Pupil premium strategy statement 2020-2023

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Balby Central Primary
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	143 (36%)
Academic year/years that our current pupil premium strategy plan covers	2021-22 to 2024-25
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emma Cooke, Headteacher
Pupil premium lead	Laura Talbot, Disadvantaged Lead
Governor / Trustee lead	Robert Mellor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,335
Recovery premium funding allocation this academic year	£20 735
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£212 710

Part A: Pupil premium strategy plan

Statement of intent

At Balby Central, we endeavor to ensure all our pupils achieve and that no child should be left behind. We have high aspirations and ambitions for our children and we believe there are no limits to what they can achieve. We strongly believe that it is your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure and we are determined to ensure that our children are given every chance to realise their full potential. We believe children should have the opportunities to learn from regardless of their individual needs or background. Our curriculum drivers underpin the curriculum we provide our children. We recognise that the effects of the global Covid 19 pandemic will have had an impact on the whole school population.

We will therefore ensure our strategy meets the needs of all priority pupils by using our curriculum drivers and an evidence-based approach. The provision we put in place will meet the needs of the most vulnerable pupils within our school community. We have identified the challenges that some of our children face and our strategy has clearly defined objectives to help break these barriers down. Whether it be through ensuring quality first teaching for all, targeted academic support or identifying and supporting children with SEMH needs. We will do this so they are given life chances, have people who act as their champion, have someone who holds them in high regard and someone who believes in them, so that they succeed and 'be the best that they can be'.

Challenges

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

Challenge number	Detail of challenge
1	**Vocabulary and oracy** has been identified through assessments and observations as a challenge for many of our disadvantaged pupils. Generally, they can show difficulties with language acquisition, phonics, reading and the transference into writing. This is evident throughout school, from EYFS to UKS2.
2	**Social and Emotional Needs-** We identified this as a challenge for some of our disadvantage pupils from observations and assessments. They indicate resilience and self-regulation is a factor which has impact on the social and academic achievements of some of our pupils.
3	**Access to quality first teaching and disruption to schooling due to the Covid 19 pandemic-** Assessments show that some of our disadvantaged pupils have been impacted academically and emotionally by the school closures during the height of the pandemic. QFT and teacher knowledge of cognitive science and how we learn is critical to ensuring all of our disadvantaged pupils achieve; any 'lost learning' and gaps in knowledge are addressed and pupils are given the opportunity to succeed.

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| 4 | **Attendance-** Attendance figures show attendance among our disadvantaged pupils is below those of our non- disadvantaged pupils. The rate for persistent absentees is above national. Our data shows attendance is having an impact on the academic achievement of this group. |
| 5 | **Metacognition** – Assessments and observations and external research has shown that in order for children to achieve and succeed they need to be metacognitive learners. We recognise that thinking metacognitively can be difficult for some of our 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
Improved attainment for disadvantaged pupils in reading and writing, with a key focus on language acquisition, oracy, reading and its transference into writing.	• Diagnostic tools used to effectively diagnose gaps in learning for individual children- informing effective targeted teaching and individualised intervention. • Improved outcomes in Y1 phonics screening check and retakes in Y2. Target of 95% of children meeting the expected standard. • Number of children requiring additional intervention and support for reading/phonics decreases over time. • Increased % of pupils meeting the expected standard in reading in all year groups. Reception to year 6. • Quality of teaching improves. • Staff CPD sessions show impact in all classrooms through effective implementation. • Impact of interventions show an increase in attainment and progress. • Writing across school demonstrates an increase in Tier 2 vocabulary and overall standards and an increase in % of children meeting age related expectation. • In year assessments show an increase in standards and achievement and children making progress in core subjects.
Improved resilience, self-regulation and learning behaviours by addressing and supporting children's social and emotional needs.	• Thrive assessments show children making progress and becoming secure in specific areas. • Boxall profiling used to highlight individual needs. Progress shown for individualised approaches and children meeting targets. • Fortis impact data/reviews show a positive impact on mental health and SEMH need.

