

Pupil premium strategy statement

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	Geoffrey Field Junior School
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Shelly Hancock, Headteacher
Pupil premium lead	Dave Marks, Deputy Headteacher
Governor / Trustee lead	Becky Trotman, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,808
Recovery premium funding allocation this academic year	£19,865
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	£214,673

Part A: Pupil premium strategy plan

Statement of intent

We believe that every child is able to make good progress and have access to enriching educational opportunities regardless of their background. Our Pupil Premium Strategy aims to support our disadvantaged pupils to achieve their very best and overcome any barriers that may inhibit this, narrowing the attainment gap between them and their non-disadvantaged counterparts.

Decisions made on how the pupil premium funding is spent are taken with the school's context in mind and informed by research conducted by the Educational Endowment Fund, among others.

Principles

- High quality teaching is at the heart of our pupil premium strategy supported by focused CPD.
- Allocation of pupil premium funding will be made on the basis of need informed by detailed assessments and the proceeding data. We recognise that not all socially disadvantaged pupils will be in receipt of pupil premium.
- We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Objectives

- To support disadvantaged pupils' academic progress by removing barriers to their access to a high quality, enriching education.
- Reduce the attainment gap between disadvantaged and non-disadvantaged pupils so it is in line, or better than, local and national data.
- To raise the aspirations of our disadvantaged pupils and improve their own and their families engagement with school life.
- To minimise the impact school closures have had on disadvantaged pupils by identifying and closing learning gaps through targeted support.

Our pupil premium strategy is an important part of our wider school development plan with the ultimate aim to provide the appropriate provision to enable pupils to achieve their best.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have weaker oral language skills and considerable vocabulary gaps as evidenced by internal assessments.
2	<p>Attainment of disadvantaged pupils in reading from internal and external data was significantly below non-disadvantaged pupils and below national and LA comparisons from the last external data.</p> <p>The PP gap in reading from internal data is on average 22% and was above that of local and national from external data (2019).</p>
3	<p>Assessments suggest a disproportionate number of disadvantaged pupils have difficulty with phonics and this affects their reading progression.</p> <p>There has also been a marked rise in the % of disadvantaged pupils joining the school working significantly below the age expected standard. From baseline assessments, 31% of disadvantaged pupils joining the school this year were working within Y1 curriculum and 9% working at a pre-key stage 1 level.</p>
4	<p>Assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to KS2, the current % of disadvantaged pupils working at the expected standard in maths was 34% with a 25% gap compared to their non-disadvantaged counterparts. This is significantly lower attainment than the previous cohort and may show the severe impact of their disrupted education over the past two years.</p>
5	From observations from teaching staff and healthcare professionals, a proportion of our disadvantaged pupils have difficulties with their working memory and concentration. These issues can negatively impact their academic progress, especially when working independently.
6	Some disadvantaged pupils have poor attendance that has been compounded by the disruption caused by school closures and enforced isolation during the last academic year.
7	Our behaviour records and observations indicate that there is a disproportionate number of disadvantaged pupils effected by personal, social and emotional behaviour, which could subsequently influence their academic development.
8	The school is located in an area of high deprivation, which can reduce the wider experiences our disadvantaged pupils have access to, and thus, places a duty on the school to reduce the cultural capital deficit.

9	National data suggests that the parents of disadvantaged pupils are less likely to engage with school life.
10	<p>The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>

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	Impact
To improve oral language skills and vocabulary among disadvantaged pupils.	Assessments (both formative and summative), observations, pupil discussions and book scrutiny demonstrates strong and lasting improvements in pupils use of tier 2 and context-specific tier 3 vocabulary and their use of exploratory discussion as a vehicle for their learning as well as their use of presentational voice.	
To improve reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes for disadvantaged pupils are in line with or above local and national figures.</p> <p>Reduction in the gap between disadvantaged pupils' attainment in reading and that of non-disadvantaged pupils.</p> <p>Lower attaining disadvantaged pupils receive tailored learning to their reading priority.</p>	
To reduce number of pupils in upper KS2 on phonics	Assessments show a year on year reduction in the % of pupils requiring phonics in upper KS2.	
To improve maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes for disadvantaged pupils are in line with or above local and national figures.</p> <p>Reduction in the gap between disadvantaged pupils' attainment in maths and that of non-disadvantaged pupils.</p>	
To improve targeted pupils' working memory and concentration, positively influencing	<p>Working memory platform (Cogmed) shows improvement in pupils' performance from initial baseline.</p> <p>Targeted pupils academic progress is significantly stronger than in the previous academic year.</p>	

