



# St Botolph's CE Academy

## Pupil Premium Strategy

2022 - 2023



This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

SCHOOL OVERVIEW	
DETAIL	DATA
NUMBER OF PUPILS IN SCHOOL	324
PROPORTION (%) OF PUPIL PREMIUM ELIGIBLE PUPILS	91 children (N-Y6) 28% 82 children (Y1-Y6) 21%
ACADEMIC YEAR/YEARS THAT OUR CURRENT PUPIL PREMIUM STRATEGY PLAN COVERS (3 YEAR PLANS ARE RECOMMENDED)	3 years Autumn 2021 – Autumn 2024
DATE THIS STATEMENT WAS PUBLISHED	December 2022
DATE ON WHICH IT WILL BE REVIEWED	July 2023
STATEMENT AUTHORISED BY	Louise Sennett (Executive HT)
PUPIL PREMIUM LEAD	Chris Barker
GOVERNOR / TRUSTEE LEAD	Andy Hoole (CoG)

FUNDING OVERVIEW	
DETAIL	AMOUNT
PUPIL PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£119,415
RECOVERY PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£12,798
PUPIL PREMIUM (AND RECOVERY PREMIUM*) FUNDING CARRIED FORWARD FROM PREVIOUS YEARS (ENTER £0 IF NOT APPLICABLE)	£0
<p><i>*RECOVERY PREMIUM RECEIVED IN ACADEMIC YEAR 2021 TO 2022 CAN BE CARRIED FORWARD TO ACADEMIC YEAR 2022 TO 2023. RECOVERY PREMIUM RECEIVED IN ACADEMIC YEAR 2022 TO 2023 CANNOT BE CARRIED FORWARD TO 2023 TO 2024.</i></p>	
TOTAL BUDGET FOR THIS ACADEMIC YEAR	£132,213

### PART A: PUPIL PREMIUM STRATEGY PLAN

#### STATEMENT OF INTENT

At St Botolph's C.E Academy we set high expectations for all pupils in our school and believe that, with high quality first teaching, early intervention and targeted small group or 1:1 support, robust diagnostic assessment methods, quality social and emotional support, regular and effective engagement with parents and a personalised approach to meeting children's individual needs, every child can fulfil their individual academic, social and emotional potential.

Our Pupil Premium funding is allocated effectively each year to have the necessary impact across school to support pupils to achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, and so that they have equal access to the extended curriculum and enrichment opportunities, reducing educational inequity. Our strategy supports these aims by ensuring pupils receive high-quality teaching across all subjects, but with a specific focus on reading, writing, maths, phonics and as a Church of England school, Religious Education, including daily worship and a solid understanding of our Core Christian Values.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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, whilst also including non-disadvantaged pupils.

We aim to embed the importance of cultural and arts opportunities in supporting the wider learning of disadvantaged students, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum. Our personalised curriculum led by strong subject leaders provides children in receipt of Pupil Premium, with opportunities to develop their confidence, independence and enables them to be successful learners, who will thrive in later life and make a positive contribution to society.

Leaders also use the funding to create opportunities for children to develop skills including resilience, perseverance, self-esteem through quality, targeted care for children and families. We work closely with external agencies, for example, Future in Minds, the Children's First Hub, Educational Psychologist to support pupils socially and emotionally.

The strategies we employ at St Botolph's C.E Academy are evidence-informed using recommendations outlined by Education Endowment Foundation and the DFE. We are also part of the One Wakefield Project, which focusses on supporting and developing the opportunities and outcomes for Pupil Premium children across the whole Wakefield district and believe collaboration and sharing good practice is essential to providing the best future of our pupils. At St Botolph's we believe every child, regardless of their starting point, should not have a 'ceiling' placed upon them. We believe all our children can achieve anything, given the right support and direction, regardless of their ability, starting position or background.

