p>Provide a bespoke well-being and mental health intervention from Learning Mentor.</p> <p>£4810</p>	<p>Building on the success of nurture and behaviour support sessions by our Learning Mentor, it is considered beneficial to continue to further develop this area. A similar theme remains apparent, that many of our disadvantaged children require additional support from the learning mentor and support staff to ensure they are ready to fully access the curriculum, engage positively and develop self-esteem and confidence within lessons.</p> <p>This approach has clearly accelerated progress and raised attainment outcomes higher than they were previously on track to achieve. There is also the rationale of a wider school benefit, where less disruption within classes means an environment more conducive to learning for everyone.</p> <div data-bbox="467 1697 1283 1765"> <p><b>Social and emotional learning</b> Moderate impact for very low cost based on very limited evidence.</p>  </div>	<p>2, 3</p>

<p>Further Learning Mentor Training</p> <p>£190.00</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. The Learning Mentor is required to attend continuous supervision sessions after training as an Emotional Literacy Support Assistant (ELSA). Additional training in other areas of children's mental health and well-being is required to ensure all subject knowledge is up to date in this vital area. Regular attendance at pupil premium conferences are also necessary in order to access the latest research and advice on how to bridge the attainment gap for disadvantaged pupils.</p> <div data-bbox="478 577 1264 654"> <p><b>Social and emotional learning</b></p> <p>Moderate impact for very low cost based on very limited evidence</p> </div>	<p>2, 3</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6910.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional targeted support in lessons allowing for increased opportunities for feedback at point of teaching to increase the number of PPG children achieving the expected standard, or higher standard based on their prior attainment.</p> <p>£0</p>	<p>EEF research provide extensive evidence of the high impact of immediate feedback and modelling in class. This ensures that less time being spent in subsequent teaching session is being spent addressing misconceptions from prior teaching and learning.</p> <p>Using additional adults in core subject lessons to provide immediate feedback at the point of learning is beneficial to disadvantaged learners.</p> 	1,2,4
<p>Teaching assistant deployment and interventions</p> <p>£6910.84</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p>  	1, 2, 4

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

Budgeted cost: £ 5097.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Financial assistance to participate in after school clubs and wraparound care.</p> <p>£915.53</p>	<p>Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time by the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. After school programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment. Clubs including sporting and non-academic clubs are also shown to be beneficial and help to increase engagement in school life.</p> 	2, 3



<p>Residential Trips-Outdoor Learning including day trips</p> <p>£3981.78</p>	<p>Residential trips are proven to support growth mind sets, increase confidence and teach team building skills. Children learn vital life skills of perseverance and resilience and this in turn impacts on their academic progress within lessons as they are able to apply these skills when back in the school environment. Evidence from previous years shows children return to school from residential and other trips with heightened confidence and engagement.</p>	<p>2</p>
<p>Purchase of resources for use within teaching and learning</p> <p>£100</p>	<p>Tailored resources are an additional tool to help support academic progress and help children achieve their potential, especially if a specialised resource is required to support a special educational need. Additionally, they are a valuable tool at helping children build resilience and independence when learning, with such resources being used independently without reliance on classroom staff support.</p>	<p>1, 4</p>
<p>Financial assistance with uniform purchases.</p> <p>£100</p>	<p>School uniform supports the development of a whole school ethos and therefore supports discipline and motivation.</p> <p>Purchasing uniform helps parents financially and helps the pupils feel a sense of belonging within the school that helps support their social and emotional well-being.</p>	<p>2, 3</p>