	• Children are settled and can self- regulate in lessons and at other times in the school day, such as playtimes and lunchtimes.
	• Reduction in unsettled behaviours.
	• Children show they are independent learners and can confidently talk about their learning and their next steps. They show they are resilient and can self-regulate in lessons which in turn leads to an increase in knowledge skills and overall attainment.
Increase in parental engagement and pupil attendance, including accessing remote education.	• Improvement in attendance
	• Reduction in the number of children with persistent absenteeism
	• Increased attendance resulting in increased attainment.
	• Pathways of communication between school and home are clear and relationships developed.
	• Parents and pupils accessing online platforms e.g school website, Reading Go, SATS Companion, Times Table Rockstars show an increase in usage and engagement.
	• Increased parental confidence and engagements – parent voice and feedback evidenced.
Access to wider opportunities and experiences	• Improvement in regulation and learning behaviours.
	• All children accessing wider experiences in every year group- trips and visits, residential and cultural experiences.
	• External companies and visitors sourced and invited in with a focus on developing cultural capital. Children show an awareness of the wider world.
	• Increased oracy and purposes for writing and development of the wider curriculum and knowledge of the world.

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: £106, 355

Activity	Evidence that supports this approach	Challenge number(s) addressed

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• Daily structured RWi sessions in EYFS and KS1 to develop oracy and language. • Daily LKS2 and UKS2 phonic/reading intervention led by a member of support staff to secure understanding and close the reading gap. • Structured reading and writing sessions with a focus on fluency, vocabulary development and reading comprehension. • Investment in quality texts and reading resources to enrich the curriculum. 'Book study' approaches to increase exposure to language and immerse children in reading. • Embedding and purchasing diagnostic tools to identify gaps in knowledge and consolidation of learning. • Professional Development sessions focusing on increasing standards in all aspects of English – Spoken language, vocabulary, writing, handwriting and sentence structure. • Pre and post teaching sessions develop vocabulary, basic skills and address any misconceptions or 'lost learning'. • Training and support for staff in effective feedback which ensures children progress and achieve their full potential. • Leader release time to effectively support all staff and develop the quality of teaching and learning across school. • Walkthru's and cognitive science, metacognition professional development sessions to develop staff knowledge and implementation into the curriculum.	-EEF Guide to the Pupil Premium Autumn 2021 EEF toolkit states phonics interventions have a +4 months impact on most vulnerable pupils -EEF Guidance Report Improving Literacy in Key Stage 1 states that effectively implementing a systematic phonic programme has 'very extensive' evidence to suggest it will be effective. - Great Teaching Evidence Review – June 2020 'Activating Hard Thinking' and the principles of learning – Structuring, Explaining, Questioning, Interacting, Embedding and Activating. -EEF- Impact of School Closures on the attainment gap – June 2020. 'School closures will widen the attainment gap between disadvantaged pupils and their peers. The median estimate is that the gap would widen by 36%. Sustained support will be needed to help disadvantaged pupils catch up. The EEF guidance paper for Effective Professional Development (2021) states that PD should be support staff with building new knowledge, motivate them, develop techniques and ensure they embed this practice. The Early Catastrophe Paper (Hart and Risley, 2003) reports: Vocabulary (at age 3) of a child from a disadvantaged family: 500 words Vocabulary (at age 3) of a child from a professional family: 1,100 words Ofsted Inspection Feedback- January 2020 EEF Toolkit - Metacognition **Other Research/Readings** -Rosenshine's Principles in Action 2019 -Teaching Walkthru's- Five steps to instructional coaching. -DFE Reading Framework, Teaching the Foundations of Literacy July 2021	*(1) Vocabulary and Oracy* *(3) Access to Quality First Teaching* *(5) Disruption to schooling due to the Covid 19 pandemic.*

