

Davenham Church of England Primary School

“Working Together, Playing Together, Serving God and Serving Others”

*“...encourage one another and build each other up...”*

**1 Thessalonians 5:11.**

**PART A 2023 – 2024 PUPIL PREMIUM STRATEGY**

**PART B1 REVIEW OF 2022 – 2023 PUPIL PREMIUM STRATEGY**

**PART B2 REVIEW OF 2021 – 2022 PUPIL PREMIUM STRATEGY**

## **Our Pledge**

**Our Pledge to the children of Davenham C of E Primary School is ...**

**“To help and support them to become rounded, educated citizens with confidence and an appreciation of human diversity, creativity and achievement.”**

**To help children achieve these goals, we will ensure that they ....**

- **Visit and explore our local church and other places of worship.**
- **Learn about and celebrate different faiths, cultures and festivals.**
- **Develop an understanding about the diversity of the world we live in.**
  - **Have the opportunity to learn two modern foreign languages.**
    - **Support the people in our local community.**
    - **Support charity at a local, national and global level.**
- **Learn about how to care for and protect the environment we live in.**

- **Learn to play a musical instrument.**
  - **Perform to an audience.**
  - **Work with an artist in residence.**
- **Have the opportunity to represent school at a sporting event.**
  - **Visit a city of culture.**
  - **Enjoy a range of residential visits.**
- **Study and meet a range of people who can widen their understanding of the world, including people who have made a difference or overcome adversity.**

## What is Pupil Premium?

### Pupil Premium Strategy Statement 2023 – 2024

*This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Davenham C of E Primary School
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	8% (24 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Current Year
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Joanne Hyslop and Martin Mewies
Pupil premium lead	Jessica Ollier and Joanne Hyslop
Governor / Trustee lead	Vicky Curran

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,930
Recovery premium funding this academic year	£3915
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	£57,845

## PART A

### Statement of Intent

*Our ultimate objective for our disadvantaged children is to narrow any gaps between them and other groups of children.*

*Our plan helps support disadvantaged children (and other children) by providing quality interventions, reducing pupil to teacher ratios and providing quality training for staff.*

*We focus on basic literacy and numeracy skills*

*‘The key to unlocking educational opportunity is literacy. Pastoral and enrichment approaches matter, but literacy, rooted in oral language must be at the heart of every strategy.’*

*Marc Rowland, Deputy Director of the National Education Trust*

## Challenges

Challenge number	Detail of challenge and actions to address challenge
1	<p><b>Achievement in Mathematics is lower compared with other core subjects</b></p> <p>We recognise the impact of smaller class sizes to avoid teaching mixed age groups in maths and have employed an additional teacher to teach maths in phases with mixed ages.</p>
2	<p><b>Staff knowledge and skills</b></p>
	<p>We recognise the importance of high-quality teachers and teaching assistants who are able to deliver a range of interventions and small group tutoring to support and challenge children, where necessary.</p>
	<p>We are committed to high quality staff training and development. This may be in house or from external providers.</p> <p>Staff must be aware of, and equipped to tackle, the barriers facing our disadvantaged pupils. Time is dedicated each term to Pupil Progress Meetings where we are able to consider pupil progress and the impact of interventions.</p>
	<p>We expect all staff to have high expectations for all pupils regardless of background.</p>
3	<p><b>Low self-confidence, self-esteem and poor communication skills (Significantly increased need around SEMH Post Covid)</b></p>
	<p>We will support children to demonstrate their understanding, express their feelings and ask questions.</p>
	<p>Where children struggle with specific areas of learning, teaching assistants are employed to work with children in small groups or individually with the aim of improving understanding, skills and confidence. The impact of these interventions is monitored and adjusted termly by our SENCO.</p>