**Total budgeted cost: .18,730**

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

### Pupil premium strategy outcomes

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

Year 1 Review (2021-2022)		
Impact	Issues	Amendments for next year
<p>Academic targets remained a focus during 2021-22 with Covid recovery requiring continued increased investment in wellbeing, mental health and nurture, particularly for our disadvantaged pupils.</p> <p>Attainment for disadvantaged children at the end of Summer 2022 in Y1-Y6 was:</p> <p><b>Reading</b> 58% of children are working ARE+</p> <p><b>Writing</b> 42% of children are working ARE+</p> <p><b>Maths</b> 41% of children are working ARE+</p> <p><b>Progress</b> Of the disadvantaged children who took the baseline assessments (6 pupils)*, the majority are working at the same level or above, from their comparable starting point last year across Reading, Writing and Maths.</p> <p>Those children who are not, are comprised of a very small group where there are other contextual factors which are being supported to allow for future accelerated progress.</p> <p>During the lockdowns, children were able to access remote lessons via the provision of laptops.</p>	<p><b>Covid Impact</b> Many of our disadvantaged children attended school at least part time during lockdowns. Not all families took up the offer to attend. This has meant a wider gap to close for some. During the lockdowns, the Principal ensured all children were able to access remote lessons with hardware loans and support for those who couldn't, however a higher number of disadvantaged children not attending school did not engage at all or as fully compared to non-disadvantaged peers. This had a cumulative impact on the attainment of a significant number of disadvantaged pupils.</p> <p>For those who were at home, regular check ins with children were provided by either the Principal, class teacher or Learning Mentor. There were daily live lessons and a range of learning activities offered on Seesaw.</p> <p>A small number of children did not receive in person peer interaction and in person teaching during this time due to parental choice. For some this has heightened emotional and behavioural traits.</p> <p>It is important that we continue to recognise the impact of the above and tailor support accordingly to continue to successfully close the attainment gap.</p>	<p>Whilst the attainment gap between disadvantaged and non-disadvantaged children in Reading and Maths remains a high priority for all cohorts, closing the significant gap evident in writing remains our main priority in 2022-23.</p> <p>Across all three areas, high priority will be given to developing the pedagogies of expert teachers. This will be achieved through tailored CPD using Tripod's 7Cs framework of effective teaching and the Tallis Habits assessment wheel.</p> <p>A core component of this work will be on providing increased opportunities for feedback at point of teaching and the development of the language of creativity to increase the number of PPG children achieving the expected standard, or higher, based on their prior attainment.</p> <p>Additional phonics and reading interventions in Years 2, 3 and 4. These cohorts have experienced the most impact from lockdowns in their reading – having missed a great deal of early reading input.</p> <p>Continued development of the Learning Mentor to enable the provision of evidence based interventions to support the mental health and emotional wellbeing of disadvantaged pupils.</p>

<p><b>*The number of disadvantaged pupils increased by 7 (to 14) from October 2021 to May 2022.</b></p>		
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<b>Year 2 Review (2022-2023)</b>		
<b>Impact</b>	<b>Issues</b>	<b>Amendments for next year</b>
<p>Academic targets remained a focus during 2022-23 with Covid recovery requiring continued increased investment in wellbeing, mental health and nurture, particularly for our disadvantaged pupils.</p> <p>Attainment for disadvantaged children at the end of Summer 2023</p> <p><b>End of Summer Term **</b></p> <p><b>Reading:</b> 61% Expected Standard+ (up from 58% the previous year)</p> <p><b>Writing:</b> 46% Expected Standard+ (up from 42% the previous year)</p> <p><b>Maths:</b> 61% Expected Standard+ (up from 41% the previous year)</p> <p>** Two of the 13 pupils are Ukranian. They joined school in July 2022. If they are excluded, the data looks as follows;</p>	<p>Whilst the attainment gap between disadvantaged and non-disadvantaged children in Reading and Writing remains a high priority for all cohorts, closing the significant gap evident in Writing remains our main priority for 2023-24. This will remain a key focus of this 3 year plan.</p> <p>Across all 3 areas, the focus remains on resourcing high quality teaching and learning from teachers across school as opposed to focussing on intervention staff – the number of intervention staff has decreased significantly due to budget restraints. As such, the focus will remain on securing quality first teaching and a mastery approach. This reflects EEF guidance and research that indicates that this has the most significant impact on accelerating</p>	<p>Having reviewed the impact of the plan for the year 2022-23, the priorities previously set are considered to still be appropriate and relevant to giving our disadvantaged children the best chance to achieve accelerated progress, with the following additions:</p> <ul style="list-style-type: none"> <li>• Increased focus on the attendance of disadvantaged children. At the end of 2022-23, attendance of disadvantaged children was 91.2% compared to 97.2% for non-disadvantaged children.</li> <li>• Timetable Learning Mentor into Year 6 five mornings per week to support the 6 disadvantaged children in the class.</li> <li>• Provide before/after school tuition of disadvantaged children in Year 6. By subsidising 50% of trips and residentials for disadvantaged children rather than 100%, this will save approximately £2K which can be used for tuition</li> </ul>