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

Budgeted cost: £53 177

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Activity	Evidence that supports this approach	Challenge number(s) addressed
• Pre and post teach interventions are effectively delivered by support staff to target gaps in learning and any 'lost learning' as a result of the pandemic. • Class teacher release time to target and deliver high quality academic intervention both 1:1 and in small individualised groups. • Phonics 1:1 intervention delivered by trained support staff for children who are below the expected standard in reading. • Release time for the Phonics Lead to ensure the quality and rigor of phonics teaching across school. • SEND plans are rigorously evaluated and staff are coached by the SENDCO to ensure targets meet the individual academic needs of pupils. • Investing in programmes such as Reading Plus, Timetable Rockstars, SATS companion supplement and enhance provision of QFT in school as well as developing connections between school and home. • HLTA focus children and case studies to track the most vulnerable pupils to increase attainment. • Use of the National Tutoring Programme to target key children to raise attainment who made have affected by the pandemic.	-EEF- Impact of School Closures on the attainment gap – June 2020. 'School closures will widen the attainment gap between disadvantaged pupils and their peers. The median estimate is that the gap would widen by 36%. Sustained support will be needed to help disadvantaged pupils catch up. EEF- Phonics EEF- Reading Comprehension Strategies EEF- Oral Language interventions EEF- One to one tuition and Small Group tuition. A proportion of our PP children also fall into another vulnerable group- SEND/EAL. We recognise the importance of providing the correct intervention and curriculum for these priority pupils. Due to the Covid 19 pandemic we also recognise some of our pupils may require additional SEMH support. We will assess this need and ensure correct provision is in place. **Other Reading/Research** The most successful schools recognise that attainment is necessary but not sufficient for success for its most vulnerable pupils. Equity Matters- The Forgotten Third, 2020, Marc Rowland -DFE Reading Framework, Teaching the Foundations of Literacy July 2021	*(1) Vocabulary and Oracy* *(3) Access to Quality First Teaching* *(5) Disruption to schooling due to the Covid 19 pandemic.*

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

Budgeted cost: £53 177

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Fortis playworker to target and offer individualised programmes of support for key children. • Thrive practitioners to offer SEMH support and interventions in school for both groups and on a 1:1 basis. Children assessed on Thrive objectives. • LSA's and TA's Professional Development (release time for AHT) ensures provision meets the needs of the vulnerable pupils and is targeted to their needs. E.g. scaffolding, modelling, prompting and metacognition. • Whole staff training on behaviour and de-escalation strategies to embed the ethos and values of the school. • Teachers model 'thinking out loud' to develop learning behaviours and self-regulation in the classroom (metacognitive strategies). Professional Development sessions developing teacher knowledge and delivery.	Targeted Social and Emotional Support - EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. (EEF – SEL +4 months) We recognise that some of our children may not encounter wider experiences. We will therefore endeavour to provide our pupils with cultural experiences. We value their 'voices' and will ensure they have the opportunities to lead and voice their opinions. We also recognise that following on from the pandemic we acknowledge that the % attendance figures could fluctuate. With this in mind the role of attendance in school needs to be high profile. EEF Behaviour interventions EEF Metacognition and Self- Regulation	*(1) Vocabulary and Oracy* *(2) Social and Emotional Needs*
• Attendance tracked by Attendance Lead. Clear actions in place and targeted support for Persistent Absentees. Regular meetings and monitoring with Inclusion team with a child and family centred approach. • Family support practitioner conducts regular meetings	EEF- Impact of School Closures on the attainment gap – June 2020 'There is a risk that high levels of absence after schools formally reopen poses a particular task for disadvantaged pupils. The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year. EFF guidance, 'Working with Parents to Support Children's Learning states; There is an established link between the home learning environment at all ages and	*(4) Metacognition and Attendance* *(2) Social and Emotional Needs*

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with families to target attendance and any other concerns. • Developing positive relationships with families and the community. • Attendance officer and family support practitioner work as a team to focus on attendance. Tracking and actions put in place with short term goals. • Wider opportunities- trips and visits, after school clubs, residentials subsidised to ensure opportunities are accessible for all.	children's performance at school. Working effectively with parents can be challenging, and is likely to require sustained effort and support. DFE – Improving School Attendance **Other Reading** Cognitive, social and physical domains of learning. Experience is an entitlement not just a reference to cultural capital – A Curriculum Of Hope, 2020	

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 alongside the outcomes for 2021-2022 year and the putcomes for the 2022-23 academic year.

22-23 Outcomes and Impact (Year 3)

Vocabulary and Oracy

- Diagnostic tools used to effectively diagnose gaps in learning for individual children- informing effective targeted teaching and individualised intervention.

STAR Assessments have been introduced in this academic year, resulting in clear diagnostic assessments of children from Y1 to Y6. Targets are bespoke to each individual child and now form part of interventions and SEND support plans. Staff training has ensured analysis of reports is accurate and informs next steps in teaching and interventions. Clear tracking and monitoring of the delivery of these assessments ensures accuracy with testing.

RWi assessments are robust and ensure homogenous groupings are accurate. Children who demonstrate gaps in phonetical knowledge participate in 1:1 sessions with a RWi specialist. Many children make good progress with their phonics (from baseline assessments) although the % of PP children passing the screening check this year remains the same as in 21-22. Phonics will remain a key priority in the next academic year.