	Where children struggle with communication skills, support will be provided through interventions, including speech and language and ELSA (Emotional Literacy Support Assistants).
	Outdoor learning used to promote resilience and risk taking
4	<b>Increased needs around Speech and Language</b>
	TA dedicated to providing SALT support in the afternoons Assistant SENDCO developing use of WellComm for all EYFS children to identify S&L needs early.
5	<b>Pupil Premium pupils achieving ARE is significantly lower than non-pupil premium pupils</b>
	Additional teacher reduces class sizes for all in Maths and for one year group in English
	Pupil Premium children prioritised for interventions if behind ARE or making slow progress
	SENDCO and Assistant SENDCO to monitor progress and impact of interventions more closely.
	Funding applications made for pupil premium children who are also SEN where appropriate
6	<b>Increased cost of living is making it harder for families to pay for school visits</b>
	Subsidised visits for all Pupil Premium children



## Intended Outcomes

### How Pupil Premium funding is used at Davenham – The 3 Tiered Approach

A tiered approach helps schools to balance approaches to improve teaching, targeted academic support and wider strategies.

<p>Teaching</p>	<p>Spending money on teaching may include professional development, training and for early career teachers and recruitment and retention.</p> <p>Ensuring an effective teacher is in front of every class, and that every class is supported to keep improving is the key ingredient of a successful school and will be a key priority for our Pupil Premium spending.</p>
<p>Targeted Academic Support</p>	<p>Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, will be another key priority of our Pupil Premium strategy.</p>
<p>Wider Strategies</p>	<p>Wider Strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.</p>

## 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.

TIER	Evidence that supports this approach	Challenge number(s) addressed	Total spend
<b>TIER I TEACHING</b>			
Subsidising additional teachers in Maths in Key Stage One and Lower Key Stage Two where we have mixed classes  English for (Y4)	Smaller groups reduce pupil to adult ratio.	1 and 5	<b>£22,970.83</b>
Reading Leader	Dedicated reading leader time with a focus on support for the lowest 20% of readers		<b>£4625.50</b>
<b>Total Spend Tier I</b>			<b>£27,596.33</b>

<b>TIER 2</b>			
<b>TARGETED ACADEMIC SUPPORT</b>			
<p>Training staff in a range of interventions and then monitoring of the impact of interventions particularly for PP children.</p> <p>Training of assistant SENDCO to support workload for SENDCO</p>	<p>By training all staff in a range of interventions, means that children receive bespoke interventions.</p> <p>By monitoring the impact more closely we will know which interventions are having the greatest impact</p> <p>SENDCO Award for Assistant SENDCO</p>	<p>2, 3 and 5</p> <p>2</p>	<p>£11,414.96</p>
<p>Private Speech and Language Support</p>	<p>Using experts in the field can accelerate progress. Upskilling staff to continue support means more children can access support.</p> <p>Training our Assistant SENDCO in the WellComm system for early identification of speech and language concerns.</p>	<p>4</p>	<p>£500</p>
<p>Total Spend Tier 2</p>			<p>£11,914.96</p>

TIER 3 WIDER STRATEGIES			
ELSA, including training	By having a dedicated out of class ELSA, children's needs can be met more easily and allows class teachers time to focus on class. Out of class ELSa can respond to situations more quickly than timetabled ELSa providing support to both children and staff.  Additional ELSAs mean that more children can access this support  Out of class ELSA can respond rapidly to Safeguarding support such as Wishes and Feelings	3	£15,092
Subsidised visits	Ensures that all children enjoy the benefits of educational visits.	6	£1492
Forest Schools	Outdoor learning for all pupils. Promotes risk taking and resilience.	3	£3450
Total Spend Tier 3			£20,034
Total PP Spend			£59,545.29
Less expected PP income			£57,845.00
Projected Overspend from budget			-£1700.29

### **TIER 1 TEACHING**

**(46% of total spend)**

- Quality First Teaching supported by CPD for all staff
- Additional teaching support staff to support Maths and English teaching
- Continued in house training for all EYFS and KSI teachers and TAs in RWInc (funded from budget)
- Development Days for SLT for RWInc (funded from budget)
- Non-contact time for all subject leaders and middle leaders (funded from budget)

### **TIER 2**

#### **TARGETED ACADEMIC SUPPORT**

**(20 % of total spend)**

- Termly progress meetings with all teachers to focus on progress
- Bespoke interventions / catch up sessions where required
- KS2 booster sessions in English and Maths
  - SALT support
- Monitoring time for interventions from SENDCO and Assistant

