Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	William Reynolds Primary School & Nursery
Number of pupils in school	447 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	58% (2021-22) 62% (2022-23) 58% (2023 -24)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-27
Date this statement was published	04/10/24
Date on which it will be reviewed	04/10/27
Statement authorised by	Full Governors
Pupil premium lead	Miss Jasmin Taylor
Governor / Trustee lead	Mrs Jane Tranter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£345,000 (2021-22) £336,875 (2022-23) £376,260 (2023-24)
Recovery premium funding allocation this academic year	£39,685 (2021-22) £35,235 (2022-23) £34,945 (2023 -24)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£381,685 (2021-22) £372,110 (2022-23) £411,205

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium has one central aim: to improve outcomes for all socio economically disadvantaged pupils. The Senior Leadership Team including Governors have identified areas for development using the PPG toolkit to analyse data from a range of strategies agreed using The Education Endowment Foundation (EEF), OFSTED research projects & Forestry UK. Taking a tiered approach to Pupil Premium spending helps to balance the essential ingredients of an effective Pupil Premium plan: high quality teaching, targeted academic support, and supporting wider strategies.
It aligns with the Department for Education's template for creating a Pupil Premium strategy as well as its 'menu of approaches.' This means we can be confident that our approach fulfils the expectations of the Pupil Premium strategy document.

The EEF Teaching and Learning Toolkit considers a wide variety of common approaches and strategies for raising achievement and analyses them based on a range of evidence to identify the high impact approaches alongside cost implications. This action plan is based upon some of the higher impact strategies.

At William Reynolds, we aim for all our children to leave equipped with key skills, which enable them to be confident, respectful, skilful, ambitious and positive individuals, who are reflective, able to make good choices and have a thirst for life and all it has to offer.

We place emphasis on a curriculum that develops the whole child. Through our school values – Challenge, Honesty, Ownership, Courage and Collaboration - we ensure that the wellbeing of all members of the school community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions in life that show their understanding of right and wrong.

Our context rich curriculum, which has high expectations for all, is mapped to include full coverage of the National and EYFS curriculum. It provides a range of learning experiences for our children, which broaden their understanding of the Local, British and Global Community. Our curriculum offer is designed and adapted, in order to challenge, engage and motivate our learners to take responsibility for themselves and others. Our ultimate goal being that they progress academically and become honest, successful and confident individuals, who make positive contributions to the community and society - both now and in the future. We have developed our curriculum so that it is designed to support children with retention of subject knowledge and to develop long-term memory skills.

"The school's curriculum is designed to a consistently high standard and ensures that pupils' learning is thoughtfully mapped from Nursery to Year 6. There is a shared ambition for all pupils to be successful in the future."
Ofsted September 2023

Key Principles of the Strategy Plan

- Ensure the funding is always spent on the targeted group of pupils.
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve highest levels.
- Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils. Be clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
- Thoroughly analyse which pupils were underachieving, particularly in English and Mathematics, and why.
- Draw on research evidence from our own and others' experience to allocate funding to the activities that were most likely to have a significant impact on improving achievement.
- Professional development to support the implementation of evidence-based approaches - for example, training provided by a DfE validated systematic synthetic phonics programme or mastery based approaches to teaching or feedback.
- Allocate the best teachers to teach intervention groups to improve mathematics and English.
- Targeted interventions to support language development, literacy and numeracy. Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the different it is making to the outcomes for pupils.
- Provide well-targeted support to improve attendance, behaviour or links with families where there were barriers to a pupil's learning.
- Mentoring and coaching for teachers.
- Supporting pupils' social, emotional, and behavioural needs.
- Supporting attendance, including approaches outlined in the DfE's *Working Together to Improve School Attendance guidance.*
- Communicating with, and supporting, parents.

