

# Pupil premium strategy IMPACT statement for 2023-24



This statement details the strategy's impact for 2023 to 2024 academic year.

## Funding overview

Detail	Amount
Pupil premium funding allocation for 2023-24	£156,760.00
Recovery premium funding allocation 2023-24	£15,370.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for 2023-24</b>	<b>£172,130.00</b>
<b>Total budgeted cost for 2023-24</b>	<b>£193,792.50</b>

This explains the impact so far for 2022-23

Intended outcome	Success criteria	Impact in July 2024			
Improved reading, writing and maths attainment among disadvantaged pupils. (SDP priority 1 Quality of Education)	Appropriate academic support in place via quality first teaching. Accelerated progress from starting points and gaps diminished between PP and other pupils in reading, writing and maths Accelerated progress from PP pupils who have received 1:1 tuition Online resources (Mathletics, TTRS, Numbots, spag.com) are accessed for home learning & having a positive impact on progress	Reception 28 pupils (17 PP)			
			Overall	PP	Non PP
		GLD	61%	47%	82%
		CLL	82%	76%	91%
		Literacy	86%	82%	91%
		Maths	82%	82%	82%

Regular provision mapping strategically identifies most need for interventions  
 Read/Write Inc is embedded and early reading levels improved by high quality teaching of phonics  
 Levels of engagement with homework, reading, spellings are more in line as they were pre-pandemic

*School leaders and governors were very happy with the improved GLD outcomes overall (an improvement of 7% on last year.) However, children eligible for PPG did not attain the same as their peers in school but were only slightly behind local schools and similar schools nationally. The SEN/D children achieved well from their starting points.*

Year 1 phonics 28 pupils (20 PP)

	Overall	PP	Non PP
32+	71%	70%	75%

*2 children (7%) were disapplied due to long-term high & complex SEN/D but a third of SEN/D pupils did achieve the standard. Children who are eligible for PPG funding performed in line with local schools and those similar schools nationally.*

Key Stage 1 SATs results 30 pupils (11 PP)

	Overall	PP	Non PP
Reading	67%	73%	63%
Writing	67%	70%	79%
Maths	73%	82%	62%

*School leaders and governors are satisfied with overall outcomes for all children in all subjects. They are particularly happy with children who are eligible for PPG as their outcomes are in line with their peers in school. GL assessments when relevant showed good progress was made for SEN/D pupils.*

Year 4 Multiplication Tables Check 33 pupils (20 PP)

	Overall	PP	Non PP

		20+	76%	60%	100%
		25 (full marks)	45%	35%	62%
Key Stage 2 SATs results 33 pupils (19 PP)					
			Overall	PP	Non PP
		Reading	67%	63%	71%
		Writing	72%	68%	79%
		Maths	64%	58%	71%
<p><i>Children who are eligible for PPG funding performed in line with similar schools locally &amp; nationally in Reading &amp; Maths but performed better in writing. Children who achieved greater depth outperformed their peers nationally in Maths. Almost a third of SEN/D children achieved age related expectation in Reading, Writing and Maths.</i></p>					

Evaluation: School leaders and governors are satisfied with outcomes for all children this year. We have seen a significant impact from quality first teaching as well as the catch-up programmes for phonics, writing and maths in KS 1. Leaders and governors are satisfied that disadvantaged pupils broadly have the same outcomes as their peers and peers nationally when leaving school so that they are prepared and well equipped for the next stage of their education. Pupils with SEN/D when not meeting age related expectations have made good and better progress from their starting points and there is lots of evidence of how they flourish in other areas of the curriculum.

Next steps:

- Leaders will continue to work with teachers to support them to provide Quality First Teaching, provide targeted interventions for disadvantaged pupils.
- Leaders had hoped for higher outcomes in reading but on analysis of progress from their starting points this cohort have done particularly well. Leaders will support teachers to embed the school's lesson structure to help them to assess pupils' knowledge and recall from long term memory so they can adapt their teaching.
- Leaders will continue to work with parents and pupils to improve levels of engagement with oracy, reading, homework and online learning platforms and hope to see a continued improvement on outcomes in all subjects but particularly writing.
- From consultations & questionnaires, some parents have told school that they don't understand how we teach phonics so we will continue to put some meetings on to provide support.

- Despite the significant improved outcomes for Reception children achieving GLD, leaders and governors remain concerned that 40% of children are not ready for the KS1 curriculum. They recognise that work needs to be done with parents to engage with their child's learning, oracy and PSED.
- The Early Years leader will be engaging with the LA 'Flying Start' project and we anticipate to see an impact over the next few years.
- Embed the 'think equal' programme in Early Years. Embed the 'Just Read' project across the school, supporting ECTs. Provide training for staff across the school in voice-21 oracy programme over the next 3 years.