### **TIER 3**

#### **WIDER STRATEGIES**

**(34% of total spend)**

- A broad and engaging, thematic curriculum
  - Daily Mile initiative
  - Forest School initiative
  - Subsidised trips and visitors
- Whole school focus on resilience / curiosity
- Nurture Provision – a dedicated ELSA room
- A dedicated, non-class based ELSA Assistant
- 4 additional, class based ELSA Assistants

## MONITORING AND IMPLEMENTATION

Area	Challenge	Mitigating Action
Teaching	Ensuring enough time is dedicated to staff training and monitoring	<p>Management Time for Reading Leader</p> <p>On-going in-house support for teachers and TAs delivering RWInc</p> <p>Support from SLT and Assistant SENDCO – Team Teaching etc.</p>
Targeted Support	Ensuring interventions are adequately monitored	<p>Time for SENDO and Assistant SENDCO each term to complete analysis via Target Tracker</p> <p>Time each term for dedicated Pupil Progress Meetings</p> <p>Time for staff development – time with SENDCO / Assistant SENDCO for TA training</p>
Wider Strategies	<p>Ensuring sufficient time for all children in need</p> <p>Ensure all ELSAs have contact time with children to ensure skills are maintained</p>	<p>Half termly reviews</p> <p>SENDCO prioritises pupils each half term</p> <p>All ELSAs to access supervision</p> <p>All ELSAs to be allocated at least one child each week</p>

# REVIEW OF 2022 – 2023



## Part B1: Review of outcomes in the previous academic year 2022 - 2023

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

School Name	Davenham C of E Primary School
Pupils in school	324
Proportion of disadvantaged pupils	7%
Pupil Premium Allocation this academic year	£52,105
Recovery premium this academic year	£3009
Total budget for the academic year 22-23	£55,114

## TIER 1 TEACHING

(56% of total spend)

- Quality First Teaching supported by CPD for all staff
- Additional teaching support staff to support Maths and English teaching
- Continued in house training for all EYFS and KSI teachers and TAs in RWInc (funded from budget)
- Development Days for SLT for RWInc (funded from budget)
- Non-contact time for all subject leaders and middle leaders (funded from budget)

## TIER 2

### TARGETED ACADEMIC SUPPORT

(14 % of total spend)

- Termly progress meetings with all teachers to focus on progress
- Bespoke interventions / catch up sessions where required
- KS2 booster sessions in English and Maths
  - SALT support
- Monitoring time for interventions from SENDCO and Assistant

### **TIER 3**

#### **WIDER STRATEGIES**

**(30% of total spend)**

- A broad and engaging, thematic curriculum
  - Daily Mile initiative
  - Forest School initiative
  - Subsidised trips and visitors
- Whole school focus on resilience / curiosity
- Nurture Provision – a dedicated ELSA room
- A dedicated, non-class based ELSA Assistant
  - 4 additional, class based ELSA Assistants
  - Outdoor chapel / ELSA Area

**In 2022 – 2023 the money was spent as follows**

Focus	Total Amount
TIER 1	
Subsidising additional teachers in each phase for Maths and English	<b>£30779</b>
<b>Total Spend Tier 1</b>	<b>£30779</b>
TIER 2	
Training staff in a range of interventions and then monitoring of the impact of interventions particularly for PP children.  Training of assistant SENDCO to support workload for SENDCO	<b>£7605.29</b>
Private Speech and Language Support	Nil
<b>Total Spend Tier 2</b>	<b>£7605.29</b>
TIER 3	

ELSA, including training	£16,082
Subsidised visits	£647.50
<b>Total Spend Tier 3</b>	<b>£16730</b>
Total PP Spend	£55114
Less PP income (includes c/f and Covid Recovery Premium)	£55114
Balance Overspend	£0

## Externally provided programmes (none)

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## TIER I TEACHING PRIORITIES

Measure	Activity	Impact (completed at the end of the cycle)
Additional teaching staff to support teaching across school	Reduced ratio class teaching of Maths and English	See tables below which show that progress for PP and non PP children is higher than non PP children in both Maths and Reading. Slightly lower in writing for PP children compared with non PP children.
Barriers to learning that these activities address	<p>Gaps in children's learning due to school closure</p> <p>Range of ability in classes</p> <p>Mixed year classes</p> <p>Gaps in phonics addressed through bespoke teaching</p>	
Total Spend	<b>£30779</b>	

## PROGRESS MEASURES FOR PUPIL PREMIUM AND NON PUPIL PREMIUM CHILDREN

### SUMMER 2022 – SUMMER 2023

The first table shows progress for all pupils across the year groups 1 – 6 at the end of the summer term 2023.