Challenges

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

Challenge number	Detail of challenge
1	Pupils arrive in the Nursery / Reception significantly below age related expectations.
2	Pupils in Y1 require support to accelerate progress in phonics so the vast majority of pupils pass the phonics screening check. Word-reading is one of the essential dimensions of reading; the other is comprehension. Skilled word-reading involves working out the pronunciation of unfamiliar printed words (decoding) – which is why the screening check is important – and recognising familiar printed words.
3	Pupils from Y1 – Y6 require support to accelerate progress in order to close the close the gap in attainment compared to national expectations. Early identification to pupils with a Specific learning need is vital.
4	Pupils need support to overcome barriers to learning due to social, emotional and behavioural issues. An identified group of pupils with significant social and emotional issues are supported in a nurture group. Support is need for pupils who need extra support in terms of integration and engagement in school life.
5	Persistent Absentees & late arrivals require further identification and support to reduce numbers.
	Ensuring that all pupils have equal access to educational visits Support for families in difficulties through additional provision for the Before School Club.

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.

Completed   Work in Progress

Intended outcome	Success criteria
Pupils are prepared to confidently transition into Year 1.	Baseline assessments have been completed in line with National Guidance for all pupils in Reception NELI assessments have been administered to all Reception pupils Medium Term Plans meets all of the New Curriculum Objectives for Reception & Nursery.

	All Phonics planning and assessment using Read, Write, Inc is in place
	All pupils in Reception & Year 1 are correctly grouped for Phonics.
	Half-termly assessment ensure children are in appropriate groupings
	Parents have received an information leaflet and links to videos about RWI.
	The Foundation Stage Phase leader and the Early Reading Expert have 'set up' Read, Write, Inc – monitored and coached all staff in Reception & Year 1.
	Reading book audits have been completed.
	The new curriculum is embedded throughout the year.
	The number of pupils achieving a good level of development is in line with national average.
	There is an increase the number of pupils working at age related expectations in Reading, Writing & Mathematics.
	Early identification of pupils with PPG in Nursery & Reception took place.
	There is an updated model of curriculum progression for every subject through Nursery to the start of Year 1.
	Forest School lead has completed training and disseminates new learning to all Foundation staff.

	Parents have been invited into EYFS to attend a range of workshops / activities when they bring their child to school.

Review

2023 Early Years Good Level of Development	School
GLD (cohort) 59 pupils	75%
Disadvantaged 30 pupils	65%

| The current attainment gap is closed for PPG pupils against National by the time the children leave at Y6 | Curriculum progression and coverage of knowledge has been reviewed, developed and improved so that the school curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

The curriculum has sufficient depth and coverage of knowledge and skills development in all subjects.

There is an updated model of curriculum progression for every subject.

Curriculum mapping ensures progression of knowledge and skills across all subject and over time, result in:

Pupils' work across the curriculum is of a high standard and evidences a clear sequence and progression.

Pupil attainment and progress is in line with National Average in SATs and end of year summative tests.

Pupils are prepared to confidently transition into the next stage of learning.

Subject leaders are actively supporting the development of |
| --- | --- |

Review

2023 KS2 outcomes Disadvantaged pupils 43	RWM	R	W	M	GPS
School EXS %	65.1%	76.7%	67.4%	76.7%	74.4%
National EXS%	44.1%	60.2%	58.2%	58.9%	59%
School GDS %	9.3%	27.9%	16.3%	20.9%	25.6%
National GDS%	3.2%	17.5%	6.6%	12.8%	18.5%
Scaled score		107.1	n/a	104.8	106%
Group progress 42		-1.35	-1.45	-0.25	

2023 KS1 outcomes Disadvantaged pupils 32	RWM	R	W	M
School EXS %	53.1%	59.4%	59.4%	71.9%
National EXS%	40.2%	54%	44.5%	55.8%
School GDS %	12.5%	21.9%	12.5%	15.6%
National GDS%	2.3%	9.1%	3.3%	7.7%

2023 Phonics outcomes	School	National
Y1 Phonics (cohort) 57 pupils	70.0%	78.9%
Y1 Phonics disadvantaged 32 pupils	65.6%	66.9%
Y2 Phonics 19 pupils	47.4%	58.7%