Intended outcome	Success criteria	Impact in July 2024
<p>Improved quality of teaching and learning through developing staff understanding of metacognition and memory recall. (CPD) (SDP priority 1 Quality of Education)</p>	<p>Teachers continued to practise and embed the school designed lesson structure which supports metacognitive strategies</p> <p>Experienced teachers have embedded this</p> <p>Deep dives into subjects involving work scrutinies, conversations with teachers, subject leaders and pupils show evidence of this practice to deliberately support memory recall.</p>	<p><u>Evaluation:</u> Support was provided by leaders by modelling lessons for less experienced teachers and ECTs, professional discussions between subject leaders and class teachers about how to 'best fit' the lesson structure for certain subjects, e.g. P.E. &amp; Music. From lesson observations, work scrutinies and discussions with teachers, they are embedding the lesson structure we have put in place. This lesson structure is still not fully embedded with less experienced teachers and all subjects. More experienced teachers have expressed that they find the structure useful and the more they practise it and the children are getting used to it, the more beneficial it is proving to be.</p> <p><u>Next steps:</u> continue to embed the lesson structure in 2024-25 and provide relevant CPD for new and ECT staff. Teachers will include the oracy aspects from voice-21 into the lesson structure and exploit in all curriculum areas.</p> <p>Use senior leaders and mentors to model the lesson structure &amp; oracy aspects for less experienced staff. Keep up to date with any new research models that are effective to support children knowing more and retrieving their knowledge from previous learning.</p> <p>Tweak our summative assessments to support teachers to identify gaps in learning so they can adapt planning for targeted pupils, particularly disadvantaged, vulnerable and SEN/D.</p>
<p>To develop the speaking &amp; listening skills of disadvantaged &amp; SEN/D pupils</p>	<p>SALT assessments &amp; support for staff &amp; parents in place across the school</p>	<p><u>Evaluation:</u> SALT assessments continue to take place, particularly in Early Years where there is a significant high need. Impact is that it helps teachers to give targeted and more personalised support to these pupils. This is fed back to parents to enable them</p>

<p>(SDP priority 1 Quality of Education)</p>	<p>NELI programme for children in Reception &amp; into Y1 (if necessary) to be embedded.</p> <p>Assessments from the above programme evidence that children's language and early literacy skills are improved from their starting point.</p> <p>Text rich curriculum in place &amp; embedded across the school.</p> <p>Ongoing CPD for Teaching Assistants, ECTs to support specific teaching of vocabulary, particularly for pupils with SEN/D</p> <p>An experiential curriculum which provides life experiences for pupils. This will have a positive impact on their recall and vocabulary.</p> <p>Staff are confident teaching and modelling communication and language in Early Years and KS1</p>	<p>to help at home. The reports also feed into any EHCP applications.</p> <p>NELI programme has been completed and this has had a positive impact on CLL for a targeted group of PP pupils in Reception, considering the very low starting point on entry into Nursery.</p> <p>The intent for a text rich vocabulary is in place and is embedded in all subjects and in all classrooms.</p> <p><u>Next steps:</u> Continue to provide enriching and experiential activities to support the curriculum. Map these out in a long term plan. Ensure that teachers are exploiting these opportunities and following up with writing tasks that will give pupils the chance to use and apply the vocabulary they have learnt from the experience. Consider how we can target our SEN/D children to be included in enriching &amp; tangible experiences and so adapt their timetables when possible. Allocate a 30 minute lesson each week exclusively to oracy for children in Y1-6 and give additional support to PP &amp; SEN/D pupils. Additional modelling from EY staff for children in Nursery &amp; Reception, with increased time on the timetable for targeted communication and language lessons. Working with parents in EY for targeted stay and play sessions for communication and language. Some staff to undertake ELKLAN training for targeted interventions in EY &amp; KS1. Staff are confident teaching oracy. We have a progressive document for teaching oracy. WELCOMM training for EY staff</p>
<p>Pupils' emotional well-being is prioritised alongside their academic achievement. (SDP priority 3 Personal Development)</p>	<p>Embed nurture principles into our daily practice &amp; written into relevant school policies</p> <p>Continue with the school's central record of vulnerable pupils (VCR) which identifies &amp; contextualises levels of vulnerability</p> <p>Continue CPD for all staff on the nurture principles</p> <p>Relevant policies reviewed and updated to reflect and include the nurture principles</p>	<p><u>Evaluation:</u> The school is proud that we are in a position where using our nurture principles are becoming our daily practice. We are an accredited Nurture UK school. This programme continues to have a significant impact on all aspects of the school including the curriculum and behaviour.</p> <p>It helps us to review and evaluate our behaviour &amp; anti-bullying policy.</p> <p>We have had a whole school approach which has been successfully driven by the pastoral team, consisting of the DSL, SENCo &amp; HLTA</p>