**Reading:** 73% Expected Standard+

**Writing:** 54% Expected Standard+

**Maths:** 73% Expected Standard+

End of KS2 data

		Pupils		Attainment			Progress		
		FSM6	Not FSM6	Average Scaled Score (Re, Ma)		Average Scaled Score (Re, Ma)			
				FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
<b>Summary</b>	All Pupils	2	28	107	107	0	-2.7	0.6	-3.3
<b>Gender</b>	Male	2	13	107	105.2	1.8	-2.7	0.4	-3.1
	Female	-	15	-	108.7	-	-	0.8	-
<b>DFE Prior Attainment</b>	Higher attainers	1	11	107	112.9	-5.9	-2.7	2.3	-5
	Middle attainers	-	12	-	104.9	-	-	0.9	-
	Lower attainers	-	4	-	93	-	-	-4.7	-
<b>SEN Group</b>	SEN Support	-	2	-	96	-	-	1.8	-
	EHC Plan	-	1	-	-	-	-	-17.4	-
	No SEN	2	25	107	107.9	-0.9	-2.7	1.3	-4
<b>Ethnic Group</b>	White	2	28	107	107	0	-2.7	0.6	-3.3

Cohort tracking shows that disadvantaged pupil's attainment has increased but the challenge of the attainment gap remains, especially for those reaching the greater depth judgement.

Disadvantaged children's attainment in Reading and Maths was higher than in Writing. No Disadvantaged children were GDS for Writing.

progress. This has been a key part of the school's strategic approach for disadvantaged learners and many aspects of are embedded. Further staff training on metacognition and a strategic plan to embed metacognitive strategies is now needed. This will link to the work going on to embed the habits and skills of creativity.

### Mental Health and Emotional Wellbeing

The majority of our disadvantaged children have an identified social and/or emotional need. Senior Leaders have responded to this by ensuring a high proportion of the Learning Mentor's time is timetabled to support PPG children. There has also been an investment in training of the Learning Mentor to increase their capacity to meet need.

instead.

- EEF research states that the development of metacognitive strategies has the most impact on disadvantaged children. Staff training and development is needed to ensure that this approach can be embedded.

**Overall review: End of Year 3 (2023-2024)**

<b>Desired Outcome</b>	<b>Actions / Approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>

## 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

## Further information

1. Review Expenditure				
Previous Academic Year			2022-23 Total Allocation of £15,636.56	
i. Quality of teaching for all £13,690				
i. Quality of teaching for all £11,206.25				
Action	Desired Outcome/ Success Criteria	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Ensure disadvantaged children are challenged appropriately through curriculum and receive high quality teaching and learning through a mastery approach and evidence-based pedagogies of expert teachers	At least 75% of disadvantaged pupils' average percentile ranks and SGP rates are in line or above non-disadvantaged pupils.  At least 75% of disadvantaged pupils achieve the expected	<b>Attainment</b>  <b>End of Summer Term</b> <b>Reading:</b> 61% Expected Standard+ (up from 58% the previous year) <b>Writing:</b> 46% Expected Standard+ (up from 42% the previous year) <b>Maths:</b> 61% Expected Standard+ (up from 41% the previous year)	The success criteria set out was not met however, the number of disadvantaged pupils achieving ARE+ has increased since 2021-22.  EEF research shows that a mastery learning approach has a +5 rating in effectiveness. Therefore,	Main school budget to cover costs £76  £4,830