<p>their academic progress.</p>	<p>Observations indicate an improvement in pupils working memory or concentration within lessons, especially when working independently.</p>	
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Good disadvantaged pupil attendance in line with or above national figures.</p> <p>A reduction in the % of disadvantaged pupils who are persistently absent in comparison with previous academic year.</p> <p>Attendance gap between disadvantaged and non-disadvantaged pupils reduced compared to previous year.</p>	
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by a reduction in % of disadvantaged pupils recorded as displaying negative behaviour.</p> <p>An increase in the % of disadvantaged pupils participating in enrichment activities, such as school groups and extra-curricular activities.</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations.</p>	
<p>To support parental engagement of disadvantaged pupils.</p>	<p>Pastoral support worker to work directly with parents to bolster a partnership between home and school.</p> <p>Maintain a high % of disadvantaged parents attending parent consultation appointments.</p>	

Impact of Activity 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: **£137,462**

Intended Outcome	Success Criteria	Activity	Evidence of Impact	Impact
To improve oral language skills and vocabulary among disadvantaged pupils.	Assessments (both formative and summative), observations, pupil discussions and book scrutiny demonstrates strong and lasting improvements in pupils use of tier 2 and context-specific tier 3 vocabulary and their use of exploratory discussion as a vehicle for their learning as well as their use of presentational voice.	<p>Embedding the use of exploratory oracy across the curriculum through additional staff CPD, training oracy champions across year groups, carrying out annual oracy audits to tailor action planning, developing oracy resources to help structure discussion and working closely with Voice21 to review practice.</p> <p>Funding to release the oracy team for training, monitoring and supporting colleagues.</p>	<p>CPD for all staff (teachers and teaching assistants) on using oracy and vocabulary effectively within the curriculum. Team leaders were also given time to plan alongside the school's oracy coordinator and our Voice21 auditor, adapting planning to further embed oracy practice.</p> <p>The oracy lead, alongside our Voice21 practitioner, completed the annual oracy audit, reviewing how oracy is used across the curriculum. The action plan from which is incorporated into our school development plan.</p>	

		<p>Embed whole school approach to the teaching of tier two vocabulary to establish a progressive and effective approach to our pupils' language development.</p> <p>Additional tailored support for teaching staff identified through audit and development and reviewing of whole school vocabulary progressive planning.</p>	<p>New staff received vocabulary training on the whole school approach to teaching new language. As vocabulary is part of our localised curriculum, it has been included on our school teaching and learning criteria, which guides every teacher's coaching targets.</p> <p>Whole school vocabulary plans updated in line with evaluation following 2021/22 academic year.</p> <p>Our identified termly tier 2 vocabulary is now a compulsory aspect of our classroom learning environments.</p>																
<p>To improve maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes for disadvantaged pupils are in line with or above local and national figures. Reduction in the gap between disadvantaged pupils' attainment in maths and that of non-disadvantaged pupils.</p>	<p>Enhancement of our Maths teaching and curriculum planning, with additional emphasis on the specific teaching of mental maths.</p> <p>Training for all teaching staff to ensure the fundamentals of mental maths are correctly taught in a well-sequenced manner.</p> <p>Emphasis on pre-teaching and prompt surgeries to support pupils identified from formative assessment.</p> <p>To ensure pupils are accurately identified for targeted support, the numeracy coordinators will</p>	<p>End of KS2 results for pupil premium pupils in maths were markedly higher than local results (+8%). These strong results contributed to PP combined RWM percentage being 9% higher than local results.</p> <p><i>National data not yet released and pre-pandemic figures would not be a fair comparison.</i></p> <table border="1" data-bbox="996 911 1892 1206"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Percentage Achieving the Expected Standard</th> </tr> <tr> <th>School</th> <th>Local (Reading)</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Maths (SATs Test)</td> <td>55%</td> <td>47%</td> <td></td> </tr> <tr> <td>Reading, Writing & Maths Combined</td> <td>42%</td> <td>33%</td> <td></td> </tr> </tbody> </table> <p>The disadvantage gap is such an integral marker of a successful implementation of a pupil premium strategy and from the results below, it is clear that school data is far stronger than that of local results.</p> <p>The school's maths disadvantage gap was in fact 3% lower than that of pre-pandemic national figures although it is important to take into account that</p>		Percentage Achieving the Expected Standard			School	Local (Reading)	National	Maths (SATs Test)	55%	47%		Reading, Writing & Maths Combined	42%	33%		
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quality assure assessments and ensure consistency across the school.