It should be noted that there is very little difference between the progress of pupil premium children and non-pupil premium children. In reading and writing, pupil premium children made more progress than non-pupil premium children. In writing, pupil premium children made slightly less progress than non pupil premium children. Overall progress is almost identical.



#### Steps Progress Between Terms Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (284 pupils)

08 December 2023  
Sum2 21-22 to Sum2 22-23

			Average of Displayed Subjects			Reading			Writing			Mathematics		
◆	No. ◆	% ◆	Sum2 21-22 ◆	Sum2 22-23 ◆	Progress ◆	Sum2 21-22 ◆	Sum2 22-23 ◆	Progress ◆	Sum2 21-22 ◆	Sum2 22-23 ◆	Progress ◆	Sum2 21-22 ◆	Sum2 22-23 ◆	Progress ◆
Pupil Premium	25	8.8	49.7	55.9	6.2	49.9	56.6	6.7	49.0	54.5	5.5	50.3	56.7	6.4
Not Pupil Premium	259	91.2	49.4	55.5	6.1	49.6	55.8	6.2	49.1	54.9	5.8	49.5	55.7	6.2

#### Key

Less than 6 points progress	Greater than 6 points progress
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This second table breaks down the progress made by pupil premium children and non-pupil premium children across each year groups. The low numbers in each year group should be noted when making comparisons.



Steps Progress Between Terms  
Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (284 pupils)

08 December 2023  
Sum2 21-22 to Sum2 22-23

Year 2 (45 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
◇	No. ◇	% ◇	Rec Sum2 ◇	Yr1 Sum2 ◇	Progress ◇	Rec Sum2 ◇	Yr1 Sum2 ◇	Progress ◇	Rec Sum2 ◇	Yr1 Sum2 ◇	Progress ◇	Rec Sum2 ◇	Yr1 Sum2 ◇	Progress ◇
Pupil Premium	2	4.4	34.3	39.0	4.7	35.0	39.0	4.0	33.0	39.0	6.0	35.0	39.0	4.0
Not Pupil Premium	43	95.6	34.6	40.1	5.5	34.8	40.4	5.6	34.2	39.9	5.7	34.7	40.1	5.4

Year 3 (46 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
◇	No. ◇	% ◇	Yr1 Sum2 ◇	Yr2 Sum2 ◇	Progress ◇	Yr1 Sum2 ◇	Yr2 Sum2 ◇	Progress ◇	Yr1 Sum2 ◇	Yr2 Sum2 ◇	Progress ◇	Yr1 Sum2 ◇	Yr2 Sum2 ◇	Progress ◇
Pupil Premium	2	4.3	39.0	44.7	5.7	39.0	45.0	6.0	39.0	44.0	5.0	39.0	45.0	6.0
Not Pupil Premium	44	95.7	40.5	46.3	5.8	40.6	46.5	5.9	40.4	46.0	5.6	40.5	46.3	5.8

Year 4 (48 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
◇	No. ◇	% ◇	Yr2 Sum2 ◇	Yr3 Sum2 ◇	Progress ◇	Yr2 Sum2 ◇	Yr3 Sum2 ◇	Progress ◇	Yr2 Sum2 ◇	Yr3 Sum2 ◇	Progress ◇	Yr2 Sum2 ◇	Yr3 Sum2 ◇	Progress ◇
Pupil Premium	4	8.3	45.5	51.2	5.7	45.0	50.5	5.5	45.0	50.5	5.5	46.5	52.5	6.0
Not Pupil Premium	44	91.7	46.1	51.9	5.8	46.2	52.3	6.1	45.7	51.0	5.3	46.5	52.4	5.9

