



Cheshire Academies Trust
Inspiring hearts and minds

**Pupil Premium
Report
Kelsall Primary & Nursery School
2023-2024
Year 3 of 3 year plan**

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 | 196 |
| Proportion (%) of pupil premium eligible pupils | 8% (15 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 2021-2024 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | September 2025 |
| 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 | £22,900 |
| Recovery premium funding allocation this academic year | £2,000 |
| 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 | £24,900 |

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 | <p>2023 data Reading: 61% Expected Standard+ (up from 58% the previous year) Writing: 46% Expected Standard+ (up from 42% the previous year) Maths: 61% Expected Standard+ (up from 41% the previous year)</p> <p>End of KS2 Attainment Average Scaled Score in Reading and Maths for disadvantaged and non-disadvantaged pupils was the same (107). 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>End of KS1 Percentage of disadvantaged children reading the expected standard+ in Reading, Writing and Maths was 0% compared to 63% of non-disadvantaged children. This represents a gap of 63%.</p> <p>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 at the end KS1 or KS2.</p> <p>Whilst the percentage of disadvantaged pupils reaching the expected standard or above has increased each year, a significant number underperform in Writing and 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.</p> |
| 2 | <p>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.</p> |
| 3 | <p>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.</p> |
| 4 | <p>A review of attendance in 2022-23, shows that attendance of disadvantaged children was lower than that of non-disadvantaged children. Attendance is the first intervention and as such, improving the attendance of disadvantaged pupils is a key priority for the year.</p> |

Intended outcomes

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

| Intended outcome | Success criteria |
|--|--|
| Attendance of disadvantaged children to increase so that is at least in line with attendance of non-disadvantaged children and national average. | <ul style="list-style-type: none"> Individual disadvantaged children have attendance of 96% or above. Lateness for disadvantaged children minimised through effective tracking and parental engagement. A robust attendance monitoring system ensures early intervention to prevent attendance dips. |
| Improve the quality of teaching for disadvantaged children. | <ul style="list-style-type: none"> Teaching of disadvantaged children is good and frequently outstanding. Teachers use a range of evidence informed pedagogies to support the progress and attainment of disadvantaged children. Quality teaching results in disadvantaged children making the same levels of good progress and achieving the same attainment standards as non-disadvantaged children. |
| Disadvantaged children in EYFS achieve age related expectations. | <ul style="list-style-type: none"> Disadvantaged children to achieve age related expectations and achieve GLD by the end of EYFS. |
| Outcomes for disadvantaged pupils from different groups are improved compared to previous years. (Updated and raised expectation for 2023-24 based on most recent data analysis) | <p>Reading</p> <ul style="list-style-type: none"> For at least 66% of disadvantaged pupils in Y6 to achieve the expected standard and for 33% to achieve above the expected standard. For at least 75% of disadvantaged pupils in Y1 to Y5 to reach age related expectations or above compared to 58% in 2021-22 and 61% in 2022-23. <p>Writing</p> <p>For at least 50% of disadvantaged pupils in Y6 to achieve the expected standard and 25% to achieve above the expected standard.</p> <p>For at least 60% of disadvantaged pupils in Y1 to Y5 to reach age related expectations or above compared to 41% in 2021-22 and 46% in 2022-23</p> <p>Maths</p> <p>For at least 75% of disadvantaged pupils in Y6 to achieve the expected standard and for 25% to achieve above the expected standard.</p> <p>For at least 71% of disadvantaged pupils in Y1 to Y5 to reach age related expectations or above compared to 41% in 2021-22 and 61% in 2022-23.</p> |



| | |
|--|--|
| <p>Increased metacognitive skills improves confidence and engagement in lessons, enabling them to access academic learning.</p> | <ul style="list-style-type: none"> Disadvantaged pupils are able to utilise the metacognitive skills they have been taught to reflect more effectively on their own learning which leads to increased engagement and independence. |
| <p>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.</p> | <ul style="list-style-type: none"> Disadvantaged pupil groups regularly monitored and tracked on school monitoring systems, giving a clear overview of their progress. Data analysis is used to tailor disadvantaged pupils' teaching, learning and interventions to ensure accelerated progress. |
| <p>Disadvantaged pupils are taught by expert teachers through evidence-based protocols and pedagogies.</p> | <ul style="list-style-type: none"> Teaching of disadvantaged pupils is good and frequently outstanding. High quality, inclusive teaching results in disadvantaged pupils making the same levels of good progress and achieving the same achievement standards as non – disadvantaged pupils. Pupils and staff are cognisant of the language of metacognition and creativity at utilise this in their lessons to encourage and promote creative and reflective thought and response. Pupils develop key skills; disciplined, persistent, imaginative, inquisitive, collaborative. |
| <p>Improved emotional stability and self-regulation of disadvantaged pupils</p> | <p>Pupils understand and can control their emotions more effectively.</p> |
| <p>Full engagement in social experiences and enrichment opportunities</p> | <p>Improved self-esteem and confidence of disadvantaged pupils.</p> |