Fluency Assessments have been introduced to ensure children who are not reading at the required words per minute for their year group are tracked and targeted. Where children fall below, they become targeted readers to ensure their fluency improves.

Staff training sessions were delivered by members of the senior leadership team with a focus on oracy and vocabulary. All lessons have shown a creative approach to develop and expose children to a range of vocabulary.

The English lead has undergone Reading for Pleasure training from the English Hub (Jerry Clay) and has disseminated and delivered strategies and approaches to staff. Reading is celebrated in school and quality books are in all areas of school. Development of reading in the wider curriculum (Curriculum Visions) has ensured all children are developing their 'reading miles' each day. Progress measure at the end of KS2 for reading demonstrates improvement in vocabulary and reading.

The introduction of Voice 21 materials for speaking and listening has ensured all children are assessed from Y1-Y6. Each class then uses these objectives to ensure children are making progress within each strand.

- Improved outcomes in Y1 phonics screening check and retakes in Y2. Target of 95% of children meeting the expected standard.

Phonics Outcomes – Year 1 All 70%   Y1 Pupil Premium- 59%   Year 2 PP Retakes- 75%

Although below the target, the majority of children move through the groupings based on their starting points. Children who show a competent level of phonics are challenged in groups that focus on fluency and then comprehension. Children who do not pass the re-takes at the end of Y2, will continue to be taught using a synthetic phonics approach to ensure they meet the required standard of decoding in order to then develop their comprehension skills.

- Number of children requiring additional intervention and support for reading/phonics decreases over time.

The % of children requiring 1:1 phonics has decreased over time and regular gap analysis has supported this improvement, ensuring interventions were bespoke and specific to each individual. Children take part in quality first teaching and interventions are given to ensure children 'keep up' with minimal sessions to 'catch up'.

- Impact of interventions show an increase in attainment and progress.

- Increased % of pupils meeting the expected standard in reading in all year groups. Reception to year 6.

Progress measures at the end of Y6 show children have made progress in their reading. Children eligible for PP outperformed their peers in reading. At the end of EYFS, of the children eligible for PP, they outperformed their peers.   End of Reception – Reading- All 73%   PP 85%   Not PP – 69%

- Quality of teaching improves.

The impact of CPD has resulted in quality reading sessions. Teachers are aware of how children learn to read and the importance of decoding and fluency before comprehension. Monitoring, book looks and drop in's show the shift to high quality book talk, direct vocabulary instruction as well as comprehension strategies once the basics of reading are established. Children and staff can talk with confidence about what fluency is and how improvements can be made. Quality texts underpin the curriculum in all areas. The implementation of 'Curriculum Visions' ensures quality texts are also used the wider curriculum. The interactive style ensures all children, no matter what ability, can access texts linked to history, science and geography to develop vocabulary and knowledge.

- Staff CPD sessions show impact in all classrooms through effective implementation.

CPD sessions – triangulation of data, books and delivery of planning shows that reading is improving. Teachers are knowledgeable and this impact can be seen in the progress identified children are making across school. High quality book talk is evident in classrooms. Key groups will remain a focus for the next academic year to ensure reading skills (including stamina) are developed and embedded.

- Writing across school demonstrates an increase in Tier 2 vocabulary and overall standards and an increase in % of children meeting age related expectation.

Writing will form a key priority area for the next academic year to ensure a higher % of children meet the expected standard at the end of each year group. Children are being exposed to a range of vocabulary in sessions and can apply this into their writing.

- In year assessments show an increase in standards and achievement and children making progress in core subjects.

Progress measures at the end of KS2 show an upward trajectory. Children are making progress from the end of KS1. Although attainment is below national, progress is being made in KS2.

Social and Emotional Needs

- Thrive assessments show children making progress and becoming secure in specific areas.

- Boxall profiling used to highlight individual needs. Progress shown for individualised approaches and children meeting targets.

- Fortis impact data/reviews show a positive impact on mental health and SEMH need.

- Children are settled and can self- regulate in lessons and at other times in the school day, such as playtimes and lunchtimes.

- Reduction in unsettled behaviours.

- Children show they are independent learners and can confidently talk about their learning and their next steps. They show they are resilient and can self-regulate in lessons which in turn leads to an increase in knowledge skills and overall attainment.