Effective deployment of teaching staff to allow for reduced class sizes in year six, allowing for small pupil:teaching staff ratio increasing the opportunity for timely learning feedback.

overall attainment in maths is lower than national from 2019. A reduction in the gap bucks the national picture where the decrease in disadvantaged gap began to reverse in 2019 and that is before the impact of the pandemic are felt, which from recent studies suggest disadvantaged pupils will be most significantly impacted.

	Pupil Premium Attainment Gap Achieving AT the Expected Standard		
	School	Local (Reading)	National (2019 SATs)
Maths (SATs Test)	14%	21%	17%
Reading, Writing & Maths Combined	12%	21%	20%

Internal data from the school shows that the disadvantaged gap in maths fell by 15% over the last academic year. A significant reduction of the gap with the strongest improvements occurring in lower school.

Pupil Premium Attainment Gap Change in 2021/22	
INTERNAL DATA	
	MATHS
Increase/Decrease 2021/22	-7%

The school recognised a need for greater emphasis on the specific teaching of mental maths skills from internal monitoring. The maths leads at the school developed a progressive strategy for the teaching of mental maths skills across the school and delivered training to all teachers and teaching assistants to support the deployment. Timetable adaptations gave extra emphasis to mental maths with a dedicated time slot every day.

			<p>A yearly timetable for supported maths moderation has allowed teachers to make accurate assessments of their pupils which have informed their further planning. The adaptation of long term plans demonstrate a clear understanding of priorities based on assessments and vary based on the classes being taught.</p> <p>The use of an additional teacher in year six to teach targeted pupils in maths was very successful, with 71% of PP pupils making accelerated progress. The opportunity to provide more regular feedback and tailor the programme of study to the specific gaps diagnosed contributed to the success of the strategy.</p> <table border="1" data-bbox="994 619 1895 836"> <thead> <tr> <th colspan="2">Percentage of pupils in Targeted Maths group making Accelerated Progress</th> </tr> <tr> <th></th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>80%</td> </tr> <tr> <td>Pupil Premium</td> <td>71%</td> </tr> <tr> <td>Non Pupil Premium</td> <td>100%</td> </tr> </tbody> </table>	Percentage of pupils in Targeted Maths group making Accelerated Progress			Maths	All Pupils	80%	Pupil Premium	71%	Non Pupil Premium	100%		
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<p>To improve reading attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 reading outcomes for disadvantaged pupils are in line with or above local and national figures. Reduction in the gap between disadvantaged pupils' attainment in reading and that of non-disadvantaged pupils.</p>	<p>Enhancement of our reading teaching and curriculum planning, with additional emphasis on the lowest attaining 20% of whom a significant number are disadvantaged pupils.</p> <p>Ensuring that reading teaching matches disadvantaged pupils' learning priorities, including tailored, smaller groups for pupils working below and towards the expected standard and additional 1-1 and group reading sessions, including</p>	<p>END OF KS2 RESULTS</p> <p>End of KS2 SATs results for PP pupils in reading are considerably above that of local data (+10%). A figure that is above the school's 2019 pre-pandemic results and above both local and national PP data from 2019 SATs as well.</p> <p><i>National data not yet released for 2022</i></p> <table border="1" data-bbox="994 1056 1895 1279"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Percentage Achieving the Expected Standard</th> </tr> <tr> <th>School</th> <th>Local (Reading)</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading (SATs Test)</td> <td>65%</td> <td>55%</td> <td></td> </tr> </tbody> </table> <p>DISADVANTAGED GAP</p>		Percentage Achieving the Expected Standard			School	Local (Reading)	National	Reading (SATs Test)	65%	55%		
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		<p>the use of reciprocal reading.</p> <p>To ensure pupils are accurately identified for targeted support, the literacy coordinators will quality assure assessments and ensure consistency across the school.</p> <p>Adapting literacy planning to have a greater emphasis on whole class texts.</p> <p>Effective deployment of teaching staff to allow for reduced class sizes in year six, allowing for small pupil:teaching staff ratio increasing the opportunity for timely learning feedback.</p>	<p>The disadvantaged gap from the end of KS2 SATs results is noticeably below that of local and the comparable national results from 2019. The gap is below the school's disadvantage gap from the 2019 SATs results as well.</p> <table border="1" data-bbox="994 268 1888 683"> <thead> <tr> <th colspan="4">Pupil Premium Attainment Gap Achieving AT the Expected Standard</th> </tr> <tr> <th></th> <th>School</th> <th>Local (Reading)</th> <th>National (2019 SATs)</th> </tr> </thead> <tbody> <tr> <td>Reading (SATs Test)</td> <td>7%</td> <td>18%</td> <td>16%</td> </tr> <tr> <td>Reading, Writing & Maths Combined</td> <td>12%</td> <td>21%</td> <td>20%</td> </tr> </tbody> </table> <p>Internal data also shows a slight decrease in the disadvantaged gap in reading although this figure is impacted by a very high gap on entry to KS2.</p> <table border="1" data-bbox="994 775 1888 999"> <thead> <tr> <th colspan="2">Pupil Premium Attainment Gap Change in 2021/22 INTERNAL DATA</th> </tr> <tr> <th></th> <th>READING</th> </tr> </thead> <tbody> <tr> <td>Increase/Decrease 2021/22</td> <td>-1%</td> </tr> </tbody> </table> <p><u>LOWEST ATTAINING READERS</u></p> <p>Additional emphasis was given to the lowest attaining readers over the course of the year. This comprised of smaller groups with targeted planning to pupils' reading priorities, daily 1-1 reading sessions and additional interventions to support their progression.</p> <p>The lowest 20% of readers was 55% comprised of pupils with SEND and the majority of the school's exceptional SEN pupils.</p> <p>The table below displays the percentage of bottom 20% readers who made accelerated progress over the academic year. Our expectations for our</p>	Pupil Premium Attainment Gap Achieving AT the Expected Standard					School	Local (Reading)	National (2019 SATs)	Reading (SATs Test)	7%	18%	16%	Reading, Writing & Maths Combined	12%	21%	20%	Pupil Premium Attainment Gap Change in 2021/22 INTERNAL DATA			READING	Increase/Decrease 2021/22	-1%	
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lowest attainers in reading are ambitious and these figures vindicate that the support being delivered is having a positive impact.