**CHALLENGES**

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

Challenge Number	Detail of Challenge
1	Assessments, professional dialogue and observations indicate that our not all disadvantaged pupils progressing well due to non-engagement with reading, including home reading. Generally across school our pupils, including some disadvantaged pupils lack understanding and also comprehension skills are poor, as well as some issues with fluency of reading.
2	As evidence in entry assessments, some of our children, including Pupil Premium, have very poor early language acquisition and many are non-readers, with very limited word recognition and little knowledge regarding GPC and letter recognition.
3	As evidence in entry assessment, some children, including Pupil Premium, have very poor early language acquisition and levels of communication are poor. Many of our pupils have speech and language problems, that require SALT interventions. They have limited experiences and exposure to reading materials, to hear a wider ranging vocabulary, access to stimulating and engaging age appropriate books, access to libraries and the necessary technology to support them in their language acquisition.
4	As evidence through work with our pupils by our Learning Mentor, including with Pupil Premium pupils, the SEMH of our pupils has declined, especially during the challenges during the Covid-19 pandemic. They often lack confidence, motivation and the necessary skills to overcome their challenges.
5	Parental engagement is often lacking for some of our pupils, including Pupil Premium pupils. This is evidence through our observations, pupil voice discussions and reading records and poor score in low stakes testing such as weekly spelling scores. Also, levels of attendance at parental events and workshops is often low, where we see parents of pupils who we know are well support rather than those who are not.
6	Attendance data indicates that the attendance of some of our Disadvantaged pupils is below that of other pupils, with persistent absences remaining below national averages. Additional support is necessary to support these pupils and families to secure and sustain long-term improvements in punctuality and attendance.
7 (new for 2022)	Across school, pupils' arithmetic and reasoning scores remain lower than they should be. The Y4 MTC results were also much lower than expected. Staff CPD is needed in order to ensure consistent delivery of lessons and implementation of mastery.

**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 Outcomes	Success Criteria
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading.	<ul style="list-style-type: none"> <li>- Evidence based assessments indicates that the gap is narrowing through books scrutiny, lesson observations and formative assessment data</li> <li>- School progress data indicates the gap is narrowing in reading termly and annually</li> </ul>
To improve attainment in reading, for all pupils, including disadvantaged	<ul style="list-style-type: none"> <li>- Evidence based assessments indicates that the gap is narrowing through books scrutiny, lesson observations and formative assessment data</li> <li>- School attainment data indicates the gap is narrowing in reading termly and annually</li> </ul>

<p>pupils by the end of KS1 and KS2.</p>	<ul style="list-style-type: none"> <li>- National targets are met in Year 2 and Year 6 for reading for disadvantaged and non-disadvantaged pupils, with % reaching national or better</li> </ul>
<p>To improve the early language acquisition and increase % of pupils in EYFS achieving expected outcomes.</p>	<ul style="list-style-type: none"> <li>- Evidence based assessments indicates that the gap is narrowing through books scrutiny, lesson observations and formative assessment data</li> <li>- EYFS attainment data indicates the gap is narrowing in language based early outcomes both termly and annually</li> <li>- National targets are met in in language based early outcomes for EYFS</li> </ul>
<p>To sustain and enhance the support and development of SEMH of all pupils, including disadvantaged pupils in order that they achieve to their full potential and overcome personal barriers to effective learning.</p>	<ul style="list-style-type: none"> <li>- Continue to sustain high levels of well being for all pupils, including disadvantaged, as evidence in quantitate data through pupil voice, student and parental surveys and observations.</li> <li>- Data show effective levels of progress by pupils in receipt of SEMH support through Learning Mentor records e.g entry / exit data</li> <li>- Decreasing entries for pupils on CPOMS, as the support increases pupils self-confidence, learning behaviours and resilience</li> </ul>
<p>To improve the attendance for pupils whose attendance falls below that of expected national levels, including persistent absences.</p>	<ul style="list-style-type: none"> <li>- Attendance demonstrate improvements towards achieving national averages for overall attendance, to 65% or better for all pupils including disadvantaged</li> <li>- A reduction in PA levels in line for non-disadvantaged</li> </ul>
<p>To improve attainment in maths, for all pupils, including disadvantaged pupils by the end of KS1 and KS2, including Y4 MTC.</p>	<ul style="list-style-type: none"> <li>- Evidence based assessments indicates that the gap is narrowing through books scrutiny, lesson observations and formative assessment data</li> <li>- School attainment data indicates the gap is narrowing in maths termly and annually</li> <li>- National targets are met in Year 2 and Year 6 for reading for disadvantaged and non-disadvantaged pupils, with % reaching national or better</li> <li>- The number of pupils reaching the expected standard in MTC improves, with more pupils achieving national or better</li> </ul>