Year 5 (50 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
◇	No. ◇	% ◇	Yr3 Sum2 ◇	Yr4 Sum2 ◇	Progress ◇	Yr3 Sum2 ◇	Yr4 Sum2 ◇	Progress ◇	Yr3 Sum2 ◇	Yr4 Sum2 ◇	Progress ◇	Yr3 Sum2 ◇	Yr4 Sum2 ◇	Progress ◇
Pupil Premium	8	16.0	48.3	53.8	5.5	48.6	54.6	6.0	47.6	53.1	5.5	48.8	53.6	4.8
Not Pupil Premium	42	84.0	52.3	58.7	6.4	52.8	59.1	6.3	52.1	58.4	6.3	52.1	58.5	6.4

Year 6 (48 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
◇	No. ◇	% ◇	Yr4 Sum2 ◇	Yr5 Sum2 ◇	Progress ◇	Yr4 Sum2 ◇	Yr5 Sum2 ◇	Progress ◇	Yr4 Sum2 ◇	Yr5 Sum2 ◇	Progress ◇	Yr4 Sum2 ◇	Yr5 Sum2 ◇	Progress ◇
Pupil Premium	6	12.5	56.1	63.1	7.0	56.2	63.2	7.0	56.3	62.2	5.9	55.7	64.0	8.3
Not Pupil Premium	42	87.5	57.9	64.5	6.6	57.9	64.8	6.9	57.8	64.0	6.2	58.1	64.6	6.5

Year 7 (47 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
◇	No. ◇	% ◇	Yr5 Sum2 ◇	Yr6 Sum2 ◇	Progress ◇	Yr5 Sum2 ◇	Yr6 Sum2 ◇	Progress ◇	Yr5 Sum2 ◇	Yr6 Sum2 ◇	Progress ◇	Yr5 Sum2 ◇	Yr6 Sum2 ◇	Progress ◇
Pupil Premium	3	6.4	58.7	66.7	8.0	59.7	70.3	10.6	55.3	60.0	4.7	61.0	69.7	8.7
Not Pupil Premium	44	93.6	63.9	70.2	6.3	64.2	70.9	6.7	63.4	68.9	5.5	64.1	70.7	6.6

Key

Less than 6 points progress	Greater than 6 points progress
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## TIER 2 TARGETED ACADEMIC SUPPORT

Measure	Activity	Impact (completed at the end of the cycle)
<p>Implement bespoke interventions for children across school. SENDCO to monitor termly</p>	<p>SENDCO / Assistant SENDCO to organise termly interventions and to monitor termly interventions</p> <p>SENDCO / Assistant SENDCO to provide training</p>	<p>See below for summary of impact of different interventions.</p> <p>Quality First reading and IDL are the two interventions having the biggest impact of pupil progress.</p>
<p>Barriers to learning that these activities address</p>	<p>Underlying S&amp;L difficulties impacting progress</p> <p>Range of SEND across school</p> <p>SEND children require more than Quality First Teaching in order to make good progress</p>	
<p>Total Spend</p>	<p><b>£7605.29</b></p>	

**PROGRESS OF ALL CHILDREN ACCESSING INTERVENTIONS (may include children who are not PP children)**

	Maths Interventions Progress of Group	Progress for cohort	Quality First Reading Intervention Progress of Group	Progress for cohort	Phonics interventions Progress of group	IDL Reading Progress for Group	Progress for cohort reading	IDL Writing Progress for Group	Progress for cohort writing
Year 1	5.9	5.4	5.6	5.6	5.0				
Year 2	5.8	5.9	<b>5.2</b>	5.9	5.0	<b>5.0</b>	5.9	<b>4.2</b>	5.5
Year 3	<b>4.3</b>	5.9	6.0	6.0	6.2	6.1	6.0	5.3	5.4
Year 4	<b>4.6</b>	6.0	<b>5.2</b>	6.3		<b>5.9</b>	6.3	<b>5.6</b>	6.2
Year 5	10.2	6.8	7.0	6.9	8.7	8.8	6.9	6.5	6.1
Year 6	12	6.8	12.7	7.0		10.8	7.0	<b>3.8</b>	5.4

In most cases, the intervention is having a positive impact with pupils making at least as good progress and, in some cases, better progress than pupils who do not have the intervention.