Y2 Phonics disadvantaged 14 pupils	42.9%	52.7%

Support is in place for all children to make good progress in school	Inclusion leader to be the designated lead for monitoring progress of vulnerable groups within SLT linked to Future Minds. All teaching staff are aware of vulnerable pupils in their care Intervention programmes to support pupils in receipt of PPG are planned, coordinated and evaluated in order for pupils to attain age-appropriate levels in all year groups. Identified children receive a meet & greet in a morning Nursery lead attend home visits for new Nursery starters Extra support for vulnerable pupils through 1:1 and group mentoring is in place DSLs attend regular Early Help & Child Protection meetings. Two Nurture groups are in place to support work on social and emotional aspects of learning Strong links are in place with outside agencies e.g behaviour support team and speech and language. The Inclusion manager works with senior leaders will review the needs of the pupils within the group and those not in the group who would benefit from this support.

	Purchased learning support sessions for an advisory teacher and an Educational Psychologist to work with individual pupils, meet with parents to offer advice and to make recommendations to staff in how best to support pupils.

Review

A highly effective DSL team and learning mentors that provide support for many of our vulnerable pupils throughout the school. The increased pastoral support from the learning mentors who lead 1:1 and small group interventions such as drawing and talking, and ELSA. The Pastoral and family Support Workers help and support our children and families to work through difficult times and situations that can become a barrier to their learning. They help and support families through leading Early Help Assessments and meetings. This has impacted positively on the SEMH of our pupils which has then impacted positively on academic outcomes and attendance at school.

Learning Mentors

Mrs Groucott

Mrs Pat Bailey

A nurture-based provision for children primarily with SEMH needs in KS2. Our Mentors are highly skilled staff, and possess a variety of skill's and attributes that help children through difficult and challenging times in school or at home. They have helped remove the barriers that prevent children from learning including addressing social, emotional or behavioural difficulties.

There has been a reduction in significant challenge behaviours and when these occur they are managed highly effectively. Although there was an increase in suspension in summer term 2024, there has been a positive impact on support pupils with the most complex behaviours and SEMH needs.

2020/21		2021/22		2022/23		2023/24	
pupils	Number of sessions lost	pupils	Number of sessions lost	pupils	Number of sessions lost	pupils	Number of sessions lost
0	0	0	0	0	0	0	0
0	0	0	0	1	0.5	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0

0	0	0	0	0	0	0	0
1	0.5	1	0.5	1	0.5	1	4
0	0 (0.5)	1	0.5	2	1	1	1 (5)
1	0.5 (1)	0	0	0	0	2	11 (16)
0	0 (1)			1	0.5	2	7
1	1.5 (2.5)			1	1	0	0
2	2.5	1	1	4	3.5	6	19

Attendance is in line with National with a reduction of Persistent Absentees	School buys into a service level agreement for an Educational welfare Officer 0.2 FTE hours per week.

The EWO supports families to improve attendance

Home visits are carried out where there have been concerns and EWO contacts the parents

EWO oorganised attendance Panel meetings

Attendance meetings took place three weekly review meetings with attendance manager and SLT.

The Attendance manager follows up attendance on a daily basis. |

Review

Attendance data is monitored and tracked regularly in review meetings. Attendance for the whole school is in line with national, our PPG pupils have slightly lower attendance than non-PPG, however, these pupils and families are effectively support through our pastoral and family support workers and the Early help offer.

Attendance update – 21ˢᵗ July 2023

Comparable Data – Attendance Indicator

	Date	Whole School	Reception – Year 6	Excluding Nursery and Reception
School	21/07/23	**91.52%**	**92.79%**	**92.71%**
Local Authority (Last Idams Up-date on 10/07/23)	21/07/23	**92.5% - All schools**

91.2% - Primary | | |

70/72 Schools have signed up			
Local Authority (Last Idams Update on 10/07/23)	21/07/23	**Local Cluster Schools** **90.7%** Sir Alexander Fleming Woodlands John Fletcher John Randall William Reynolds	
National 81% of schools have signed up	Most recent data available was based on data up to 10/08/23	**92.5% - All schools** **94% - Primary**	