Bottom 20% Readers Making Accelerated Progress	
	Accelerated Progress
Year 3	7%
Year 4	60%
Year 5	41%
Year 6	68%

LITERACY LEADS

The school's literacy leads were released to review the literacy curriculum which has been adapted so that whole class texts are at the core of the planning. The leads have also supported the implementation of these texts in planning and provided whole school moderation to ensure assessments are consistently accurate.

EFFECTIVE TEACHER DEPLOYMENT

The use of an additional teacher in year six to teach targeted pupils in reading was also successful in reading, with 67% of PP pupils making accelerated progress. The opportunity to provide more regular feedback and tailor the programme of study to the specific gaps diagnosed and read on a small group or 1-1 basis was particularly successful.

Percentage of pupils in Targeted Reading group making Accelerated Progress	
	Reading
All Pupils	62%
Pupil Premium	67%
Non Pupil Premium	57%

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

Budgeted cost: **£17,327** + £19,865 (Recovery Premium)

Intended Outcome	Success Criteria	Activity	Evidence of Impact	Impact
		<p>Disadvantaged pupils receive 1-1 pupil premium coaching with either a learning to learn skills focus or a core skill target. Coaching targets are set termly through discussion between the pupil and their class teacher and weekly sessions with class teaching assistant to support pupil's development. These coaching sessions allow pupils to receive high quality feedback and tailored additional teaching.</p> <p>Funding to release class teachers for termly target setting and review and additional training for targeted teaching assistants.</p>	<p>Pupil premium coaching is an integral branch of our pupil premium strategy as it offers children individually targeted support on a regular basis, focusing on their evolving priorities as the year progresses.</p> <p>Every teaching assistant had a dedicated, timetabled weekly pupil premium coaching slot where they provided focused teaching towards an individual target set termly. The targets that were informed by classroom assessments were generated in consultation between the pupil and their class teacher.</p> <p>Quality assuring sessions maintained consistency and ensured the delivery was of a high quality/ Feedback was provided to support those delivering the coaching.</p> <p>CPD was provided to all teaching assistants to help share best practice and provide examples of how to keep targets relevant in the classroom.</p>	