**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:** £64,057

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued whole school roll out of Accelerated Reader Programme, focussing on KS2 (after children have completed the RWI programme).	<p>Staff CPD records focussing on training and implementation of Accelerated Reader Programme.</p> <p>Teachers regularly using and contributing to individual reading records and communicating with parents and pupils through quality feedback.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Regular teacher assessment of AR data to support accelerated progress of individual pupils. Literacy Shed materials also support with reading sessions at KS2.</p>	1,2,3
Ensure consistency of teaching of early reading and phonics. Package of CPD purchased for whole school training and online portal. Purchase additional decodable books to support implementation of the SSP.	<p>Refresher training for whole school, beginning with INSET in September 2022. Access to online RWI portal for all staff and parents.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 2, 3
Staff to use and develop evidence-based approaches to improve phonics and language acquisition across the academy.	<p>Staff CPD for delivery of Read Write Inc supporting phonics development through school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Regular catch-up meeting and review of pupil progress &amp; groupings to accelerate progress of pupils.</p>	1,2,3
Staff to develop subject specific knowledge organisers from Y1 to Y6 to develop language acquisition and development and understanding of subject specific vocabulary.	<p>Knowledge organisers used to promote knowledge and use of specific vocabulary. Subscription to Kapow for wider curriculum areas.</p> <p>Staff to create &amp; share resources online with parents using Class Dojo.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1,2,3

<p>Establish improved links with parents and the wider community, to enhance teaching &amp; learning and enrich the curriculum.</p>	<p>Staff create termly newsletters and use Class Dojo weekly to communicate regularly with parents, using pictures, messages and learning videos (time &amp; training to be given). ParentPay used for more official communication.</p> <p>Reading records are updated and used regularly, by staff &amp; parents.</p> <p>Other forms of parental engagement include: information meetings, coffee mornings and bedtime story events.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>1,4,5</p>
<p>Employment of an Early Reading Leader to lead on Phonics &amp; ER; supporting staff CPD and offering additional phonics sessions to target all pupils, including disadvantaged.</p>	<p>Weekly CPD sessions (RWI Team Practice) with all RWI staff. Individual staff coaching when needed.</p> <p>Planned delivery of daily phonics session with Reading Leader for specific targeted pupils across KS1.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1,2,3</p>
<p>Purchase and implementation of specific RWI programmes.</p>	<p>Introduction and staff training to the programme and initial roll out of programme throughout KS2 (KS1 SPAG resources for Y2 pupils included).</p> <p>Training and roll-out of the Get Writing element of RWI lessons for KS1 pupils during autumn term.</p> <p>Test score will indicate that increased knowledge, understanding and application of spelling rules and SPAG concepts are improving using</p> <ul style="list-style-type: none"> <li>- data from low-stakes testing</li> <li>- work samples and book scrutiny</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1,2,3,5</p>
<p>Improve the quality and rigour of assessment. Purchase of standardised assessments. Training for staff to ensure assessments are interpreted and administered effectively. Includes purchase of new assessment and tracking software (for both formative and summative assessment information).</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct support through interventions or teacher instruction.</p> <p>Use of Testbase to support at KS1 and KS2, with Tapestry used across EYFS. Insight used as the main tracking tool. TT Rockstars used across KS1 and KS2 to support with the teaching and assessment of times tables, particularly in Y4 to prepare for the MTC.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1?utm_source=/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=assessing">https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1?utm_source=/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=assessing</a></p>	<p>1, 2, 3</p>