Pupil Characteristics	School	National Indicator
FSM	90.53% PPG – whole school 91.45% PPG excluding Nursery	88.6%
Non FSM	93.16% PPG – whole school 95.19% PPG excluding Nursery	93.8%

Attendance by Month – Comparison with Previous Academic Year

	September 2022	September 2023	September 2022 PPG	September 2023 PPG	October 2022	October 2023	October 2022 PPG	October 2023 PPG	November 2022	November 2023	November 2022 PPG	November 2023 PPG	December 2022	December 2023	December 2022 PPG	December 2023 PPG
Whole School Including Reception and Nursery	94.33%	95.47% +1.14	94.92%	94.77% -0.15	93.37%	94.53% +1.16	93.68%	93.62% -0.06	92.14%	93.70% +1.56	91.41%	92.74% +1.33	91.28%	92.84% +1.56	90.35%	91.96% +1.61
Whole School Excluding Reception and Nursery	95.64%	95.72% +1.08	95.23%	95.11% -0.12	94.60%	94.79% +0.19	94.21%	93.78% -0.43	93.47%	94.25% +0.78	92.75%	92.84% +0.09	92.75%	93.55% +0.8	91.81%	92.11% +0.3
Reception to Year 6	95.40%	95.60% +0.20	94.92%	94.78% -0.14	94.43%	94.68% +0.25	93.75%	93.6% -0.15	93.36%	94.09% +0.73	92.41%	92.7% +0.29	92.67%	93.44% +0.77	91.49%	91.95% +0.46

	January 2023	January 2024	January 2023 PPG	January 2024 PPG	February 2023	February 2024	February 2023 PPG	February 2024 PPG	March 2023	March 2024	March 2023 PPG	March 2024 PPG	April 2023	April 2024	April 2023 PPG	April 2024 PPG

Whole School Including Reception and Nursery	92.31%	92.93% +0.62	91.02%	91.8% +0.78	91.59%	93.09% +1.5	90.91%	92.25% +1.34	91.58%	93.18% +1.6	90.94%	92.56% +1.62	91.49%	93.05% +1.56	90.92%	92.47% +1.55
Whole School Excluding Reception and Nursery	92.98%	93.39% +0.41	92.13%	91.9% -0.23	93%	93.7% +0.7	92.06%	92.46% +0.4	93.15%	93.91% +0.76	92.12%	92.84% +0.72	93.17%	93.83% +0.66	92.10%	92.74% +1.64
Reception to Year 6	92.96%	93.27% +0.31	90.98%	91.78% +0.8	93.02%	93.51% +0.49	91.88%	92.24% +0.36	93.13%	93.67% +0.54	91.74%	92.53% +0.79	93.16%	93.57% +0.41	91.93%	93.63% +1.7

	May 2023	May 2024	May 2023 PPG	May 2024 PPG	June 2023	June 2024	June 2023 PPG	June 2024 PPG	July 2023	July 2024	July 2023 PPG	July 2024 PPG
Whole School Including Reception and Nursery	91.82%	92.41% +0.59	90.77%	92.74% +1.97	91.53%	92.48% +0.95	90.55%	92.98% +2.43	91.52%	92.3% +0.78	90.53%	92.64% +2.11
Whole School Excluding Reception and Nursery	93.02%	94.16% +1.14	91.79%	93.05% +1.26	92.74%	94.21% +1.47	91.49%	93.2% +1.71	92.71%	94.07% +1.36	91.49%	92.99% +1.5
Reception to Year 6	93.07%	93.84% +0.77	91.69%	92.74% +1.05	92.81%	93.96% +1.15	91.44%	92.98% +1.54	92.79%	93.75% +0.96	91.45%	93.75% +2.3