<p>To reduce number of pupils in upper KS2 on phonics</p>	<p>Assessments show a year on year reduction in the % of pupils requiring phonics in upper KS2.</p>	<p>Dedicated phonics teaching assistants in lower and upper key stage two, delivering tailored phonics teaching for reading and spelling to targeted pupils.</p> <p>Purchase additional phonics resources and books to support in school teaching and materials for pupils to use at home.</p>	<p>In recognition of the increase in number of pupils requiring phonic teaching for both reading and spelling, the school continues to employ two dedicated phonics teaching assistants who coordinate daily phonics teaching across key stage two.</p> <p>To support the pupils working on reading phonics, the school continues to purchase Read, Write Inc. phonics reading books to allow all children on phonics to take home a phonics-targeted book for home reading.</p> <table border="1" data-bbox="1088 549 1883 842"> <thead> <tr> <th colspan="13">READING PHONICS</th> </tr> <tr> <th></th> <th colspan="4">Autumn</th> <th colspan="4">Spring</th> <th colspan="4">Summer</th> </tr> <tr> <th></th> <th>SS1</th> <th>SS2</th> <th>SS3</th> <th>Total</th> <th>SS1</th> <th>SS2</th> <th>SS3</th> <th>Total</th> <th>SS1</th> <th>SS2</th> <th>SS3</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>35</td> <td>5</td> <td>2</td> <td>42</td> <td>8</td> <td>3</td> <td>19</td> <td>30</td> <td>3</td> <td>14</td> <td>5</td> <td>22</td> </tr> </tbody> </table> <p>The number of pupils receiving reading phonics reduced by 48% over the year, with the data clearly showing the children progressing through the speed sounds thanks to the regular teaching and consolidation work being delivered.</p> <table border="1" data-bbox="1088 1010 1883 1303"> <thead> <tr> <th colspan="13">SPELLING PHONICS</th> </tr> <tr> <th></th> <th colspan="4">Autumn</th> <th colspan="4">Spring</th> <th colspan="4">Summer</th> </tr> <tr> <th></th> <th>SS1</th> <th>SS2</th> <th>SS3</th> <th>Total</th> <th>SS1</th> <th>SS2</th> <th>SS3</th> <th>Total</th> <th>SS1</th> <th>SS2</th> <th>SS3</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>36</td> <td>5</td> <td>1</td> <td>42</td> <td>12</td> <td>13</td> <td>11</td> <td>36</td> <td>6</td> <td>11</td> <td>19</td> <td>36</td> </tr> </tbody> </table> <p>The school did see a slight decrease in the overall number of pupils receiving spelling phonics (decrease of 6); however, this does not truly reflect the overall picture across the school. 14</p>	READING PHONICS														Autumn				Spring				Summer					SS1	SS2	SS3	Total	SS1	SS2	SS3	Total	SS1	SS2	SS3	Total	All	35	5	2	42	8	3	19	30	3	14	5	22	SPELLING PHONICS														Autumn				Spring				Summer					SS1	SS2	SS3	Total	SS1	SS2	SS3	Total	SS1	SS2	SS3	Total	All	36	5	1	42	12	13	11	36	6	11	19	36
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			<p>pupils graduated from spelling phonics after showing competence in all speed sounds. The data above shows many of the children who no longer require phonics for reading now receiving provision for spelling.</p> <p>64% of all of the pupils receiving phonics support were pupil premium during the last academic year.</p>																				
		<p>Analyse assessments and use the subsequent data to establish high quality tuition for targeted disadvantaged pupils falling behind national expectations delivered through a 1-1 or small group approach. Tutors will be sourced through the National Tuition Partnership with sessions being delivered outside of school hours to avoid affecting disadvantaged pupils' access to the wider curriculum.</p> <p>As a result of the high numbers of disadvantaged pupils receiving Third Space Learning tuition (alongside high quality feedback and in-school surgeries) and making accelerated progress learning last year, we will continue to use bespoke individual tuition</p>	<p>The school decided to focus on school-led tuition and trained 7 tutors to deliver tuition after school. The school decided against tuition in school hours as we felt this narrowing of the children's curriculum unsuitable given the primary school journey the children have had.</p> <p>1,230 hours of targeted tuition delivered to 82 pupils over Spring and Summer term. Pupils suitable for tuition were identified in consultation with the class teacher and focused coaching plans were built to plug the gaps in their learning.