### TIER 3 WIDER STRATEGIES

Measure	Activity	Impact (completed at the end of the cycle)
<p>ELSA Sessions</p>	<p>Implement ELSA sessions for children in need</p> <p>ELSA timetable (for non-class based ELSA) allows time to see children as need arises</p> <p>1-1 and Group sessions</p>	<p>24 children had bespoke ELSA sessions 1:1.</p> <p>After a successful block of 1:1 sessions, 7 (29%) children no longer needed support.</p> <p>22 children accessed group support with a trained ELSA with a social communication focus.</p> <p>After a successful block of group sessions, 15 (68%) children (4 groups) no longer needed group support.</p> <p>Parents report back very positively about the impact of ELSA sessions.</p> <p>Out of class ELSA also enables rapid response to safeguarding issues such as the completion of Wishes and Feelings.</p>
<p>Barriers to learning that these activities address</p>	<p>Behaviour and social and emotional well-being impacting on academic progress</p>	
<p>Total Spend</p>	<p><b>£16730</b></p>	

# REVIEW OF 2021 – 2022

## Part B1: Review of outcomes in 2021 – 2022

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

School Name	Davenham C of E Primary School
Pupils in school	327
Proportion of disadvantaged pupils	7%
Pupil Premium Allocation this academic year (includes £3842.50 Covid Recovery Premium and £1452 underspend )	£54,960.00

## TIER 1 TEACHING

(66% of total spend)

- Quality First Teaching supported by CPD for all staff
- Retention of Maths Specialist to develop a consistent approach to the teaching of Maths across school and provide support and CPD for all staff.
- Additional teaching support staff to support Maths and English teaching
- Continued in house training for all EYFS and KSI teachers and TAs in RWInc (funded from budget)
- Development Days for SLT for RWInc (funded from budget)
- Non-contact time for all subject leaders and middle leaders (funded from budget)

## TIER 2

### TARGETED ACADEMIC SUPPORT

(5% of total spend)

- Termly progress meetings with all teachers to focus on progress
- Bespoke interventions / catch up sessions where required
- KS2 booster sessions in English and Maths
- Tutoring of Maths for PP children in Ks2 from Maths Consultant

### TIER 3

#### WIDER STRATEGIES

(29% of total spend)

- A broad and engaging, thematic curriculum
  - Daily Mile initiative
  - Forest School initiative
  - Subsidised trips and visitors
- Whole school focus on resilience / curiosity
- Nurture Provision – a dedicated ELSA room
- A dedicated, non-class based ELSA Assistant
- 2 additional, class based ELSA Assistants
  - Outdoor chapel / ELSA Area

**In 2021 – 2022 the money was spent as follows**

<b>Focus</b>	<b>Total Amount</b>
TIER 1	
Subsidising additional staffing for English and Maths	£36,165
<b>Total Spend Tier 1</b>	<b>£36,165</b>
TIER 2	
Private speech and language support	£150.00
Small group tuition for Ks2 Maths	£2500
<b>Total Spend Tier 2</b>	<b>£2650.00</b>
TIER 3	
ELSA, including supervision of ELSA	£13,782.00
Subsidised visits	£2363.00
<b>Total Spend Tier 3</b>	<b>£16,145.00</b>
<b>Total PP Spend</b>	<b>£54,960.00</b>




Less PP income (includes c/f and Covid Recovery Premium)	£54,960.00
Balance	Nil

### Externally provided programmes (none)

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## TIER 1 TEACHING PRIORITIES 2021 – 2022