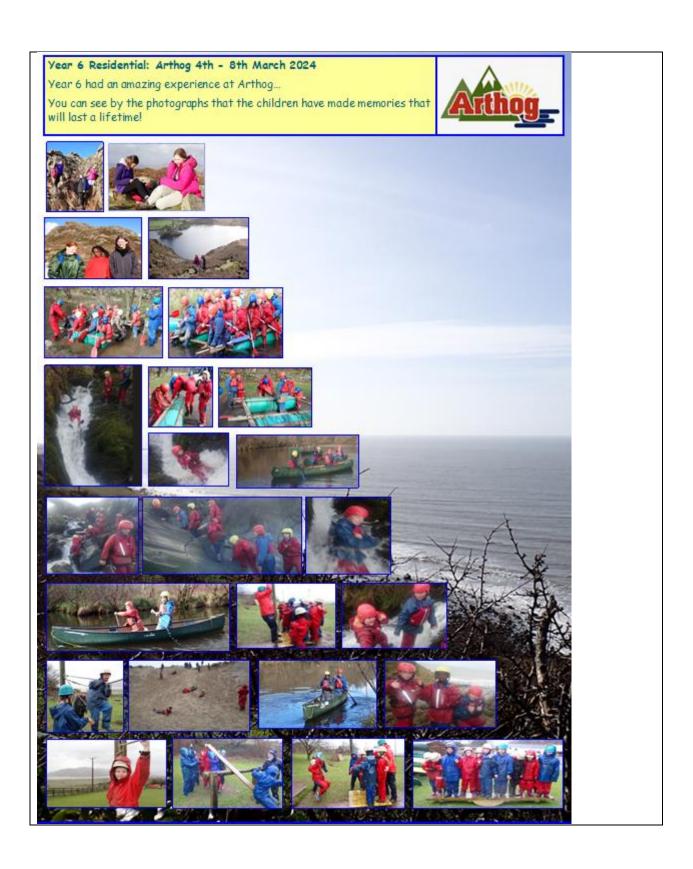| All pupils are able to attend educational visits	Money was used to subsidise costs of visits and experiences for PPG pupils such as: • Arthog outreach Y5 -Actively engage pupils in outdoor learning opportunities with experienced instructors. Pupils link learning in the classroom with the outdoors • Theatre groups – story telling, mathematics and cyberbullying • Curriculum visitors • Swimming • % reduction on coach trips

Review

Attendance for PPG children for our educational visits and clubs is tracked. Money is highly subsided to cover cost of educational visits and experiences for our PPG children.

In school experiences eg Roman Solider Day, Professor McGinty, Year 5 Arthog Outreach, Chester Zoo, Young Voices are attended by all children an these are subsided by the school.

After school clubs are well-attended and we ensure that PPG children are targeted for places – gardening, cooking, dodgeball, cricket, netball, craft club.

Swimming – Year 2,4 and 6 children have the opportunity to experience swimming lessons, and this is subsided fully by the school.

Pupil Committees – we have many opportunities within school where children can be part of a group that are responsible for an area of school such as School Council and Well-Being Champions. A percentage of PPG children are selected for these roles.

Year 6 Residential: Arthog 4th - 8th March 2024

Year 6 had an amazing experience at Arthog...

You can see by the photographs that the children have made memories that will last a lifetime!

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,800 (Y1) £3,030 (Y2) £11,800(Y3)

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Leadership Training & 1 INSET day (£3,825) TA training (Y2) £500 TA training (Y3) £1000	Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationships between written symbols & sounds. Phonics has a positive impact overall +5 months with very extensive evidence in the development of early reading skills, particularly for children form disadvantaged backgrounds.	1,2
MAPA refresher training (£400 Y1) (£630 Y2) (£800 Y3)	More specialised programmes which are targeted at students with specific behavioural issues. Both targeted interventions and universal approaches have positive overall effects +4months.	3
STSA courses for Computing, PE, Personal Development, Music, RE & Art & Design (£375 Y1) Courses (£1,125 Y2) Online Safety, computing, EYFS moderation & update, Pupil Premium, Effective support and supervisions in the EYFS, 3i's in EYFS, SEND leader *Courses*	OFSTED Inspection Handbook	2

DT, PSHE, MFL, Geography, Computing, Art (£485) *Pupil Premium, Schemas in EYFS, Talk boost, Promoting performance for disadvantaged, Equality & diversity (£524)* *£10,000*		
Forest School Training (£200) *(£670 Y2)*	Research now backs up what forest school practitioners have known all along – those children are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being (UK Forest School Training)	1
Best practice in your breakfast, after-school and holiday provision (£105) *Y3 - £200*	Year 2 children in breakfast club schools made the equivalent of two months' additional progress compared to Year 2 children in the business-as-usual control group. This result has a low to moderate security rating. These results are like the original results, although they are now less secure.	