</p> <p>85% of tutored children made expected progress and 23% made accelerated progress. The rate of accelerated progress was strongest in year six with over half of the pupils tutored in reading making accelerated progress. This contributed to the strong SATs results in reading.</p> <table border="1" data-bbox="1088 1010 1899 1273"> <thead> <tr> <th colspan="5">Progress comparison between tutored and non-tutored</th> </tr> <tr> <th colspan="2">Sum 2021/22</th> <th>Reading (27 pupils)</th> <th>Writing (7 pupils)</th> <th>Maths (45 pupils)</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Expected Progress</td> <td>Tutored</td> <td>77%</td> <td>86%</td> <td>93%</td> </tr> <tr> <td>Non-tutored</td> <td>60%</td> <td>54%</td> <td>61%</td> </tr> </tbody> </table>	Progress comparison between tutored and non-tutored					Sum 2021/22		Reading (27 pupils)	Writing (7 pupils)	Maths (45 pupils)	Expected Progress	Tutored	77%	86%	93%	Non-tutored	60%	54%	61%	
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		<p>this academic year in upper key stage two.</p> <p>Review whole school approach to assessment to ensure clarity and consistency amongst teaching staff.</p>	<table border="1"> <thead> <tr> <th colspan="5">Progress of pupils receiving tuition</th> </tr> <tr> <th>Sum 2021/22</th> <th>Yr</th> <th>Reading (27 pupils)</th> <th>Writing (7 pupils)</th> <th>Maths (45 pupils)</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Accelerated Progress</td> <td>ALL</td> <td>39%</td> <td>14%</td> <td>16%</td> </tr> <tr> <td>4</td> <td></td> <td></td> <td>0%</td> </tr> <tr> <td>5</td> <td>0%</td> <td>14%</td> <td>9%</td> </tr> <tr> <td>6</td> <td>56%</td> <td></td> <td>32%</td> </tr> <tr> <td rowspan="4">Expected Progress</td> <td>ALL</td> <td>77%</td> <td>86%</td> <td>93%</td> </tr> <tr> <td>4</td> <td></td> <td></td> <td>93%</td> </tr> <tr> <td>5</td> <td>46%</td> <td>86%</td> <td>91%</td> </tr> <tr> <td>6</td> <td>88%</td> <td></td> <td>95%</td> </tr> </tbody> </table> <p>The comparison between pupils making expected progress who received tuition and those that did not receive tuition really demonstrated how well the children consolidated their learning.</p>	Progress of pupils receiving tuition					Sum 2021/22	Yr	Reading (27 pupils)	Writing (7 pupils)	Maths (45 pupils)	Accelerated Progress	ALL	39%	14%	16%	4			0%	5	0%	14%	9%	6	56%		32%	Expected Progress	ALL	77%	86%	93%	4			93%	5	46%	86%	91%	6	88%		95%	
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<p>To improve targeted pupils' working memory and concentration, positively influencing their academic progress.</p>	<p>Working memory platform (Cogmed) shows improvement in pupils' performance from initial baseline.</p> <p>Targeted pupils academic progress is significantly stronger than in the previous academic year.</p>	<p>Establish Cogmed working memory and concentration intervention for identified pupils.</p> <p>Regular monitoring of targeted intervention to review impact of training back in the classroom environment.</p>	<p>The school established the use of Cogmed the Pearson working memory/concentration software, clinically proven to improve working memory and concentration when used regularly. Allocated staff members in each year group oversaw the provision with the school's SENCo coordinating and supporting staff with identification.</p> <table border="1"> <thead> <tr> <th rowspan="2">Cogmed Index Increase</th> <th colspan="3">Classroom Practice Impact</th> </tr> <tr> <th>Limited</th> <th>Some</th> <th>Significant</th> </tr> </thead> <tbody> <tr> <td>21%</td> <td>5</td> <td>12</td> <td>5</td> </tr> </tbody> </table> <p>The average index increase for pupils was 21% over the course of 25 daily sessions. This included some significant increases of over 30%, which helped to inform the identification of future candidates.</p>	Cogmed Index Increase	Classroom Practice Impact			Limited	Some	Significant	21%	5	12	5																																		
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			From teacher classroom assessments, 22% of the pupils who completed a round of using the software reported significant improvements in their classroom learning behaviour.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£40,020**