Activity in this academic year 2023-2024




This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,852.50






| 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>£2,172.00</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="469 999 1262 1070"> <p>Mastery learning</p> <p>High impact for very low cost based on limited evidence.</p>  </div> | 1 |
| <p>Provide a bespoke well-being and mental health intervention from Learning Mentor.</p> <p>Further Learning Mentor training to facilitate this.</p> <p>£5181.50 (cost of Learning Mentor)</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="469 1585 1262 1657"> <p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence.</p>  </div> | 2 |

| | | |
|---|---|-------------|
| <p>Further Learning Mentor Training</p> <p>£190</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> <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence.</p>  | <p>2</p> |
| <p>Develop whole staff understanding of metacognition and their pedagogy in teaching pupils metacognitive strategies.</p> <p>£0 (in-house training led by Vice-Principal and Creativity Lead Teacher)</p> | <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</p> <p>Metacognition and self-regulation Very high impact for very low cost based on extensive evidence.</p>  | <p>1, 2</p> |
| <p>Improvement of Phonics and Reading Comprehension strategies including additional staff trained to ensure improved outcomes for disadvantaged children and the delivery of RWInc interventions for those children not on track.</p> | <p>Reading and comprehension are the fundamentals of learning and understanding so an increase in targeted support within these areas serves to aid disadvantaged pupils improve further, across the curriculum whilst also developing self-confidence, resilience and engagement. Research shows an average of 5 months' additional progress can be achieved, along with developments in independent and collaborative learning strategies</p> | <p>1</p> |

| | | |
|---|--|----------|
| <p>£939.00</p> | <p>Phonics</p> <p>High impact for very low cost based on very extensive evidence</p>  <p>+5</p> | |
| <p>Create role of a SALT specialist TA to deliver speech and language interventions to disadvantaged children.</p> <p>£370</p> | <p>A number of our younger disadvantaged pupils will benefit from additional oral language development as highlighted in their initial Wellcom speech and language toolkit. This work is delivered by Teaching and Nursery Assistants but further specialist training would ensure consistently high-quality intervention and accelerated progress.</p> <p>Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence.</p>  <p>+6</p> | <p>1</p> |
| <p>Continue to develop children's ability to work collaboratively through ongoing professional training on teaching children the 6 habits of creativity (through Creativity Collaborative and CChange)</p> <p>£0 (training delivered in-house by Creativity Lead teacher)</p> | <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.</p> <p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. However, the size of impact varies, so it is important to get the detail right.</p> <p>Collaborative learning can describe a large variety of approaches, but effective collaborative learning requires much more than just sitting pupils together and asking them to work in pairs or group; structured approaches with well-designed tasks lead to the greatest learning gains.</p> <p>Collaborative learning approaches</p> <p>High impact for very low cost based on limited evidence.</p>  <p>+5</p> | <p>1</p> |



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


Budgeted cost: £12,825.86

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Teaching Assistant deployment and intervention; providing additional targeted support in lessons allowing for increased opportunities for feedback at point of teaching to increase the number of disadvantaged children achieving the expected standard, or higher standard based on their prior attainment.</p> <p>£12,825.86</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. Using additional adults in core subject lessons to provide immediate feedback at the point of learning is beneficial to disadvantaged learners.</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 |
| <p>Deliver targeted reading intervention using FFT's Reading Assessment programme to disadvantaged pupils not on track in reading.</p> <p>£0 (offered free through FFT)</p> | <p>This assessment and intervention programme covers phonics skills, decoding, reading accuracy, reading fluency and comprehension.</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>   | 1 |

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

Budgeted cost: £ 3,220.0

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Further heightened parental involvement and engagement in school e.g reading volunteers to ensure disadvantaged children read regularly with an adult.</p> <p>Lateness and absence for disadvantaged pupils is minimised through effective tracking and parental engagement.</p> <p>£230 (Learning Mentor time)</p> | <p>It is well proven that when home and school are demonstrating a consistent approach to teaching and learning the outcomes are significantly higher for learners. As such by engaging more with parents we are affording the best possible chances for positive outcomes for disadvantaged learners. Findings by the EEF also suggest supporting parents with their first child, promotes good practice in educational support with subsequent children.</p> <p>Good attendance is the ‘first intervention’. If children are in school, they benefit from all other additional support. It also significantly reduces the risk of Child Sexual Exploitation and Child Criminal Exploitation.</p> <p>Parental engagement <small>Moderate impact for very low cost based on extensive evidence.</small></p>  | 4 |
| <p>Financial assistance to participate in after school clubs and wraparound care.</p> <p>£0</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> <p>Extending school time <small>Moderate impact for moderate cost based on limited evidence.</small></p>  | 2, 3 |
| <p>Residential Trips-Outdoor Learning including day trips (50% of cost)</p> <p>£2000</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> | 2 |
| <p>Financial assistance with uniform purchases.</p> <p>£200</p> | <p>School uniform supports the development of a whole school ethos and therefore supports discipline and motivation. 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> | 2, 3 |

| | | |
|-------------------------------|---|----------|
| <p>Music Lessons £792</p> | <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science.</p> <div data-bbox="483 533 1190 618" style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;">  </div> | <p>1</p> |
|-------------------------------|---|----------|