Enrolment in the Mastering Number scheme will support high quality discreet numeracy session across KS1.	To further support the delivery and implementation of a teaching for mastery approach CPD from the Maths hub will be disseminated through staff meetings and other development opportunities. The Mastering Number programme is specifically for pupils in Rec, Y1 and Y2.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	7
Enrolment and attendance in the Jigsaw maths CPD for EYFS will take place to further support the delivery of White Rose Maths across EYFS.	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reception-jigsaw">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reception-jigsaw</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</a>	7
Continued subscription to a range of ICT programmes to aid the taught curriculum.  Purchase new class set of iPads.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/educationevidence/guidance-reports/digital&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=digit">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/educationevidence/guidance-reports/digital&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=digit</a>	1,2,3,4,5,6,7

TARGETED ACADEMIC SUPPORT (for example, tutoring, one-to-one support, structured interventions)		
Budgeted cost:	£33,102	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement oral language programmes within the EYFS setting.	Implementation and development of EYFS language development programmes including NELI and WELLCOMM.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a>  Outcomes of programmes evidence positive impact on pupil attainments.  <a href="https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention">https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention</a>	1,2,3
Implementation of Accelerated Reader across KS2 and continued development of Reading VIPERS in KS2.	Develop comprehension through reading quizzes and lessons focussing on developing and use of Reading VIPERS, using a wide variety of text types.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  Outcomes of AR programme & VIPERS evidence impact on pupil attainment and progress.	1,2,3,5
Planned delivery of additional daily 1:1 phonics sessions for all pupils who	1:1 RWI phonics (UFS, KS1 and LKS2) 1:1 Fast Track phonics (UKS2)	1,2,3

are not keeping up with the rest of their cohort (additional TA hours).	<a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
Engagement with the National Tutoring Programme for small groups of pupils targeted at specific needs (White Rose Maths and tutor led English sessions initially).	Small group (1:3) tutoring sessions for pupils in Y2 and Y6.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3,7
Establish small group or individual interventions for pupils falling behind age-related expectations.	Interventions across school include: ICAN Early Talkers, Dough Gym, Music Interaction, Colourful Semantics, Lego Therapy, ELSA, Rainbow Words, Sentence Smart, Fit 2 Learn, Toe by Toe, Plus One and Talkabout.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2,3,4,7
Employment of a Speech and Language Therapist.	Targeted children from across school are given allocated time to work with SaLT onsite for specific 1:1 interventions. There are a proportion of DA children who require support to enable them to access the curriculum at their age expectations.  <a href="https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/">https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/</a>	3

**WIDER STRATEGIES**

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

<b>Budgeted cost:</b>	<b>£35,054</b>	
<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Continued development of our Learning Mentor role in order to support our most vulnerable pupils and work with families of those pupils, in their social and emotional learning (SEL)	<p>Learning Mentor records demonstrate that regular targeted support for pupils with issues (linked to engagement, behaviour, attendance, safeguarding and SEMH) show improvements in pupil attitudes, engagement and performance and has a positive impact on them as individuals.</p> <p>The development of Learning Mentors space for interventions and meeting to take place, including the use of an outdoor breakout space for pupils, helps develop pupil engagement and overall well-being of those pupils accessing the support.</p>	4,5,6