	<p>Continue to resource the nurture room for very specific high &amp; complex needs</p> <p>PP &amp; SEN/D pupils access nurture room &amp; other wider nurture activities such as music &amp; art</p> <p>CPD on mental health lead</p> <p>CPD for mental health first aiders</p> <p>Pupils assess their mental health and well-being on a daily basis using the self assessment tools</p> <p>Staff follow up with regular welfare checks with pupils</p> <p>Pastoral team, SLT and staff rigorously monitor emotional well-being of pupils, accessing external support</p> <p>Provision mapping identifies pupils for well-being interventions for 1:1 and small group nurture work</p> <p>Early Help support is provided for families</p> <p>PP &amp; SEN/D pupils can either articulate or show that they feel safe, happy and ready to learn</p>	<p>Nurture principles have been incorporated into relevant policies and documentation</p> <p>Nurture principles are valued at our school</p> <p>Nurture champions have been elected in each class, strengthening pupil leadership</p> <p>ALL pupils including those with SEN/D have an opportunity to self-assess how they are feeling and communicate this to staff in their class at various times in the school day so that staff can action and follow up.</p> <p>The nurture room has been set up, is resourced and being used for 1:1 and small group interventions and therapy sessions.</p> <p>The SENCo is mental health first aid trained</p> <p>0 permanent and fixed term exclusions.</p> <p><u>Next steps:</u></p> <p>Continue to work with external agencies such as MThrive, Manchester Healthy Schools, Camberwell Park, Bowker Vale &amp; Bridgelea, Social Care to support identified pupils whilst other assessments are waiting to be done (e.g. CAMHS).</p> <p>Buy additional Educational Psychology time</p> <p>Buy in additional time from an Assistant Ed Psych to provide on going support, strategies, advice and guidance to staff and parents. Half termly welfare checks for all vulnerable children and those on the SEN/D register</p> <p>Continue to make referrals to Wood Street Mission for school uniform, provide access to breakfast club, after school club, Early Help, Christmas toy sacks and food parcels at significant times in the year.</p> <p>Continue to support parents to access online systems that can cause barriers to engagement</p> <p>Strengthen mental health first aid for some staff</p> <p>Continue with all of the above work related to nurture so that it is embedded for pupils and staff alike.</p> <p>Continue to incorporate the principles in our policies and practice</p>
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<p>To close the gap between the percentage of attendance for PP, vulnerable and other children (ongoing school priority)</p>	<p>Attendance &amp; punctuality is monitored regularly and rigorously</p> <p>Early Help is set up with attendance targets for families</p> <p>Extremely poor attendance (below 90%) is challenged with communication with a letter &amp; invites to attend panel</p> <p>Fixed penalty notices are issued as appropriate</p> <p>Home visits &amp; community police welfare visits undertaken when appropriate</p> <p>Improve attendance levels to be more in line with pre-pandemic &gt;96%</p> <p>Improve persistent absence levels to more in line with pre-pandemic &lt;5%</p>	<p><u>Evaluation:</u></p> <p>End of year attendance is 94.99% (an improvement of 0.13% on the previous year and so close to 95%)</p> <p>For PP pupils 93.42% another improvement of 0.42%)</p> <p>Persistent absenteeism (PA) is 12.06% (an improvement of 3.7% on the previous year.</p> <p>School leaders and governors are delighted with the attendance figures this year and the school is performing better on the whole than local schools and schools nationwide. This is also the case for our pupils who are eligible for PP funding.</p> <p>Attendance has continued to be monitored regularly and rigorously but there continues to be a group of parents who struggle to get their children to attend more regularly.</p> <p>For the first time, school leaders sent information into the LA once pupils reached 10 unauthorised absences and this has had an impact to improve attendance for our PA pupils.</p> <p>Unfortunately, there are families who still take unauthorised holidays during term time despite the LA issuing fixed penalty notices.</p> <p><u>Next steps:</u></p> <p>Continue to have a whole school approach for attendance.</p> <p>Staff to continue to undertake 'return to school' conversations with children.</p> <p>Continue to issue fixed penalty notices for holidays during term time.</p> <p>Continue to issue fixed penalty notices when children reach 10 unauthorised absences.</p> <p>Continue to work with parents and pupils. Continue to reward good attendance as well as any improved attendance.</p> <p>Ensure early intervention, purposeful analysis, offer of early help for parents.</p>
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**Total budgeted cost: £212,236.50**

How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable

Impact