Intended Outcome	Success Criteria	Activity	Evidence of Impact	Impact																				
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Good disadvantaged pupil attendance in line with or above national figures.</p> <p>A reduction in the % of disadvantaged pupils who are persistently absent in comparison with previous academic year.</p> <p>Attendance gap between disadvantaged and non-disadvantaged pupils reduced compared to previous year.</p>	<p>Improve attendance of targeted disadvantaged pupils through regular parent liaison by school pastoral worker, collaboration with Educational Welfare Officer, regular attendance review meetings, termly attendance challenges, setting of individual targets and pupil self-registration, alongside embedding the principles laid out in 'Improving School Attendance'.</p>	<p>PP attendance figures were stronger than national comparisons over the course of the academic year (over 2% higher). The school has a proactive approach to encourage positive attendance and support parents where attendance becomes a concern; this is clear in our attendance policy.</p> <p>The gap between PP pupils attendance and Non-PP pupils stands at 1.7% (+3 days) which is less than national data in spite of attendance figures for both groups being higher at the school.</p> <table border="1"> <thead> <tr> <th>2021/22</th> <th>All pupils</th> <th>PP</th> <th>FSM</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Overall attendance</td> <td>92.6%</td> <td>92.4%</td> <td>91.5%</td> <td>94.1%</td> </tr> <tr> <td>National Data Autumn 2021</td> <td>90.7%</td> <td></td> <td>90%</td> <td></td> </tr> <tr> <td>National Data April 2022</td> <td>91.8%</td> <td></td> <td>90%</td> <td></td> </tr> </tbody> </table>	2021/22	All pupils	PP	FSM	Non-PP	Overall attendance	92.6%	92.4%	91.5%	94.1%	National Data Autumn 2021	90.7%		90%		National Data April 2022	91.8%		90%		
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			<p>Persistent absences figures at the school have increased compared to pre-lockdown figures but are still below national comparisons.</p> <table border="1" data-bbox="1126 284 1890 454"> <thead> <tr> <th></th> <th>All pupils</th> <th>PP</th> <th>FSM</th> </tr> </thead> <tbody> <tr> <td>Persistent</td> <td>20.7%</td> <td>20.9%</td> <td>21.3%</td> </tr> <tr> <td>Absence School</td> <td>74 pupils</td> <td>33 pupils</td> <td>20 pupils</td> </tr> <tr> <td>National Data Autumn 2021</td> <td>23.5%</td> <td></td> <td></td> </tr> </tbody> </table> <p>Where pupils are an attendance concern, the school has a robust strategy to support parents/carers and pupils to improve their school attendance. This incorporates tracking by the school's pastoral worker, regular meetings between home and school (including weekly phone calls), referrals to the Education Welfare Service and competitions/rewards to celebrate success.</p>		All pupils	PP	FSM	Persistent	20.7%	20.9%	21.3%	Absence School	74 pupils	33 pupils	20 pupils	National Data Autumn 2021	23.5%													
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<p>To support parental engagement of disadvantaged pupils.</p>	<p>Pastoral support worker to work directly with parents to bolster a partnership between home and school. Maintain a high % of disadvantaged parents attending parent consultation appointments.</p>	<p>Fund 4-day a week pastoral worker to work directly with our families to improve partnerships between home and school to support improved school attendance and engagement from both child and parents/carers. % of parents making parent consultation bookings is above 90% of the school cohort. % of parents attending parents consultation is above 85% of school cohort.</p>	<p>The school's pastoral worker has been directly involved with more than 40 families and offered additional support to many more. The number of parent consultations booked for this year was the highest we have had in the past 4 years. The school's pastoral worker, supported by the admin team and SENCo, contacted any disadvantaged parent/carer who hadn't booked an appointment.</p> <table border="1" data-bbox="1126 1018 1890 1388"> <thead> <tr> <th></th> <th>Term</th> <th>Number</th> <th>% of school/cohort</th> </tr> </thead> <tbody> <tr> <td rowspan="7">Appointments Scheduled</td> <td>Spr 22</td> <td>351</td> <td>98%</td> </tr> <tr> <td>Aut 21</td> <td>357</td> <td>99%</td> </tr> <tr> <td>Sum 21</td> <td>335</td> <td>94%</td> </tr> <tr> <td>Aut 20</td> <td>302</td> <td>86%</td> </tr> <tr> <td>Aut 19</td> <td>333</td> <td>94%</td> </tr> <tr> <td>Spr 18</td> <td>345</td> <td>96%</td> </tr> <tr> <td>Aut 18</td> <td>350</td> <td>98%</td> </tr> </tbody> </table>		Term	Number	% of school/cohort	Appointments Scheduled	Spr 22	351	98%	Aut 21	357	99%	Sum 21	335	94%	Aut 20	302	86%	Aut 19	333	94%	Spr 18	345	96%	Aut 18	350	98%	