Provision in school for Social and Emotional wellbeing is strong. Additional recruitment has ensured an inclusion team that is skilled and knowledgeable about the needs of all. Support is in place to link with families and carers and strong relationships are evident.

Children have access to support where necessary and this has resulted in less unsettled behaviours. Triage and provision maps for each child across school ensures they received support where necessary. This ensures they are

self-regulated in lessons and focused on learning. Metacognition will form a key priority in the next academic year to ensure consistencies across school and learning approaches.

Data Outcomes

Attainment Outcomes Key Stage 2	Combined	Reading	Writing	Maths
Pupils Eligible for FSM	30% (-17%)	60% (-2%)	45% (-14)	52% (+5)
Of the Pupils Not Eligible (Not FSM)	40% (+1%)	53% (+8)	60% (-4)	65% (+2)
Attainment Outcomes Key Stage 1	Combined	Reading	Writing	Maths
Pupils Eligible for FSM	28% (-2)	39% (-6)	28% (-7)	39% (+4)
Of the Pupils Not Eligible (Not FSM)	33% (-5)	52% (+6)	36% (-10)	67% (+13)

Metacognition and Attendance

- Reduction in the number of children with persistent absenteeism

Robust practices are in place to reduce the % of PA's. PP eligible children are still a priority group for this area.

- Increased attendance resulting in increased attainment.

Pupil Premium (FSM Ever 6) 92.7% (+1.8%)   Non FSM 93.8%   All Pupils 93.4% (+0.5%)

An increase in the attendance of PP children from the academic year 21-22 of nearly 2%. Attendance remains a priority for the next academic year to ensure children are in school to increase attainment and progress.

- Pathways of communication between school and home are clear and relationships developed.

- Increased parental confidence and engagements – parent voice and feedback evidenced.

Attendance Lead ensures clear protocols and practices are in place to support parents and families. Child and family centred sessions take place to raise the profile of good attendance and punctuality. Relationships with families are paramount on the attendance action plan. Discussions and informal meetings with parents and guardians ensure attendance action plans are created together and targets are achievable and supported by the school inclusion team.

Teaching 2021-22 Outcomes (Year 2)

Vocabulary and Oracy

- Diagnostic tools used to effectively diagnose gaps in learning for individual children- informing effective targeted teaching and individualised intervention.

Children in EYFS and KS1 are assessed every 3 weeks using the RWi assessments. These are evaluated by the Early Reading Lead and children grouped dependent on need and gaps in phonic knowledge. Children who show slower progress are targeted in 1:1 sessions.

Early writing diagnostics, handwriting, fluency rubrics have enabled staff to identify additional needs and any lost learning. These have them been addressed in additional intervention or through targeted high-quality teaching. The use of QLA has developed teacher knowledge of specific gaps in reading and

writing- fluency, work knowledge, inference etc. These diagnostic tools then inform the Whatever it Takes document to increase progress.

Use of EAL Hub assessments used to assess new starters and develop language and oracy has shown a positive impact with children's knowledge of the English language. Member of staff dedicated to working with small groups to develop language and will continue in the following year.

- Improved outcomes in Y1 phonics screening check and retakes in Y2. Target of 95% of children meeting the expected standard.

  Phonics Outcomes – Year 1 71%   Pupil Premium- 59%   Year 2 83%   Retakes- 7%

  This has shown an increase based on previous years data. Resits in Y2 remain a high priority for next year to ensure children meet the required standard before leaving KS1, specifically those with specific learning needs.

- Number of children requiring additional intervention and support for reading/phonics decreases over time.

- Impact of interventions show an increase in attainment and progress.

  Due to robust tracking and high-quality delivery (supported and evaluated through English Hub) a high proportion of children have made progress and the number of children needing additional support in Rwi has decreased. Childrens fluency in all other year groups has improved due to interventions such as repeated reads and Reading Plus.

- Increased % of pupils meeting the expected standard in reading in all year groups. Reception to year 6.

  Data has shown an increase in year groups, with some PP children out performing the non-PP children in Year 6, Year 5 and Year 3. In other year groups, data for both groups is either in line or shows an increase over the year based on starting points.

- Quality of teaching improves.

- Staff CPD sessions show impact in all classrooms through effective implementation.

  Diagnostics have informed teaching and there are robust practices in place for reading and writing across school. Oracy remains a high priority to ensure children are given the opportunities to speak out-loud to further develop writing. Development of the wider curriculum and foundation subjects has shown a positive impact on children's knowledge and understanding of subject specific vocabulary and confidence in being able to talk about their learning.

