

## Pupil premium strategy statement: YEAR 2

This statement details our school's use of pupil premium (and recovery premium for the **2022 to 2023** academic year) funding to help improve the attainment of our disadvantaged pupils.

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

### School overview

| Detail  | Data                            |
|---|---------------------------------|
| School name   | North Walkden Primary School    |
| Number of pupils in school  | 229                             |
| Proportion (%) of pupil premium eligible pupils   | 45%                             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 21-22<br><u>22-23</u><br>23-24  |
| Date this statement was published   | December 2022                   |
| Date on which it will be reviewed   | October 2023                    |
| Statement authorised by   | Helen Warburton<br>Head Teacher |
| Pupil premium lead  | Ceri Boyer (SENDCo)             |
| Governor lead   | Lisa Carter                     |

### Funding overview

| Detail   | Amount      |
|--|-------------|
| Pupil premium funding allocation this academic year                                    | £151,200    |
| Recovery premium funding allocation this academic year                                 | £14,210     |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £16,072.09  |
| <b>Total budget for this academic year</b>   | £181,482.09 |

# Part A: Pupil premium strategy plan

## Statement of intent

North Walkden Primary School is committed to providing quality first teaching and ensuring vital support is in place for our disadvantaged pupils to improve their academic outcomes and narrow the gaps between themselves and non disadvantaged pupils across the curriculum. This document details a review of the impact of PPG in the past academic year (2021-2022) and the proposed spend of the funding September 2022- July 2023

The disadvantaged pupil' s fund provides funding for pupils ;

- Who have been in receipt of free school meals (FSM) at any point in the past six years
- Who have been continuously looked after for the past six months
- Who are adopted
- Who are the children of Armed Service men and women
- The strategy for this academic year, 2022-23 will be presented to the governing board on 1<sup>st</sup> December 2022

At North Walkden we want our disadvantaged pupils to feel as valued and respected as any other group of our school community. We aim that, regardless of a pupil's socio-economic context, they are given the same opportunities to succeed as their non disadvantaged peers.

Our aims lie in three key areas: academic achievement, wellbeing and social/emotional development, and wider enrichment opportunities. Our plan works towards achieving these objectives through a broad deployment of resources into all these three areas which we believe have equal importance and are largely interchangeable. Pupils will be supported to achieve well academically by receiving extra support to fill gaps in learning, improve teacher practice through high quality CPD and by levelling starting points.

Those pupils requiring wellbeing support will be helped to develop a positive view of school, will receive help to overcome and regulate their emotions and as a result be happier and better learners. They will also be given wider opportunities that their peers may experience that would not otherwise be readily available to them, supporting their self -esteem and providing contextual understanding for their classroom learning.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

All these strategies will be regularly reviewed for impact and adjusted as appropriate to seek the best value for money for our pupils .

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Pupils' <b>communication and languages skills, including vocabulary</b> are extremely under developed on entry to school. This is more prevalent in disadvantaged pupils.   |
| 2                | Based on teacher assessment and <b>phonics</b> check data, disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.  |
| 3                | School assessments indicate that <b>maths</b> attainment among disadvantaged pupils is significantly lower than that of non-disadvantaged pupils in most classes.   |
| 4                | Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils, especially in <b>reading</b> in KS2.  |
| 5                | There has been an increase in <b>social and emotional issues</b> for many pupils due to home circumstances, and a lack of <b>enrichment</b> opportunities during school closure. These challenges have impacted negatively on the <b>academic attainment, mental health and wellbeing</b> of many pupils, including disadvantaged learners. |
| 6                | Our <b>attendance</b> data over the last 5 years (2014 – 2019) indicates that attendance among disadvantaged (FSM) pupils has been between 1-4% lower than for non-disadvantaged pupils.  |