	<p>standard or higher in writing (80%+)</p> <p>At least 75% of disadvantaged pupils achieve a positive progress score by the end of KS2.</p> <p>Disadvantaged pupils in Year 2 achieve working at standard in all three subjects (RWM).</p> <p>Disadvantaged pupils across the school achieve a standardised score over 100</p>	<p>KS2 data</p> <table border="1" data-bbox="837 233 1536 512"> <thead> <tr> <th colspan="2" rowspan="2">Pupils</th> <th colspan="3">Attainment</th> <th colspan="3">Progress</th> </tr> <tr> <th>FSM6</th> <th>Not FSM6</th> <th>Gap</th> <th>FSM6</th> <th>Not FSM6</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Summary</td> <td>All Pupils</td> <td>2</td> <td>28</td> <td>107</td> <td>107</td> <td>0</td> <td>-2.7</td> <td>0.6</td> <td>-3.3</td> </tr> <tr> <td rowspan="2">Gender</td> <td>Male</td> <td>2</td> <td>13</td> <td>107</td> <td>105.2</td> <td>1.8</td> <td>-2.7</td> <td>0.4</td> <td>-3.1</td> </tr> <tr> <td>Female</td> <td>-</td> <td>15</td> <td>-</td> <td>108.7</td> <td>-</td> <td>-</td> <td>0.8</td> <td>-</td> </tr> <tr> <td rowspan="3">DfE Prior Attainment</td> <td>Higher attainers</td> <td>1</td> <td>11</td> <td>107</td> <td>112.9</td> <td>-5.9</td> <td>-2.7</td> <td>2.3</td> <td>-5</td> </tr> <tr> <td>Middle attainers</td> <td>-</td> <td>12</td> <td>-</td> <td>104.9</td> <td>-</td> <td>-</td> <td>0.9</td> <td>-</td> </tr> <tr> <td>Lower attainers</td> <td>-</td> <td>4</td> <td>-</td> <td>93</td> <td>-</td> <td>-</td> <td>-4.7</td> <td>-</td> </tr> <tr> <td rowspan="3">SEN Group</td> <td>SEN Support</td> <td>-</td> <td>2</td> <td>-</td> <td>96</td> <td>-</td> <td>-</td> <td>1.8</td> <td>-</td> </tr> <tr> <td>EHC Plan</td> <td>-</td> <td>1</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-17.4</td> <td>-</td> </tr> <tr> <td>No SEN</td> <td>2</td> <td>25</td> <td>107</td> <td>107.9</td> <td>-0.9</td> <td>-2.7</td> <td>1.3</td> <td>-4</td> </tr> <tr> <td>Ethnic Group</td> <td>White</td> <td>2</td> <td>28</td> <td>107</td> <td>107</td> <td>0</td> <td>-2.7</td> <td>0.6</td> <td>-3.3</td> </tr> </tbody> </table> <p>2 disadvantaged pupils, one of which was Ukrainian and was not entered for the Reading test.</p> <p>Attainment Average Scaled Score in Reading and Maths for disadvantaged and non-disadvantaged pupils was the same (107).</p> <p>Progress Average Scaled Score for Reading and Maths for disadvantaged pupils was -2.7 and for non-disadvantaged children was 0.6. This represents a gap of 3.3.</p> <p>KS1 data</p> <p>Two disadvantaged pupils in Year 2, neither of which met the expected standard+(Re, Wr, Ma).</p>	Pupils		Attainment			Progress			FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	Summary	All Pupils	2	28	107	107	0	-2.7	0.6	-3.3	Gender	Male	2	13	107	105.2	1.8	-2.7	0.4	-3.1	Female	-	15	-	108.7	-	-	0.8	-	DfE Prior Attainment	Higher attainers	1	11	107	112.9	-5.9	-2.7	2.3	-5	Middle attainers	-	12	-	104.9	-	-	0.9	-	Lower attainers	-	4	-	93	-	-	-4.7	-	SEN Group	SEN Support	-	2	-	96	-	-	1.8	-	EHC Plan	-	1	-	-	-	-	-17.4	-	No SEN	2	25	107	107.9	-0.9	-2.7	1.3	-4	Ethnic Group	White	2	28	107	107	0	-2.7	0.6	-3.3	<p>we will continue with this approach and embed practice and pedagogies to further improve outcomes.</p> <p>EEF research states that the development of metacognitive strategies has the most impact on disadvantaged children. Staff training and development is needed to ensure that this approach can be embedded.</p>	
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<p>Provide a bespoke well-being and mental health intervention from Learning Mentor.</p>	<p>Improved emotional stability and self-regulation of disadvantaged pupils.</p>	<p>Success criteria met. The emotional stability and self-regulation of all disadvantaged children has significantly improved, leading to less disruption during unstructured times. As such, children are better prepared for learning.</p>	<p>Focusing more of the Learning Mentor's time on working with disadvantaged children has meant that they have received vital support on recognising emotions and self-regulation. More disadvantaged children are engaged more</p>	<p>£5000 cost of Sally Whiteside</p>																																																																																																													