- Writing across school demonstrates an increase in Tier 2 vocabulary and overall standards and an increase in % of children meeting age related expectation.

  In house moderation through the trust and network meetings/moderation within the authority have secured judgements made in school through teacher assessments. PP children out performed their peers in 2-year groups; however this is still a focus for the next academic year to increase the % of children meeting ARE with a particular focus on boys and SEND children.

- In year assessments show an increase in standards and achievement and children making progress in core subjects. (see data outcomes below)

Social and Emotional Needs

- Thrive assessments show children making progress and becoming secure in specific areas.

  Increase in % of children secure in each area increased. Thrive practitioner working both in small groups and 1:1 to develop SEMH needs resulting in fewer periods of dysregulation.

- Boxall profiling used to highlight individual needs. Progress shown for individualised approaches and children meeting targets.

  Inclusion profiles RAG rated by class teachers for all children in their class half termly. Inclusion team triage and ensure correct intervention and support is put in place to meet need resulting in clear identification and swift response. Boxall profiles are then used for specific children to track progress and support adapted/withdrawn in discussion with a team approach (inclusion team and class teachers).

- Fortis impact data/reviews show a positive impact on mental health and SEMH need.

  Fortis sessions with the trained children's play and therapy worker have targeted children who are identified on inclusion profile. This has been fundamental to supporting children who may need the next layer of support from a fully trained professional. This has had a positive impact on children's self-regulation but also with helping them develop relationships in a safe space in which to talk.

- Children are settled and can self- regulate in lessons and at other times in the school day, such as playtimes and lunchtimes.

  Playground supervision and activities led by external providers has ensured children are focused and their physical development and exercise remains the focus at playtimes. Lunchtime supervisors are supported through an external provider in leading activities to engage all children. Children can self-regulate in lessons and a focus for staff CPD on metacognition has further developed children's own independence and engagement. Metacognitive strategies remain a focus for the next academic year.

- Reduction in unsettled behaviours.

  In school tracking shows a decrease in unsettled behaviours over the year. Spikes are identified and provision adapted if necessary for any key children.

- Children show they are independent learners and can confidently talk about their learning and their next steps. They show they are resilient and can self-regulate in lessons which in turn leads to an increase in knowledge skills and overall attainment.

  New Jigsaw curriculum implemented with training for HLTA's from PSHE lead. High profile in school and a focus on high quality discussion

Access to quality first teaching and disruption to schooling due to the Covid 19 pandemic

Staff CPD remains priority to increase outcomes for all children.

Additional intervention has been put in place using School-Led Tutoring to target children in all key stages with a positive impact on tutoring in small groups and an individualised approach.

Data Outcomes

Attainment Outcomes Key Stage 2	Combined	Reading	Writing	Maths
Pupils Eligible for FSM	47%	62%	59%	47%
Pupils Not Eligible (Not FSM)	39%	45%	56%	63%
Attainment Outcomes Key Stage 1	Combined	Reading	Writing	Maths
Pupils Eligible for FSM	30%	45%	35%	35%
Pupils Not Eligible (Not FSM)	38%	46%	46%	54%

Metacognition and Attendance

- Reduction in the number of children with persistent absenteeism
- Increased attendance resulting in increased attainment.

  Pupil Premium (FSM Ever 6) 90.92%.   All Pupils 92.97%

- Pathways of communication between school and home are clear and relationships developed.

  Attendance lead and Child and Family Support Practitioner work closely with parents. Regular home visits and clear procedures in place for tracking attendance with support plans in place. Attendance profile raised by sharing on newsletters, assemblies, T-shirts worn by children, attendance hero incentives. Case studies show an increase in attendance. Where children are persistent absentees, they are closely monitored and supported by the inclusion team.

- Parents and pupils accessing online platforms e.g school website, Go Read, SATS Companion, Times Table Rockstars show an increase in usage and engagement.

  Engagement in online platforms has been effective. Themed days – Rockstars day to increase usage and raise the profile were well received by parents and children. Go Read app to be discontinued in the next academic year due to lack of uptake and a return to paper-based records based on parent voice. SATS Companion was effective in supporting Y6 children were practice at home and supported work conducted in school.

- Increased parental confidence and engagements – parent voice and feedback evidenced.