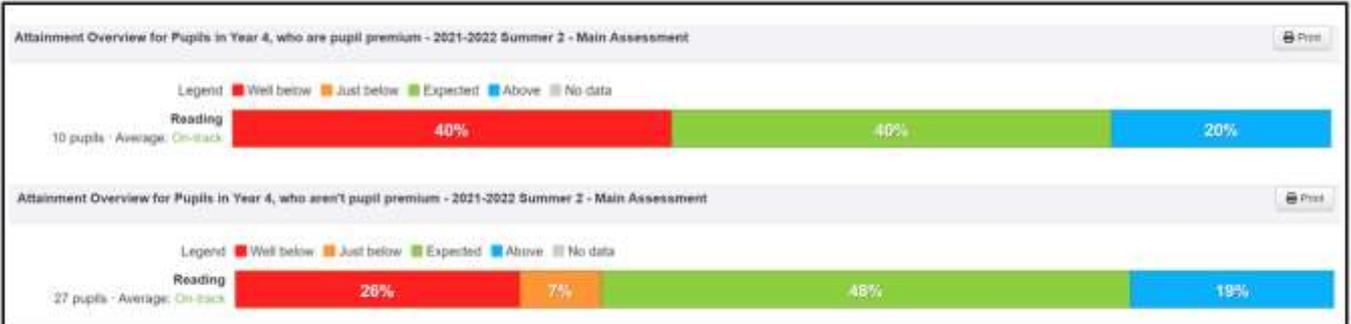
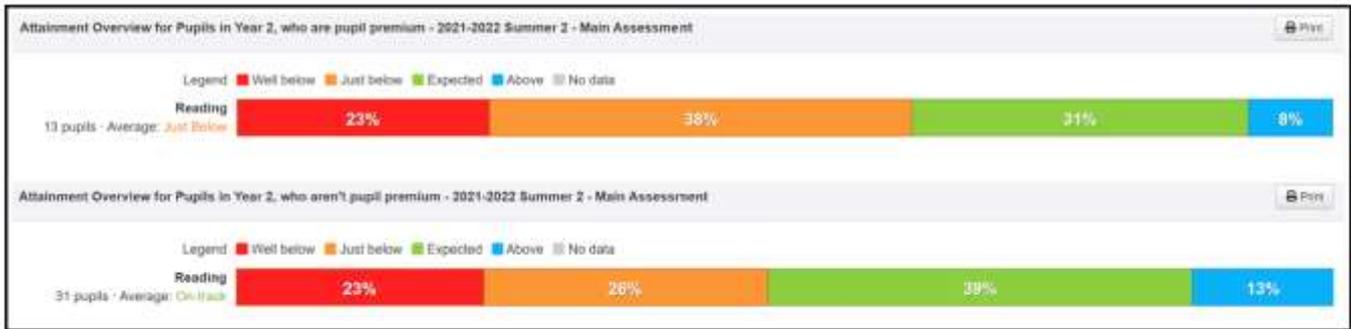
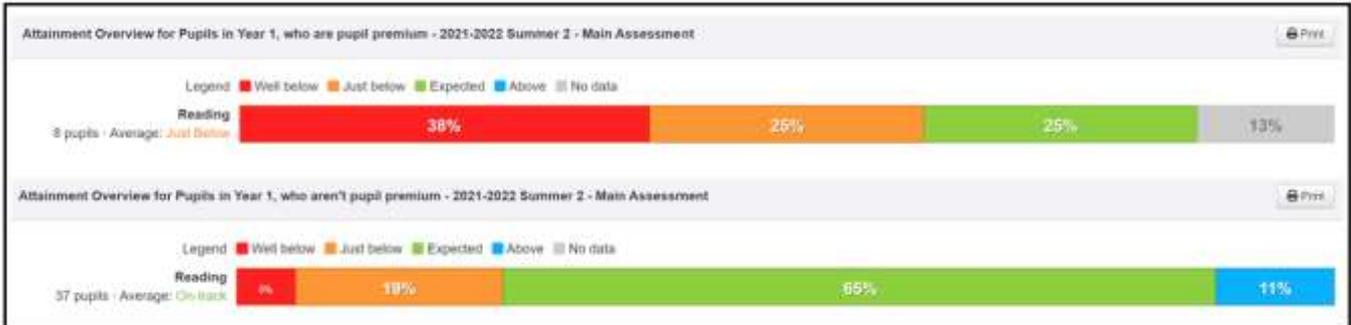
	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>An essential role of the Learning Mentor is the work done with parents in order to involve them more in their children’s learning. This is particularly important for our families experiencing crisis.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
Monitor and encourage attendance of Breakfast Club and Walking Bus in order to support pupils and families to improve pupil attendance, punctuality and engagement.	<p>Increase % of attendees of both Breakfast Club and Walking Bus for disadvantaged pupils over time</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</a></p>	5,6
Organise peripatetic music lessons for all pupils, including disadvantaged pupils.	<p>Support our pupils SEMH, through participation in wider learning experiences, developing self-confidence, motivation and resilience and attendance. This includes use of the Wakefield Wider Opportunities programme for a class in KS2 and the offer of small group music lessons for other pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	4,6
French tutor provides weekly lessons for all pupils in KS2.	<p>High quality teaching of MFL for all pupils in KS2, supports CPD for class teachers and support staff.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	
Subsidised funding for trips, experiences, visitors and residential.	<p>Many of the children in our community have limited chances to access experiences outside of their own. To enable disadvantaged children to have a full understanding of the curriculum, they will take part in half-termly experiences with their class – they may either go out on a visit or have a visitor come into school. PP funding will be used to subsidise these experiences to make it affordable for parents.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	5,6
Contingency fund for acute issues.	<p>Some funding/resources set aside for needs not yet identified. Our experience tells us this is important to be able to be responsive.</p>	1,2,3,4,5,6,7