			<p>of the time impacting attitudes to learning considerably. As a result, attainment for disadvantaged children has improved from last year.</p> <p>For 2023-24, the Learning Mentor will work in Year 6 every morning to support the high number of disadvantaged children in the class. They will support self-regulation and anxiety as well as providing academic support and intervention to ensure accelerated progress at the end of KS2.</p>	
Further Learning Mentor Training	<p>Increased capacity to support disadvantaged pupils social and emotional wellbeing.</p> <p>Improved emotional stability and self-regulation of disadvantaged pupils.</p>	<p>The Learning Mentor has continued to increase her capacity to support pupils through additional mental health first aider training, ELSA supervision and other CPD.</p> <p>This has enabled her to provide enhanced support to those pupils whose emotional needs increased during lockdowns. Most notably, anxiety.</p>	<p>The Learning Mentor has significantly developed her skills through extensive training in Mental Health First Aid.</p> <p>A partnership has been established with Healthbox (a local charity) who deliver training for children and families on a range of issues including anxiety, managing transitions and sleep hygiene. The Learning Mentor facilitated</p>	£1500



			<p>the delivery of a 6-week programme for parents of anxious children (Timid to Tiger). This had a significant impact on children as parents developed their own parenting skills.</p> <p>Learning Mentor to develop the partnership with Healthbox to continue next year to provide a wider range of support for children and families. Disadvantaged children and their families will be given priority access to all training and support.</p>	
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## ii. Targeted support

Action	Desired Outcome/ Success Criteria	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Additional targeted support in lessons allowing for increased opportunities for feedback at point of teaching to increase the number of PPG children achieving	<p>At least 75% of disadvantaged pupils' average percentile ranks and SGP rates are in line or above non-disadvantaged pupils.</p> <p>At least 75% of disadvantaged pupils achieve the expected</p>	<p><b>End of Summer Term</b>  <b>Reading:</b> 61% Expected Standard+ (up from 58% the previous year)  <b>Writing:</b> 46% Expected Standard+ (up from 42% the previous year)  <b>Maths:</b> 61% Expected Standard+ (up from 41% the previous year)</p> <p>A mastery approach to learning continues.</p>	<p>These approaches to continue in 2023-24.</p> <p>Further training on metacognition and how to teach and develop metacognitive skills in pupils.</p> <p>Develop the mastery</p>	Budgeted cost: £1500