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

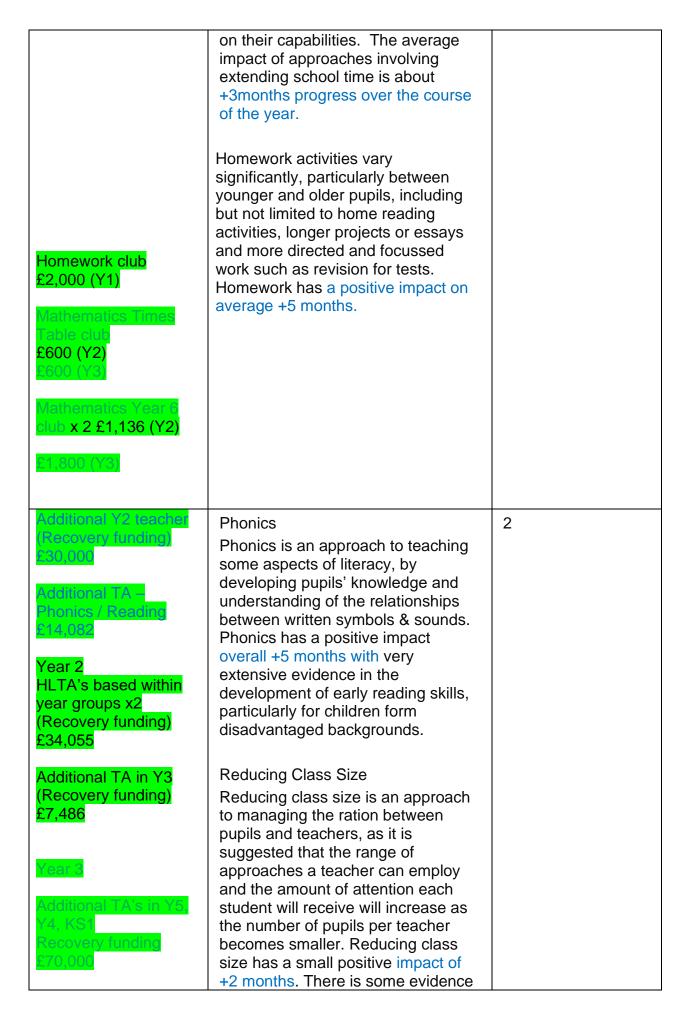Budgeted cost: £260,782 (Y1) £192,539 (Y2) £249,905 (Y3)

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI assessment administered to all Reception pupils	NELI was developed by Dr Silke Fricke (University of Sheffield), Dr Claudine Bowyer-Crane (NIESR) and Professors Maggie Snowling	1

(£9,500 Y1) (£8,514 Y2)	and Charles Hulme (University of Oxford). They understood that identifying children's language needs early and providing them with targeted language support could ensure they have the fundamental foundations needed for good language and social and emotional development as well as later literacy and numeracy skills. They adapted approaches frequently used by speech and language therapists and developed NELI as a resource that could be used by schools for pupils in Reception class with weak oral language skills (The trial found that children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills compared to children who did not receive NELI) (EEF Communication & Language approaches Very high impact for very low cost based on extensive evidence +6months)	
Talk Boost in Early Years (Y3) (£20,000 Y3)	EEF – Oral Language Interventions - On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress	
Forest School *£2,000 (Y1)*	Forest School is a child-centred inspirational learning process, that offers opportunities for holistic	1,2

	growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. • **Confidence:** children had the freedom, time and space to learn and demonstrate independence • **Social skills:** children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • **Communication:** language development was prompted by the children's sensory experiences • **Motivation:** the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • **Physical skills:** these improvements were characterised by the development of physical stamina and gross and fine motor skills • **Knowledge and understanding:** the children developed an interest in the natural surroundings and respect for the environment (Forest Schools Research)	
An additional key person in all 3 Foundation stage classes to increase the staff /child ratios in order to develop speaking and listening skills. *£50,000 (Y1)* *£39,904 (Y2)*	Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. On average, children who are involved in communication and	1