## 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  |  |                      |         |  |         |                          |  |              |  |                |  |  |  |                   |  |
|---|---|--|----------------------|---------|--|---------|--------------------------|--|--------------|--|----------------|--|--|--|-------------------|--|
| Most disadvantaged pupils to improve their communication and language skills including vocabulary | Increase in % of disadvantaged pupils' in EYFS attaining ARE in Communication and Language  |  |                      |         |  |         |                          |  |              |  |                |  |  |  |                   |  |
|   | <table border="1"> <thead> <tr> <th></th> <th>Baseline<br/>Sept '22</th> <th>July'23</th> <th></th> </tr> </thead> <tbody> <tr> <td>Nursery</td> <td>5/10 – Well<br/>Below 50%</td> <td>Listening and attention<br/>And understanding<br/>5/11 45%</td> <td>Wellcom<br/>m</td> </tr> <tr> <td></td> <td>3/10 Below 30%</td> <td></td> <td></td> </tr> <tr> <td></td> <td>2/10 expected 20%</td> <td></td> <td></td> </tr> </tbody> </table> |  | Baseline<br>Sept '22 | July'23 |  | Nursery | 5/10 – Well<br>Below 50% | Listening and attention<br>And understanding<br>5/11 45% | Wellcom<br>m |  | 3/10 Below 30% |  |  |  | 2/10 expected 20% |  |
|   | Baseline<br>Sept '22  | July'23  |                      |         |  |         |                          |  |              |  |                |  |  |  |                   |  |
| Nursery   | 5/10 – Well<br>Below 50%  | Listening and attention<br>And understanding<br>5/11 45% | Wellcom<br>m         |         |  |         |                          |  |              |  |                |  |  |  |                   |  |
|   | 3/10 Below 30%  |  |                      |         |  |         |                          |  |              |  |                |  |  |  |                   |  |
|   | 2/10 expected 20%   |  |                      |         |  |         |                          |  |              |  |                |  |  |  |                   |  |