<p>the expected standard, or higher standard based on their prior attainment.</p>	<p>standard or higher in writing (80%+)</p> <p>At least 75% of disadvantaged pupils achieve a positive progress score by the end of KS2</p> <p>Disadvantaged pupils in Year 2 achieve working at standard in all three subjects(RWM)</p> <p>Disadvantaged pupils across the school achieve a standardised score over 100</p>	<p>Due to the school's financial situation, the budget for support staff was significantly reduced resulting in less Teaching Assistants in school. As such, there has been significant development in training of teacher's pedagogy. This has included the development and embedding of inclusive practices, changes to the learning environments to ensure they are purposeful and a significant development in teachers' understanding of how to create vocabulary rich environments.</p> <p>A root and branches review of the school's marking policy has seen a complete redevelopment of the approach taken to marking – with the focus now on providing feedback for improvement. The development of feedback books allows teachers to identify areas for improvement and time is dedicated to each lesson to provide feedback and time for pupils to complete any actions. This feedback approach is raising engagement from all pupils, including disadvantaged pupils.</p>	<p>approach to the teaching of Science.</p>	
<p>Teaching assistant deployment and interventions</p>	<p>Teaching Assistants deployment is based on careful analysis of need.</p> <p>Teaching Assistants supplement, not replace, teachers.</p> <p>Interventions are targeted, evidence-based and time limited.</p>	<p>Due to the school's financial situation, the budget for support staff was significantly reduced resulting in less Teaching Assistants in school. As such, there has been significant development in training of teacher's pedagogy. This has included the development and embedding of inclusive practices, changes to the learning environments to ensure they are purposeful and a significant development in teachers' understanding of how to create vocabulary rich environments.</p> <p>Deployment of TAs has been based on supporting children with EHCPs. The decision was made to</p>	<p>If further Teaching Assistant support is financially possible, this will be used to support writing and reading if a disadvantaged pupil is in the lowest 20% of readers in their class.</p> <p>Staff training and pedagogical development to continue in 2023-24.</p>	

		<p>timetable the Learning Mentor to more with disadvantaged pupils who were not making expected or better than expected progress are being provided with additional, targeted support in core lessons.</p> <p>Due to the reduction in TAs, there has been very little opportunity to deliver interventions and so the focus has been on developing teachers' pedagogy to ensure quality first teaching. Teachers have received training on the effective of Teaching Assistants using the EEF materials.</p>		
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### iii. Other approaches

Action	Desired Outcome/ Success Criteria	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Financial assistance to participate in after school clubs and wraparound care.	Financially disadvantaged children are offered opportunities to attend after school activities and clubs.	A range of clubs have been offered with free spaces. We continue to work with outside providers to negotiate free places for families in receipt of FSM for some after school and holiday activities/clubs Some have also been funded by school.	To be continued in 2023-24	£500
Residential Trips- Outdoor Learning including day trips	Families of financially disadvantaged (FSM) children can attend trips and residential.	<p>Families in receipt of FSM are given financial support towards the cost of trips and residential. This is done automatically on school payment systems.</p> <p>The decision for next academic year has been for school to now only fund 50% of the cost and families cover the other 50%. This will release some funding for additional tuition.</p>	To be continued in 2023-24 but now with 50% of the cost of trips and residential covered through PP the other 50% of cost to be met by families.	£1000

<p>Purchase of resources for use within teaching and learning.</p> <p>Financial assistance with uniform purchases.</p>	<p>Financially disadvantaged pupils have access to additional resources to support engagement and improve outcomes.</p> <p>Families of financially disadvantaged (FSM) children are able to provide school uniform for their children</p>	<p>Resources and uniform are purchased as and when needed to support disadvantaged pupils. This has mostly been through the purchasing of PE kits so that children can fully partake in activities in appropriate clothing that does not differentiate them from their peers.</p>	<p>To be continued in 2023-24</p>	<p>£200</p>