Total budgeted cost: £24,900

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 2022 to 2023 academic year.

| Year 2 Review (2022-2023) | | |
|--|---|---|
| Impact | Issues | Amendments for next year |
| <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>End of Summer Term **</p> <p>Reading: 61% Expected Standard+ (up from 58% the previous year)</p> <p>Writing: 46% Expected Standard+ (up from 42% the previous year)</p> <p>Maths: 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>Reading: 73% Expected Standard+</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 progress. This has been a key part of the school’s strategic approach for disadvantaged learners and many</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"> • 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. • Timetable Learning Mentor into Year 6 five mornings per week to support the 6 disadvantaged children in the class. • 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 instead. • EEF research states that the development of |

Writing: 54% Expected Standard+

Maths: 73% Expected Standard+

End of KS2 data

Attainment & progress

| | Pupils | Attainment | | | | | Progress | | |
|-----------------------------|------------------|------------|----------|-------------------------------|----------|------|-------------------------------|----------|------|
| | | FSM6 | Not FSM6 | Average Scaled Score (Re, Ma) | | | Average Scaled Score (Re, Ma) | | |
| | | | | 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 |

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.

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.

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

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 standard or higher in writing (80%+) | Attainment End of Summer Term Reading: 61% Expected Standard+ (up from 58% the previous year) Writing: 46% Expected Standard+ (up from 42% the previous year) Maths: 61% Expected Standard+ (up from 41% the previous year) KS2 data | 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, we will continue with this approach and embed practice and pedagogies to | Main school budget to cover costs £4,830 |

| | <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>Attainment & progress</p> <table border="1"> <thead> <tr> <th rowspan="3">Pupils</th> <th colspan="2"></th> <th colspan="3">Attainment</th> <th colspan="3">Progress</th> </tr> <tr> <th>FSM6</th> <th>Not FSM6</th> <th colspan="3">Average Scaled Score (Re, Ma)</th> <th colspan="3">Average Scaled Score (Re, Ma)</th> </tr> <tr> <th></th> <th></th> <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 Two disadvantaged pupils in Year 2, neither of which met the expected standard+(Re, Wr, Ma).</p> | Pupils | | | Attainment | | | Progress | | | FSM6 | Not FSM6 | Average Scaled Score (Re, Ma) | | | Average Scaled Score (Re, Ma) | | | | | 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>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> | |
|--|---|---|---|--------------------------------------|-------|------------|-------------------------------|-------|----------|--|--|------|----------|-------------------------------|--|--|-------------------------------|--|--|--|--|------|----------|-----|------|----------|-----|----------------|------------|---|----|-----|-----|---|------|-----|------|---------------|------|---|----|-----|-------|-----|------|-----|------|--------|---|----|---|-------|---|---|-----|---|-----------------------------|------------------|---|----|-----|-------|------|------|-----|----|------------------|---|----|---|-------|---|---|-----|---|-----------------|---|---|---|----|---|---|------|---|------------------|-------------|---|---|---|----|---|---|-----|---|----------|---|---|---|---|---|---|-------|---|--------|---|----|-----|-------|------|------|-----|----|---------------------|-------|---|----|-----|-----|---|------|-----|------|--|--|
| Pupils | | | | Attainment | | | Progress | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | FSM6 | Not FSM6 | | Average Scaled Score (Re, Ma) | | | Average Scaled Score (Re, Ma) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 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>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 of the time impacting attitudes to learning</p> | <p>£5000 cost of Sally Whiteside</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | | <p>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 the delivery of a 6-week programme for parents of</p> | £1500 |

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| | | | <p>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 |
|--|--|--|---|-----------------------------|
| <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</p> | <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 standard or higher in writing (80%+)</p> | <p>End of Summer Term Reading: 61% Expected Standard+ (up from 58% the previous year) Writing: 46% Expected Standard+ (up from 42% the previous year) Maths: 61% Expected Standard+ (up from 41% the previous year)</p> <p>A mastery approach to learning continues.</p> <p>Due to the school's financial situation, the budget for</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 approach to the teaching of Science.</p> | <p>Budgeted cost: £1500</p> |

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| <p>their prior attainment.</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>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>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 timetable the Learning Mentor to more with disadvantaged pupils who were not making expected or</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> | |

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| | | <p>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 use of Teaching Assistants using the EEF materials.</p> | | |
| 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 |
| Purchase of resources | Financially disadvantaged | Resources and uniform are purchased as and when | To be continued in 2023- | £200 |

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| <p>for use within teaching and learning.</p> <p>Financial assistance with uniform purchases.</p> | <p>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>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>24</p> | |
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