£55,000 (Y3)	language approaches make approximately +6 months additional progress over the course of a year.	
Additional teaching assistant in Nursery £13,200 (Y1) £14,815 (Y2) £18,000 (Y3)	"Earlier starting Age" refers to increasing the time a child spends in early years education by beginning at a younger age. Pupils will be offered a place in the nursery the term they turn 3 years old. Beginning early years education at a younger age appears to have a high positive impact on learning outcomes. It is estimated that children who start to attend an early years setting before turning 3 make approximately +6 months additional months' progress.	1
Increase the number of pupils working at age related expectations in Reading, Writing & Mathematics. (£6,000) Year 2 (£6,000) Year 2 (17,306) Year 3 (£25,505)	Early literacy approaches aim to improve young children's skills, knowledge or understanding related to reading or writing: - Storytelling and group reading; - Activities that aim to develop letter knowledge, knowledge of sounds and early phonics; and - Introductions to different kinds of writing These approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of +4 months, with the most effective approaches improving learning by as much as +6months. Early numeracy approaches aim to develop number skills and improve young children's knowledge and understanding of early mathematical concepts. On average, early numeracy approaches have a positive impact on learning equivalent to approximately +6 months progress for early mathematics outcomes. Phonics The teaching of phonics should be explicit and systematic to support	1

	children in making connections between the sound patterns they hear in words and the way that these words are written. One to one tends to be higher at 5months compared to small group interventions (+4months)	
Parental engagement in the Early Years £1,000 (Y1) £1,000 (Y2) £1,000 (Y3)	Actively involving parents in supporting their children's learning and development. Strategies include: approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting; programmes that focus directly on parents themselves, for example, providing training in parenting skills or adult numeracy and literacy support; and more intensive programmes for disadvantaged families or families in crisis, for example through schools appointing a family liaison that work with parents through either home visits or other targeted approaches. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately +4 months progress over the course of a year.	1
RWI to be introduced across the whole school £50,000 (Y1) RWI resources to continue to be purchased £30,000 – Y2 & KS2 (Y2) £25,000 – Y3	Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationships between written symbols & sounds. Phonics has a positive impact overall +5 months with very extensive evidence in the development of early reading skills, particularly for children form disadvantaged backgrounds.	1,2
Extending School time £3,000 – Y1 £3,000 – Y2 £5,000 – Y3	Extending school time involved increasing learning time in schools during the school day. Programmes that extend school time have a positive impact on average but are expensive. Planning to get the most from any extra time is important. It should meet pupil's needs and build	2

Homework club £2,000 (Y1) Mathematics Times Table club £600 (Y2) £600 (Y3) Mathematics Year 6 club x 2 £1,136 (Y2) £1,800 (Y3)	on their capabilities. The average impact of approaches involving extending school time is about +3months progress over the course of the year. Homework activities vary significantly, particularly between younger and older pupils, including but not limited to home reading activities, longer projects or essays and more directed and focussed work such as revision for tests. Homework has a positive impact on average +5 months.	
Additional Y2 teacher (Recovery funding) £30,000 Additional TA – Phonics / Reading £14,082 Year 2 HLTA's based within year groups x2 (Recovery funding) £34,055 Additional TA in Y3 (Recovery funding) £7,486 Year 3 Additional TA's in Y5, Y4, KS1 Recovery funding £70,000	Phonics Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationships between written symbols & sounds. Phonics has a positive impact overall +5 months with very extensive evidence in the development of early reading skills, particularly for children form disadvantaged backgrounds. Reducing Class Size Reducing class size is an approach to managing the ration between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. Reducing class size has a small positive impact of +2 months. There is some evidence	2