|   |  | 2/10<br>Expected 20% |  |                        |                                     |                   |                     |        |                   |                      |              |                     |                     |  |             |             |
|---|--|----------------------|--|------------------------|-------------------------------------|-------------------|---------------------|--------|-------------------|----------------------|--------------|---------------------|---------------------|--|-------------|-------------|
|   | Reception  | 5/10 well below      | Listening and attention<br>And understanding<br>8/11 73% | SALT/<br>Interventions |                                     |                   |                     |        |                   |                      |              |                     |                     |  |             |             |
| Increase in the % of disadvantaged pupils passing the Phonics screening   | <p>Consistent delivery of RWI phonics programme and 1:1 interventions</p> <p>Increase in % of disadvantaged pupils passing the Phonics screening in Years 1 and 2</p> <table border="1"> <thead> <tr> <th></th> <th>July 22</th> <th>July '23</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td></td> <td>60%<br/>(6/10 pupils)</td> </tr> <tr> <td>Y2</td> <td>27%<br/>3/11 pupils</td> <td>63%<br/>10/16 pupils</td> </tr> </tbody> </table>  |                      |  |                        |                                     | July 22           | July '23            | Y1     |                   | 60%<br>(6/10 pupils) | Y2           | 27%<br>3/11 pupils  | 63%<br>10/16 pupils |  |             |             |
|   | July 22  | July '23             |  |                        |                                     |                   |                     |        |                   |                      |              |                     |                     |  |             |             |
| Y1  |  | 60%<br>(6/10 pupils) |  |                        |                                     |                   |                     |        |                   |                      |              |                     |                     |  |             |             |
| Y2  | 27%<br>3/11 pupils   | 63%<br>10/16 pupils  |  |                        |                                     |                   |                     |        |                   |                      |              |                     |                     |  |             |             |
| The gap in attainment between disadvantaged and non-disadvantaged pupils in Maths decreases across the school   | <p>Consistent delivery of Maths scheme White Rose Hub</p> <p>Delivery of Maths interventions and after school boosters</p> <p>Attainment data in Maths across the school increases</p> <table border="1"> <thead> <tr> <th>Disadvantaged/<br/>Non disadvantaged</th> <th>Nov 22<br/>(Exp+)</th> <th>July '23<br/>(Exp +)</th> </tr> </thead> <tbody> <tr> <td>Y6 Dis</td> <td>22%<br/>2/9 pupils</td> <td>2/10 pupils<br/>20%</td> </tr> <tr> <td>Year 6 Other</td> <td>44%<br/>8/18 pupils</td> <td>71%<br/>12/17 pupils</td> </tr> </tbody> </table>   |                      |  |                        | Disadvantaged/<br>Non disadvantaged | Nov 22<br>(Exp+)  | July '23<br>(Exp +) | Y6 Dis | 22%<br>2/9 pupils | 2/10 pupils<br>20%   | Year 6 Other | 44%<br>8/18 pupils  | 71%<br>12/17 pupils |  |             |             |
| Disadvantaged/<br>Non disadvantaged   | Nov 22<br>(Exp+)   | July '23<br>(Exp +)  |  |                        |                                     |                   |                     |        |                   |                      |              |                     |                     |  |             |             |
| Y6 Dis  | 22%<br>2/9 pupils  | 2/10 pupils<br>20%   |  |                        |                                     |                   |                     |        |                   |                      |              |                     |                     |  |             |             |
| Year 6 Other  | 44%<br>8/18 pupils   | 71%<br>12/17 pupils  |  |                        |                                     |                   |                     |        |                   |                      |              |                     |                     |  |             |             |
| The gap in attainment between disadvantaged and non-disadvantaged pupils in reading decreases across the school | <p>Children are able to read age appropriate texts with increasing fluency and are more competent with key reading skills such as inference, deduction and retrieval.</p> <table border="1"> <thead> <tr> <th>Disadvantaged/<br/>Non disadvantaged</th> <th>Nov 22<br/>(Exp +)</th> <th>July '23<br/>(Exp +)</th> </tr> </thead> <tbody> <tr> <td>Y6 dis</td> <td>44%<br/>4/9 pupils</td> <td>40%<br/>4/10 pupils</td> </tr> <tr> <td>Y6 other</td> <td>72%<br/>13/18 pupils</td> <td>76%<br/>13/17 pupils</td> </tr> <tr> <td>Year 2 disadvantaged pupils achieving expected standard in reading</td> <td>2022<br/>14%</td> <td>2023<br/>44%</td> </tr> </tbody> </table> |                      |  |                        | Disadvantaged/<br>Non disadvantaged | Nov 22<br>(Exp +) | July '23<br>(Exp +) | Y6 dis | 44%<br>4/9 pupils | 40%<br>4/10 pupils   | Y6 other     | 72%<br>13/18 pupils | 76%<br>13/17 pupils | Year 2 disadvantaged pupils achieving expected standard in reading | 2022<br>14% | 2023<br>44% |
| Disadvantaged/<br>Non disadvantaged   | Nov 22<br>(Exp +)  | July '23<br>(Exp +)  |  |                        |                                     |                   |                     |        |                   |                      |              |                     |                     |  |             |             |
| Y6 dis  | 44%<br>4/9 pupils  | 40%<br>4/10 pupils   |  |                        |                                     |                   |                     |        |                   |                      |              |                     |                     |  |             |             |
| Y6 other  | 72%<br>13/18 pupils  | 76%<br>13/17 pupils  |  |                        |                                     |                   |                     |        |                   |                      |              |                     |                     |  |             |             |
| Year 2 disadvantaged pupils achieving expected standard in reading  | 2022<br>14%  | 2023<br>44%          |  |                        |                                     |                   |                     |        |                   |                      |              |                     |                     |  |             |             |