Measure	Activity	Impact (completed at the end of the cycle)																																																																										
Additional teaching staff to support teaching across school	Reduced ratio class teaching of Maths and English (1-15 rather than 1-30)	 <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <h3>Steps Progress Between Terms</h3> <p>Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (283 pupils)</p> </div> <div style="text-align: right;"> <p>10 December 2022 Sum2 20-21 to Sum2 21-22</p> </div> </div>																																																																										
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2"></th> <th colspan="3">Average of Displayed Subjects</th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Mathematics</th> </tr> <tr> <th>No.</th> <th>%</th> <th>Sum2 20-21</th> <th>Sum2 21-22</th> <th>Progress</th> <th>Sum2 20-21</th> <th>Sum2 21-22</th> <th>Progress</th> <th>Sum2 20-21</th> <th>Sum2 21-22</th> <th>Progress</th> <th>Sum2 20-21</th> <th>Sum2 21-22</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>283</td> <td>100.0</td> <td>49.1</td> <td>55.4</td> <td style="background-color: #90EE90;">6.3</td> <td>49.4</td> <td>55.7</td> <td style="background-color: #90EE90;">6.3</td> <td>48.8</td> <td>55.2</td> <td style="background-color: #90EE90;">6.4</td> <td>49.5</td> <td>55.7</td> <td style="background-color: #90EE90;">6.2</td> </tr> <tr> <td>Pupil Premium</td> <td>25</td> <td>8.8</td> <td>45.0</td> <td>51.3</td> <td style="background-color: #90EE90;">6.3</td> <td>45.5</td> <td>51.5</td> <td>6.0</td> <td>44.3</td> <td>50.6</td> <td style="background-color: #90EE90;">6.3</td> <td>45.3</td> <td>51.8</td> <td style="background-color: #90EE90;">6.5</td> </tr> <tr> <td>Not Pupil Premium</td> <td>258</td> <td>91.2</td> <td>49.6</td> <td>55.8</td> <td style="background-color: #90EE90;">6.2</td> <td>49.8</td> <td>56.1</td> <td style="background-color: #90EE90;">6.3</td> <td>49.2</td> <td>55.6</td> <td style="background-color: #90EE90;">6.4</td> <td>49.9</td> <td>56.0</td> <td style="background-color: #90EE90;">6.1</td> </tr> </tbody> </table>				Average of Displayed Subjects			Reading			Writing			Mathematics			No.	%	Sum2 20-21	Sum2 21-22	Progress	Sum2 20-21	Sum2 21-22	Progress	Sum2 20-21	Sum2 21-22	Progress	Sum2 20-21	Sum2 21-22	Progress	All Pupils	283	100.0	49.1	55.4	6.3	49.4	55.7	6.3	48.8	55.2	6.4	49.5	55.7	6.2	Pupil Premium	25	8.8	45.0	51.3	6.3	45.5	51.5	6.0	44.3	50.6	6.3	45.3	51.8	6.5	Not Pupil Premium	258	91.2	49.6	55.8	6.2	49.8	56.1	6.3	49.2	55.6	6.4	49.9	56.0	6.1
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<p><b>Key</b></p> <div style="display: flex; justify-content: center; gap: 20px;"> <div style="border: 1px solid black; background-color: #FFC0CB; padding: 5px; text-align: center;">Less than 6 points progress</div> <div style="border: 1px solid black; background-color: #90EE90; padding: 5px; text-align: center;">Greater than 6 points progress</div> </div>																																																																												
<p>This table shows that all groups of pupils made accelerated progress (above 6points) in all subjects apart from Reading for Pupil Premium children which was 6.0points (expected progress)</p> <p>Pupil Premium and Non Pupil Premium children made better than expected progress in Writing. (6.3 ad 6.4)</p> <p>Pupil Premium children and Non Pupil Premium children made better than expected progress in Maths (6.5 and 6.1) with Pupil Premium children making</p>																																																																												

better progress than non Pupil Premium children.

This data demonstrates that smaller class size benefitted ALL children in terms of progress.

RWInc  
Phonics  
Scheme  
continues  
across  
school

All staff in  
EYFS and  
KSI to  
receive  
continued  
training (in  
house and  
external)  
to deliver  
the phonics  
scheme  
effectively

All staff in  
EYFS and  
Ks1 to  
continue to  
deliver  
RWI to  
their own  
group of  
children.