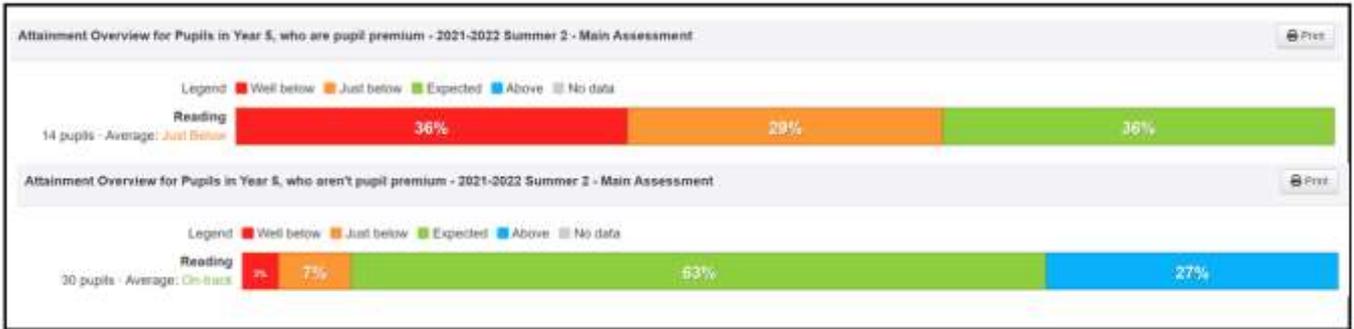
<b>TOTAL BUDGETED COST:</b>	<b>£132,213</b>
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**PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR**

**OUTCOMES FOR DISADVANTAGED PUPILS**

**1. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading.**





2. To improve attainment in reading, for all pupils, including disadvantaged pupils by the end of KS1 and KS2.



**3. To improve the early language acquisition and increase % of pupils in EYFS achieving expected outcomes.**

The current Reception class left Nursery in July 2022 with Listening & Attention at 63% ARE or above and Speaking 54% at ARE or above

Y1 2022/23	Listening & Attention	Speaking
Nursery Baseline	33%	44%
End of Nursery	61%	52%
End of Reception	82%	82%

Approach includes: Word Aware sessions daily, Wellcomm is used as an assessment tool, SaLT interventions are used throughout EYFS and all adults have accessed SaLT CPD.

**4. To sustain and enhance the support and development of SEMH of all pupils, including disadvantaged pupils in order that they achieve to their full potential and overcome personal barriers to effective learning.**

Recent pupil voice surveys show that pupils feel safe in school. They also comment that the changes to the behaviour system means that there are less incidents of poor behaviour and that incidents are dealt with fairly. In summer 2022, all children in school carried out a ‘site walk’ to identify any areas of school grounds where they felt less safe. Leaders then tried to address these concerns, by either making changes to the physical environment, or by increasing the SLT presence in these areas at break and lunch times.