| <p>Evidence of early identification in school referrals to children's services</p> <p>Evidence of early identification of children requiring SEMH interventions</p> | <p>Analysis of referrals made by Senior Leaders and Children and families Worker shows children and families are able to access support earlier.</p> <p>Positive impact of SEMH interventions leading to progress and attainment.</p> <p>The children and families worker and another member of SLT have worked with and supported the schools 'Place2be' counsellor and both members of staff have completed</p> <p>'Place2Be Senior Mental Health Leads Training.'</p> <p>The children and families worker, along with the schools place2be counsellor have supported over 100 children in school with measurable impact which is documented in a separate , more detailed report.</p> |                       |                       |                     |           |           |            |     |       |       |        |                    |                    |       |       |       |                 |                      |                       |                       |                     |             |  |                  |                  |                   |
|---|--|-----------------------|-----------------------|---------------------|-----------|-----------|------------|-----|-------|-------|--------|--------------------|--------------------|-------|-------|-------|-----------------|----------------------|-----------------------|-----------------------|---------------------|-------------|--|------------------|------------------|-------------------|
| <p>Attendance in line with national at 96%</p>  | <table border="1"> <thead> <tr> <th>Attendance</th> <th>July '22</th> <th>Autumn 22</th> <th>Spring 23</th> <th>Summer 23</th> </tr> </thead> <tbody> <tr> <td><b>ALL</b></td> <td>92%</td> <td>94.36</td> <td>93.49</td> <td>93.94%</td> </tr> <tr> <td><b>D pupils PP</b></td> <td>90.8%<br/>(108/226)</td> <td>92.33</td> <td>90.96</td> <td>92.32</td> </tr> <tr> <td><b>PA (all)</b></td> <td>24.3%<br/>(55 pupils)</td> <td>15.87%<br/>(25 pupils)</td> <td>17.89%<br/>(34 pupils)</td> <td>14.83%<br/>28 pupils</td> </tr> <tr> <td><b>PA D</b></td> <td></td> <td>60 % (15 pupils)</td> <td>50 % (17 pupils)</td> <td>64.3% (18 pupils)</td> </tr> </tbody> </table>             | Attendance            | July '22              | Autumn 22           | Spring 23 | Summer 23 | <b>ALL</b> | 92% | 94.36 | 93.49 | 93.94% | <b>D pupils PP</b> | 90.8%<br>(108/226) | 92.33 | 90.96 | 92.32 | <b>PA (all)</b> | 24.3%<br>(55 pupils) | 15.87%<br>(25 pupils) | 17.89%<br>(34 pupils) | 14.83%<br>28 pupils | <b>PA D</b> |  | 60 % (15 pupils) | 50 % (17 pupils) | 64.3% (18 pupils) |
| Attendance  | July '22   | Autumn 22             | Spring 23             | Summer 23           |           |           |            |     |       |       |        |                    |                    |       |       |       |                 |                      |                       |                       |                     |             |  |                  |                  |                   |
| <b>ALL</b>  | 92%  | 94.36                 | 93.49                 | 93.94%              |           |           |            |     |       |       |        |                    |                    |       |       |       |                 |                      |                       |                       |                     |             |  |                  |                  |                   |
| <b>D pupils PP</b>  | 90.8%<br>(108/226)   | 92.33                 | 90.96                 | 92.32               |           |           |            |     |       |       |        |                    |                    |       |       |       |                 |                      |                       |                       |                     |             |  |                  |                  |                   |
| <b>PA (all)</b>   | 24.3%<br>(55 pupils)   | 15.87%<br>(25 pupils) | 17.89%<br>(34 pupils) | 14.83%<br>28 pupils |           |           |            |     |       |       |        |                    |                    |       |       |       |                 |                      |                       |                       |                     |             |  |                  |                  |                   |
| <b>PA D</b>   |  | 60 % (15 pupils)      | 50 % (17 pupils)      | 64.3% (18 pupils)   |           |           |            |     |       |       |        |                    |                    |       |       |       |                 |                      |                       |                       |                     |             |  |                  |                  |                   |