### Y1 Phonics Screening Check Y2 - All Pupils (45 pupils)

10 December 2022

	No. of Pupils	Average Score	Working Towards	Working At
Year 2	45	31.4	12 (27.3%)	32 (72.7%)

National Average was 75%

Children who did not pass Phonics Screen will be given 1-1 tutoring

Barriers to learning that these activities address	<p>Gaps in children's learning due to school closure</p> <p>Range of ability in classes</p> <p>Mixed year class in Key Stage One</p> <p>Gaps in phonics addressed through bespoke teaching</p>	
Total Spend	£36,165	

## TIER 2 TARGETED ACADEMIC SUPPORT

Measure	Activity	Impact (completed at the end of the cycle)									
Private Speech and Language	Half termly visit from Private S&L therapist  Programme put in place for TA to follow	By February 2022 the private SaLT's professional opinion was that due to progress, therapy was no longer needed. This is reviewable longer term and therapy will resume if necessary.									
Implement bespoke interventions for children across school. SENDCO to monitor termly	SENDCO to organise termly interventions and to monitor termly interventions  SENDCO to provide training	Table below shows the impact of interventions for the academic year. +6 = good progress. +7 is better than good progress.									
		Intervention	Maths 1:1 Tuition	Maths Tuition	Maths Combined	IDL +6	IDL +7 or more	IDL Combined	Reading +6	Reading +7 or more	Reading Combined
			+6	+7 or more					Exp	More than Exp	
			Exp	More than Exp							
		Year 1	-	-		-	-		0%	0%	0%
Year 2	-	-		-	-		100%	0%	100%		
Year 3	14%	14%	28%	33%	33%	66%	50%	25%	75%		

		Year 4	-	100%	100%	-	100%	100%	0%	0%	0%	*1 child
		Year 5	75%	-	75%	0%	0%	0%	-	100%	100%	*2 children
		Year 6	-	100%	100%	-	100%	100%	-	100%	100%	
		*Numbers of Pupil Premium children accessing some interventions are low and therefore impact percentages.										
Small group tutoring	Teachers work with small groups or 1-1 for Maths in KS2	<p>This table shows that all groups of pupils made more than 6points progress in Maths.</p> <p>Pupil Premium children made MORE progress than non-Pupil Progress children (+0.3). Pupil Premium children made accelerated progress in Maths.</p> <p>All KS2 Pupil Premium children were allocated 1:1 or small group Maths tuition.</p>										



## Steps Progress Between Terms

Y4, Y5, Y6, Y7 - All Pupils (192 pupils)

10 December 2022  
Sum2 20-21 to Sum2 21-22

	Average of Displayed Subjects			Mathematics				
	No.	%	Sum2 20-21	Sum2 21-22	Progress	Sum2 20-21	Sum2 21-22	Progress
All Pupils	192	100.0	55.0	61.1	6.1	55.0	61.1	6.1
Pupil Premium	19	9.9	48.4	54.8	6.4	48.4	54.8	6.4
Not Pupil Premium	173	90.1	55.7	61.8	6.1	55.7	61.8	6.1

### Key

Less than 6 points progress	Greater than 6 points progress
-----------------------------	--------------------------------

Barriers to learning that these activities address

Underlying S&L difficulties impacting progress  
Range of SEND across school  
SEND children require more than Quality First Teaching in order to make good progress

Total Spend

£2650.00

### TIER 3 WIDER STRATEGIES

Measure	Activity	Impact (completed at the end of the cycle)
<p>ELSA Sessions</p>	<p>Implement ELSA sessions for children in need</p> <p>ELSA timetable (for non-class based ELSA) allows time to see children as need arises</p> <p>I-I and Group sessions</p>	<p>19 children had bespoke ELSA sessions 1:1</p> <p>After a successful block of 1:1 sessions, 6 children no longer needed support.</p> <p>21 children accessed group support with a trained ELSA with a social communication focus.</p> <p>After a successful block of group sessions, 9 children (3 groups) no longer needed group support.</p> <p>All LAC or Previously LAC Pupil Premium children were considered for ELSA and allocated a slot if needed.</p> <p>A robust tracking system for SEMH was created to monitor progress in soft skills. ELSA materials provided by the educational psychologists who lead ELSA training and supervision are completed half termly by class teachers. Pupils monitor their own progress through pupil voice.</p>
<p>Barriers to learning that these activities address</p>	<p>Behaviour and social and emotional well-being impacting on academic progress</p>	
<p>Total Spend</p>	<p><b>£16,145.00</b></p>	