The KS2 SATs results in summer 2022 demonstrated how well supported this cohort was. The Y6 team, supported by SLT and the Learning Mentor, worked with the children to build their resilience and self-confidence. This led to improved KS2 results, which were in line with national overall.

KS2 2022	Reading ARE	Reading Above	Writing ARE	Writing Above	Maths ARE	Maths Above	GPS ARE	GPS Above	Combined ARE	Combined Above
School	71%	24%	69%	10%	67%	19%	69%	17%	57%	10%
National	74%	28%	69%	13%	71%	22%	72%		59%	7%

School records from December 2022 show reductions in the number of low-level behaviour incidents, both within lessons and at playtimes and lunchtimes.

**5. To improve the attendance for pupils whose attendance falls below that of expected national levels, including persistent absences.**

Attendance of Pupil Premium children remains 2.4% lower than Non-Pupil Premium and is 3.9% lower than the national average, however it is still 1.5% higher than Wakefield.

At the end of July 2002, 23 pupil Premium children were PA which is a larger percentage per pupil in that demographic than not. However, at the time there were two Pupil Premium children on a phased reintegration plan.

There were a high number of Pupil Premium children in the Y6 cohort at the time and of those three of them had a number of fixed term exclusions.

From September 2022, the school are following the Trust Attendance Policy and have appointed a Strategic Lead for attendance. The school now have the support of the Trust EWO (2 visits per half-term) in order to help track pupils who are PA and meet with specific parents.

In summer 2022, two year groups were highlighted as needing additional support with attendance (Y4 and Y6 from September 2022).

ATTENDANCE				
	YEAR TO DATE	NATIONAL AVERAGE (2019)	No of PA	Attendance of PA
<b>WHOLE SCHOOL (Exc. F1 302)</b>	93.7%	91.9%	58	84.3%
<b>BOYS (151)</b>	94.3%	95.9%	34	84.3%
<b>GIRLS (175)</b>	93.3%	96.1%	24	86.2%
<b>SEN SUPPORT (38)</b>	92.5%	94.60%	12	84.1%
<b>SEN EHCP (14)</b>	85.6%	93.0%	6	76.1%
<b>NON-SEN (263)</b>	93.8%	96.3%	46	84.4%
<b>PUPIL PREMIUM (91)</b>	92.5%	94.4	23	84.4%
<b>NON-PUPIL PREMIUM (211)</b>	94.1%	96.5	35	84.2%
<b>AUTHORISED ABSENCE</b>	4.59%	2.9%		
<b>UNAUTHORISED ABSENCE</b>	1.7%	1,1%		
<b>PERSISTENT ABSENCE</b>	84.3%	8.2%	58	84.3%

**EXTERNALLY PROVIDED PROGRAMMES**

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
SALT	NHS
NELI	Elkan
Dough Gym	Abcdoes.com
Music Interaction	WISENDSS
Picture News	Picture News
Lego Therapy	WISENDSS
ELSA	ELSA network
Rainbow Words	WISENDSS
T T Rockstars	Maths Circle
Accelerated Reader	Renaissance
Literacy Shed	EdShed

**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)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

In planning our new Pupil Premium Strategy (September 2021), we evaluated why activity undertaken in previous years had not always had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's 'Families of Schools' database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports, studies and research papers about effective use of Pupil Premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. The pandemic has given us deeper insights into family life for those children from disadvantaged backgrounds and we have been able to forge stronger relationships with parents and carers as a result.

Over the last few years, we have been involved with the One Wakefield programme – a collaboration between Wakefield LA, Doncaster Research School (pre 2022), Bradford Research School (2022 onwards) and local schools. Through this we have studied the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. The support from One Wakefield will continue across this academic year, with both webinars and support clusters available for school leaders, alongside face-to-face sessions for English Leaders.

We have put a robust evaluation framework in place for the duration of our three-year approach. This will help us to make adjustments to secure better outcomes for pupils over time.

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by Pupil Premium or Recovery Premium.