  Online platform used to capture parent voice each week with a return to using counters on the gate in the new academic year. Feedback is positive from parents with clear procedures in place to raise concerns.

Additional

Wider experiences were a high priority for this academic year based on lost opportunities due to covid. All residentials in Y4, Y5 and Y6 took place with increase in the % of children accessing increasing each year.

Wider opportunities such as Northern Ballet, Opera North, Martial Arts, School Music Service have taken place to ensure all children have experiences to develop cultural capital. All children have had access to a professional pantomime, a theatre visit to Sheffield among others to inspire writing and develop wider knowledge of the world.

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Teaching: 2020-21 Outcomes (Year 1)

Vocabulary and Oracy

Approaches from the strategy have had a positive impact on the data in the academic year. Phonics in Y1 showed an increase in the % of children achieving the expected standard. The % of resits in Y2 also increased for those children who did not meet the standard at the end of Y1. The phonics lead has worked closely with other schools to secure the quality of teaching phonics throughout school. Staff CPD and whole school training has led to an increase in standards and rigor in the teaching of RWi. Phonic interventions in KS2 were effective and showed impact on both tracking documents and children's attainment in more standardised testing at the end of the academic year.

Outcomes in reading showed an increase in the % of children meeting the expected standard for both reading and writing. Children showed an increasing knowledge of vocabulary and were able to apply this knowledge into both their fluency and comprehension in reading and their transference into writing.

Social and Emotional Needs

Children are assessed and a tiered approach for intervention for SEMH is in place. When returning to school after the period of lockdown, phone calls to parents and the formulation of a 'Pandemic Register' was fundamental to ensure children were ready to return and able to self-regulate in lessons. Fortis Therapy, Thrive, With Me in Mind (CAMHS) and Evolve all work together to form 'teams around the child'. This has resulted in bespoke and individualised support for children throughout the year which meets their needs. Regular monitoring, meetings with the inclusion team has ensured all children are identified (in Pupil progress meetings) and follow up is swift

and robust. Quantitative data shows a decrease in unregulated periods and qualitative data shows an increase in time spent engaged in learning.

Thrive sessions have seen a positive impact on the key individual children receiving bespoke one to one support. Children are progressing and becoming secure with objectives on their individual profiles. Regular check in's by Thrive practitioner have led to an increase in self-regulated children. Fortis Therapy has focused on a play-based approach and has had a positive effect in the self-regulation of individual learners as well as furthering the professional development of school staff. The impact of the Health Mentor through Evolve has shown an increase in the amount of sleep the beneficiaries were receiving.

Access to quality first teaching and disruption to schooling due to the Covid 19 pandemic

During the pandemic lockdown in the Autumn term, live lessons were taught daily for all year groups with a high uptake by families. School worked relentlessly to ensure all children had access to quality resources and teaching by delivering learning packs to the most vulnerable children (bespoke SEND packs and online lessons with family support offered). Registers ensured all children and families were targeted and tracked. Where there was a lack of engagement, the whole school team ensured learning was made accessible and where necessary children attended school. When children returned to school, wellbeing and reengagement in learning was our priority. Structured lessons took place to return children to a routine. This had a positive impact with a smooth and consistent approach back to every day school life. Where children showed concerns, the inclusion team supported and assessed to ensure children were ready to access learning.

Quality researched informed CPD has resulted in consistency and an increase in attainment in lessons. Subject leadership is an area to develop even further in the next academic year to ensure high quality first teaching in all areas of the curriculum.

Engagement in remote education was good, with ICT resources distributed and remote learning packs were delivered by members of the SLT. There was a high uptake on the number of children accessing live lessons in the January- March lockdown.

Phone calls and door to door calls were made to check in and provide support for families where needed and SEMH needs were monitored effectively.

Metacognition and Attendance

The employment of a Family Support Practitioner has had a significant impact on number of children arriving at school after registration has closed with less than 2% of FSM children arriving after the registration bell. Relationships have been formed with families to support them with arriving at school on time. Attendance will remain a key priority for the 2021-22 academic year. Breakfast club remains a key focus for ensuring children are in school ready to learn. Further intervention is now in place with the introduction of Reading Plus for children to access and continues to support with the attainment of progress of key groups.

After school clubs began again the Summer Term with the change of guidance due to the Covid 19 pandemic. Although initial uptake was low, this gradually increased in the latter half of the summer term.

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

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Programme	Provider

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

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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.