## 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

Budgeted cost: £132,592

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils                | <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF's <a href="#">guidance reports</a> offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The <a href="#">EEF Toolkit</a> includes summaries of the best available evidence on approaches.</li> <li>• Evidence Based Education's <a href="#">Great Teaching Toolkit</a> provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.</li> <li>• Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF '<a href="#">Cognitive Science Approaches in the Classroom: A Review of the Evidence</a>' summarises the evidence for teachers.</li> </ul> | 2, 3 4                        |
| Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, | Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the  | 2 4                           |

|   |   |              |
|---|---|--------------|
| <p>phonics or mastery learning :</p> <p>Training for 'The Write Stuff'</p> <p>Training for spelling</p> <p>Training for inexperienced teacher</p>   | <p>best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The <a href="#">EEF Toolkit</a> and <a href="#">guidance reports</a>.</li> <li>• The EEF's '<a href="#">Effective Professional Development</a>' guidance report offers support in designing and delivering PD and selecting external PD.</li> <li>• The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as '<a href="#">Considering a balanced design</a>', and more <a href="#">here</a>.</li> </ul>  |              |
| <p>Technology and other resources focussed on supporting high quality teaching and learning;</p> <p>Additional interactive whiteboards in all rooms-</p> <p>Purchase of further IPADS</p> | <p>Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy. Supporting resources:</p> <p>Insight assessment tracker</p> <ul style="list-style-type: none"> <li>• The EEF's '<a href="#">Using Digital Technology to Improve Learning</a>' offers the best evidence available and includes a number of practical examples of technology being used in ways which support improved teaching and learning.</li> <li>• The EEF's <a href="#">short summary</a> of the 'Remote Learning: Rapid Evidence Assessment' presents the key findings from the report on strategies to support remote learning.</li> </ul> | <p>2 3 4</p> |

## Targeted academic support

Budgeted cost: £15,910

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Interventions to support language development, literacy, and numeracy : training for WELLCOME</p> | <p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching</p> | <p>1 2 3 4</p>                |

|  |   |       |
|--|---|-------|
| TA delivery of WELLCOME interventions                                  | <p>and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF's '<a href="#">Selecting Interventions</a>' tool offers evidence-informed guidance to select an apt programme.</li> <li>• The EEF has dedicated web pages on effective approaches to support <a href="#">literacy</a> and <a href="#">numeracy</a>.</li> </ul>   |       |
| One to one and small group tuition : part funding for tuition partners | <p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF Toolkit has a strand on <a href="#">one to one tuition</a> and <a href="#">small group tuition</a>.</li> </ul> | 2 3 4 |

## Wider strategies

Budgeted cost: £ 32980.09

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Supporting pupils' social, emotional and behavioural needs:<br/>Availability of children and families officer</p> | <p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF guidance report on <a href="#">Improving Social and Emotional Learning in Primary Schools</a> includes 5 core competencies to be taught explicitly.</li> <li>• The EEF guidance report on <a href="#">Improving Behaviour in Schools</a> includes 6 recommendations to support evidence-informed decisions about behaviour strategies.</li> </ul> <p>The EEF Toolkit has a strand on <a href="#">social and emotional learning</a> and <a href="#">behaviour interventions</a></p> | 5                             |



|  |   |             |
|--|---|-------------|
| <p>Supporting attendance :<br/>Purchase of SLA</p>   | <p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:</p> <p>The EEF guidance report on <a href="#">‘Working with Parents to Support Children’s Learning’</a> includes a focus on offering more intensive support, which can include approaches to support attendance</p> | <p>6</p>    |
| <p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</p> | <p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF Toolkit has a strand on <a href="#">arts participation</a>.</li> </ul>   | <p>5 6</p>  |
| <p>Breakfast clubs and meal provision;<br/>Bagels for magic breakfast provided daily</p>         | <p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF has independently evaluated the <a href="#">Magic Breakfast programme</a>.</li> </ul>  | <p>5, 6</p> |

**Total budgeted cost: £ 181484.09**

## 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.

#### Challenge 1:

Increase in % of disadvantaged pupils' in EYFS attaining ARE in Communication and Language