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			<p>To further support our parents/carers, we offer three forms of consultation: phone, in-person and over video conference. This removed many of the barriers that prevented attendance allowing us to receive record attendance at the Autumn and Spring consultations.</p> <table border="1" data-bbox="1128 357 1881 695"> <thead> <tr> <th></th> <th>Term</th> <th>Number</th> <th>% of school/cohort</th> </tr> </thead> <tbody> <tr> <td rowspan="7">Appointments Attended</td> <td>Spr 22</td> <td>325</td> <td>90%</td> </tr> <tr> <td>Aut 21</td> <td>317</td> <td>88%</td> </tr> <tr> <td>Sum 21</td> <td>290</td> <td>81%</td> </tr> <tr> <td>Aut 20</td> <td>238</td> <td>63%</td> </tr> <tr> <td>Aut 19</td> <td>294</td> <td>83%</td> </tr> <tr> <td>Spr 18</td> <td>298</td> <td>83%</td> </tr> <tr> <td>Aut 18</td> <td>290</td> <td>81%</td> </tr> </tbody> </table>		Term	Number	% of school/cohort	Appointments Attended	Spr 22	325	90%	Aut 21	317	88%	Sum 21	290	81%	Aut 20	238	63%	Aut 19	294	83%	Spr 18	298	83%	Aut 18	290	81%	
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<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by a reduction in % of disadvantaged pupils recorded as displaying negative behaviour.</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations.</p>	<p>Continue to provide bespoke support through the Emotional Literacy Support Assistant Programme for pupils identified through behaviour data and staff observations, offering targeted support in numerous areas including anxiety, regulating emotions and friendships.</p>	<p>ELSA sessions have been running on a weekly basis in every year group either through one-to-one sessions or in groups. ELSA support is informed by the school's behaviour tracker and by referrals from teaching staff.</p> <p>The school would like an ELSA in situ in every year group as this will allow a more well-rounded picture of the child receiving support. The school will be training up an additional ELSA in autumn 2022.</p> <table border="1" data-bbox="1128 1094 1899 1321"> <thead> <tr> <th>Year Group</th> <th>Total number pupils</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>3</td> </tr> <tr> <td>Y4</td> <td>3</td> </tr> <tr> <td>Y5</td> <td>10</td> </tr> <tr> <td>Y6</td> <td>14</td> </tr> <tr> <td>Total</td> <td>30</td> </tr> </tbody> </table> <p>30 children were engaged in ELSA work over the course of the academic year on a one-to-one basis or in small groups.</p>	Year Group	Total number pupils	Y3	3	Y4	3	Y5	10	Y6	14	Total	30															
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<p>Support the wellbeing of pupils by initiatives to promote a healthy and active lifestyle lead by the school's Health & Fitness Team.</p>	<p>An increase in the % of disadvantaged pupils participating in enrichment activities, such as school groups and extra-curricular activities</p>	<p>Opportunity for all pupils to learn an instrument.</p> <p>Increase number of school groups available, enabling pupils to make a positive impact on their school.</p> <p>Increase engagement in wider school life to improve 'buy in'.</p> <p>Funded disadvantaged places in extracurricular clubs every term to increase participation outside of the school day.</p> <p>Targeted places in inter-school sporting competitions for disadvantaged pupils.</p> <p>Targeting disengaged pupils for funded spaces in sporting clubs.</p> <p>Promoting healthy snack choices</p>	<p>An average of 35% of extracurricular club places filled by PP pupils (243 places over the year). Fully funded PP spaces were provided in every club with allocation targeted to disengaged pupils or new to clubs.</p> <p>34% of 112 school group roles filled by PP pupils. This was a significant improvement on the previous year but does remain an area the school is looking to improve on.</p> <p>University afternoons, where the children apply to one of over 20 skill-focused courses, ran twice over the academic year, with courses such as basic first-aid, handball, sign language and Italian for beginner to name just a few.</p> <p>More than 200 pupils from the school were engaged in inter-school sporting competitions over the year. The school also coordinated a calendar of sports tournaments to promote inter-school competition across Whitley school's that was part-funded by pupil premium and part by charitable donations. These competitions engaged over 600 pupils across 7 schools.</p>																			

		<p>Funded or discounted places on school trips and residential visits.</p> <p>Purchase of equipment and uniform.</p>	<p>Inspire week in year five exposed the children to a wide range of possible career options. The children heard from expert visitors and visited a range of businesses to help broaden their scope of the job market.</p> <p>Funded spaces on school trips and the annual residential to Rhos y Gwaliau removed these potential barriers to rich cultural capital for our pupils.</p> <p>98% of pupils booked appointments for parent's consultation in spring with 90% attending.</p>	
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Total budgeted cost: £214,673