	for additional benefits of smaller class sizes may be a more effective approach during the early stages of primary school. Small group tuition Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress or to teach challenging skills. The average impact of the small group tuition is +4 months' progress, on average over the course of a year.	
To provide additional support for vulnerable groups through intervention programmes (£80,000) (£44,029 – Y2) (£25,000 – Y3)	Small group tuition Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress or to teach challenging skills. The average impact of the small group tuition is +4 months' progress, on average over the course of a year. Reading Comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. The average impact of reading comprehension strategies is +6 months. Teaching Assistant Interventions Teaching assistants' duties can vary widely, but they are generally deployed in 2 ways; to support the	2

	teacher in the general classroom environment, or provide targeted interventions, which are often delivered out-of-class. The average impact of the deployment of teaching assistants is about an additional +4months.	

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

Budgeted cost: £116,103 (Y1) £176,541 (Y2) £149,500 (Y3)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Manager & Nurture support £25,000 – Y1 X3 staff – Y2 £21,520 £10,859 £8,888 £41,267 Y3 £30,000	Behaviour support Manager Behaviour Interventions seek to improve attainment by reducing challenging behaviour in school. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning. Specialised programmes which are targeted at pupils with specific behaviours are in place. Both targeted and universal approaches have positive overall effects +4 months. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role play and rehearsal. Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies. The potential impact of metacognition and self-regulation approaches is high +7 months, although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their	3

	understanding of what is required to succeed.	
Mentoring £18,422 £15,500 Y2 £50,000 Y3	Learning Mentor Mentoring in education involves pairing young people with an older peer or adult, who acts as a positive role model. Mentors typically build relationships with young people by meeting with them one-to-one for about an hour a week over a sustained period of time. On average, there is a small impact on attainment of +2 months. Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact, on average, of +4 months' additional progress in academic outcomes over the course of the year.	3
Nurture Provision (£39,181) Resources £5,000 £45,000 – Y2 £40,000 – Y3	Two Nurture Group Leads "The overall decrease in SEBD features in nurture group children may be due to improved social skills. The small group facilitates the development of interactive skills such as turn taking. The sustained emphasis on considerate behaviour facilitates positive social interactions between children that are mutually rewarding … Pro-social behaviour is known to predict peer acceptance (Dodge, 1983; Ladd et al., 1988). Children in nurture groups learn behaviour that renders them more rewarding and likable to both peers and adults. Underlying the development of social and friendship skills are a specific and evolving set of social and cognitive	3

	capacities, including empathy (Hay et al., 2004). Nurture groups place particular emphasis on promoting children's ability to recognise and communicate about feeling states in themselves and their peers. Improvements in peer group relationships have a protective function if they generalise into children's lives. Evidence suggests that these improvements are sustained in nurture group children; reintegration into the mainstream class has shown to be successful following time in nurture groups (Iszatt & Wasilewska, 1997). Nurture group children's interactions are also likely to be influenced by the teacher's attitudes to their peers, many of whom would in a mainstream classroom be experienced as 'disruptive.' Evidence suggests that peers make use of their observations of teacher-child interactions to inform their own interactions with a particular child (Hughes et al., 2001; Meehan et al., 2003), therefore, changed teacher attitudes can impact on peer acceptance (Zionts et al., 2004)." (p. 30)	
Educational Welfare Officer (EWO) *£8,500* *£8,500 Y2* *£9500 Y3*	School buys into a service level agreement for an Educational welfare Officer 0.2 FTE hours per week. The EWO attends TAC meetings to support families 1;1 work with pupils to improve attendance Carries out home visits and communicates with parents Organises attendance Panel meetings Has three weekly review meetings with attendance manager and Head. The Attendance manager follows up attendance daily	4
Educational Visits *£20,000*	To ensure equal access for all pupils in offering experiences to enhance the broad curriculum	5

£66,274 (Y2) *£20,000 (Y3)*	The school will subsidise all Educational Visits and pay for visitors coming into school.	

Total budgeted cost: £381,685 (Y1) £372,110 (Y2) £411,205 (Y3)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

See Evaluated PPG plan on Website for 2020-2021

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