Starting Point 2021-22

|  | Baseline<br>Sept '21                                     | July '22   |
|--|--|--|
| <b>Nursery<br/>Wellcomm</b>                  | Well Below = 6/10<br>60%<br><br>Expected = 4/10 –<br>40% | Well below = 4/10<br>– 40%<br><br>Expected & Above<br>= 6/10 – 60% |
| <b>Reception<br/>SALT/<br/>Interventions</b> | Well below=6/10<br>– 60%<br><br>Expected = 4/10 –<br>40% | Well below-3/10 –<br>30%<br><br>Expected & above<br>= 7/10 – 70%   |

#### Comment:

**Across EYFS, data shows a decrease in the number of children working well below ARE and an increase in the number of disadvantaged children worked at the expected level.**

#### Challenge 2:

Increase in the % of disadvantaged pupils passing the phonics screening in Years 1 and 2

Starting Point 2021-22

|           | November '21 | July '22   |
|-----------|--------------|------------|
| <b>Y1</b> |              | 25% (3/12) |
| <b>Y2</b> | 14%          | 38% (5/13) |

#### Comment:

**Although there was an increase in the percentage of children achieving phonics screening check at the end of year 2, there will still be support needed in year 3.**

**Challenge 3:**

The gap in attainment between disadvantaged and non-disadvantaged pupils in maths decreases across the school

**Starting Point 2021-22**

|                         | <b>Nov 21<br/>(Exp+)</b> | <b>July '22<br/>(Exp +)</b>         |
|-------------------------|--------------------------|-------------------------------------|
| <b>Y6 Dis</b>           | 16%/0%                   | 58% /0%<br>( 11/19)                 |
| <b>Year 6<br/>Other</b> | 18%/9%                   | 60%/20%<br>6/10 exp plus<br>2/10-GD |

**Comment:**

**This data shows good progress from starting points from both disadvantaged and other learners in maths.**

**Challenge 4:**

The gap in attainment between disadvantaged and non-disadvantaged pupils in reading decreases across the school

**Starting Point 2021-22**

|                 | <b>Nov 21<br/>(Exp +)</b> | <b>July '22<br/>(Exp +)</b>           |
|-----------------|---------------------------|---------------------------------------|
| <b>Y6 dis</b>   | 26%/5%                    | 52%/5%<br>10/19- exp plus<br>1/19- GD |
| <b>Y6 other</b> | 45%/0%                    | 60%/10%<br>6/10<br>1/10               |

**Comment:**

**The gap in attainment has narrowed between disadvantaged and no disadvantaged children and good progress is demonstrated in these groups.**

**Challenge 5:**

Evidence of early identification in school referrals to children's services

Evidence of early identification of children requiring SEMH interventions

**Comment:**

- kS2 anxiety group run by CFW last academic year - 5 children attended. View to running it again this year as this had a positive impact for the chn who accessed it.
- Identiplay activities/intervention was used for a child 1 to 1
- 2 x Referral went in to the Neurodevelopmental Pathway (NDP) for a child.
- School have signed up for the place2be project
- Several families have signed up for parenting courses.
- 1 x 0-25 referral
- 7x referrals to Children's services

- 8x EWO referrals
- 21x other referrals ( school health team, wood street mission, Christmas toy appeal, harbour, Gaddum/bereavement, smart start uniform.

### Challenge 6:

Attendance overall is in line with the national expectation of 96%

% of persistent absentees reduces

Attendance of disadvantaged pupils is 96%

### Starting Point 2021-22

| Year  | PA                       | FSM   |
|-------|--------------------------|-------|
| 20-21 | 16.1%                    | 70.8% |
| 21-22 | 24.3% - context provided | 79.5% |

| Attendance | July '22 |
|------------|----------|
| ALL        | 92.9%    |
| D pupils   | 79.5%    |
| PA (all)   | 24.3%    |
| PA D       |          |

### Comment:

Attendance figures are still an area which needs to be monitored. This is a priority target within the school improvement plan and will be monitored by the governing board.

## 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 |
|-----------------|----------|
| Respect         |          |
| Magic breakfast |          |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |

**Further information (optional)**