



September 2021 – September 2024

# Pupil Premium Strategy Statement



WATERTON  
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## 1. Our School

### 1.1 Our Vision

Grow. Achieve. Shine – These are much more than words or a motto. At Churchfield Primary School we enable all children to **grow** as independent learners, **achieve** more than they ever believe they could and **shine** as unique individuals. Our school is a very special place, having been the beating heart of our community for over 120 years, we respect the lessons of the past whilst looking to the difference we can make in the future. Preparing our pupils for life in an ever-changing world, developing curious, well-rounded individuals who are determined to succeed.

### 1.2 Our Values



We are proud, and work hard to be the best that we can be



We are determined and resilient, embracing all challenges



We collaborate well, treating everyone as equals



We are honest, kind and show integrity



We respect all people, property and the environment



We believe in ourselves and strive for our goals

### 1.3 Our Golden Rule

## Our Golden Rule

We keep ourselves, and each other, safe.



### 1.4 Our School Aims

Our school aims are underpinned by our values. Through our school values, we aim to:

1. Promote high standards of academic and vocational achievement for every child, every time, through a highly-inclusive approach.
2. Promote a holistic view of the whole child, supporting them to become well-rounded individuals and members of society.
3. Encourage all children to develop positive relationships with, and respect for, themselves, each other, our local community and the wider world.
4. Provide a safe, welcoming and positive environment for our children and families; acting as a hub at the heart of our community.

### 1.5 Our Community

Bricks and mortar do not make a school, people do. We can achieve great things when we work together, and our community is at the heart of what we do. We are a hub of support for our families, and provide a safe and loving environment for our children to shine.

### 1.6 Our Academy Trust

Since December 2019 we have been a proud member of Waterton Academy Trust, providing even more opportunities for our pupils to shine. As part of the Waterton family, we ensure that success for all is not a goal, but an expectation.



## 2. Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. In September 2021, we created a three-year strategy; therefore, this plan will develop and be evaluated each academic year over this three-year period. The strategy begins with the pupil premium funding allocations, including the recovery premium for the 2021 to 2022 academic year, which leaders have evaluated and used to plan this new academic year (2022-2023). It outlines our three-year pupil premium strategy, how we intend to spend the funding in each academic year and the effect that last year's spending of pupil premium had within our school.

School Details	Year 1	Year 2	Year 3
<b>Academic Year</b>	2021-22	2022-23	2023-24
<b>School Name</b>	Churchfield Primary	Churchfield Primary	Churchfield Primary
<b>No. of Pupils on Roll</b>	404	406	
<b>% Eligible for PP</b>	36% (145)	38% (154)	
<b>Published Date</b>	10/11/2022	10/12/2023	
<b>Review Date</b>	June 2023	June 2024	
<b>PP Lead</b>	Jonathan Bean	Jonathan Bean	
<b>Link Governor</b>	Melanie Morrell	Melanie Morrell	

## 4. Funding Overview

Funding Details	Year 1	Year 2	Year 3
<b>Academic Year</b>	2021-22	2022-23	2023-24
<b>PP Funding</b>	£184,265	£222,764	
<b>Recovery Funding</b>	£19,140	£18,140	
<b>Carried Forward</b>	£0	£0	
<b>Total Budget</b>	£203,405	£240,904	

## 5. Pupil Premium Strategy Plan

### 5.1 Statement of Intent

At Churchfield Primary School, our school ethos of Grow, Achieve & Shine applies to all pupils, regardless of background or circumstances. We are proud that we place disadvantaged children at the forefront of our approach, and firmly believe that our strategies will benefit all children in school. We take a longer-term view of our Pupil Premium spending, focussing on sustainable and deep-rooted improvements that acts as a golden thread running through our wider school improvement foci. This longer-term vision enables us to use approaches embedded in research, such as those outlined in the EEF's Pupil Premium Guide. We use a tiered approach, focusing on three areas: Teaching, Academic Support and Wider Approaches. We also recognise that there may be pupils who do not qualify for the Pupil Premium, but who face disadvantage in other ways – our intent and approach is all-encompassing and supports all children. With the current cost-of-living crisis, this is more prevalent than ever before with a large number of families not meeting the criteria for the PP funding, but still facing significant hardships and barriers. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, an increased likelihood of mental health difficulties and attendance & punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We aim to ensure that our approach supports all of these children and families through quality first teaching and learning supported by specifically targeted intervention where necessary to ensure progress; and thereby achieving in line with their peers locally and nationally.



We have a passion and dedication to ensuring our children have every opportunity to grow, achieve and shine. Our ultimate aims for the use of the Pupil Premium funding are:

- Remove the deficit discourse – our disadvantaged pupils and families are the heart of our school community.
- Ensuring that all children are physically and mentally healthy, with good regulation skills.
- Closing the attainment gap between disadvantaged children and their non-disadvantaged peers.
- Ensuring that disadvantaged children make progress in line with, or above the national average.
- Creating opportunities though both academic and vocational aspects of learning to enable all children to reach and surpass their potential.

We are a community-focussed school and aim to provide all children, but in particular disadvantaged children with the opportunities and pathways to excel in all aspects of the curriculum and wider school life. Funding will also support wider family and community issues such as attendance and a rigorous approach to pastoral support. We also aim to raise aspiration within our school community so every child can make the most of the opportunities with which they are provided.

### 5.2 School Context & Demography

To understand our use of the Pupil Premium funding, it is important to understand our community. Our school community are passionate about the wellbeing and welfare of children, and proud of our locality. The immediate area around school is one of the most deprived in the borough, with over 50% of pupils attending from 'Financially Stretched' households, which is above both the local and national average, and our own internal evidence suggests that this has increased significantly post-pandemic and during the cost-of-living crisis. In terms of deprivation, school is in quintile 4 (more deprived) for both location and quintile 5 (most deprived) for our pupil base. The majority of children attend from a neighbourhood that is one of the most deprived in the country (bottom 10%) based on the MID. This contributes to pupils entering FS2 (school currently has no FS1 provision) significantly below the expected level for their age (this is particularly prevalent in communication & language). Being an ex-mining area, many families are part of generation-spanning cycles of unemployment, poor physical & mental health and financial hardship, and the number of EHAs, SEND and social care interventions has increased significantly over the past five years. The graph below shows various indicators of deprivation for school's main catchment area, based on data from the 2019 database for multiple indices of deprivation (MID).



### 5.2 Challenges

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

Challenge	Detail of Challenge
1	Many disadvantaged pupils begin school with low starting points; with skills and development below the expected for their age. Poor language, social and regulation skills are common for many children, particularly those eligible for the Pupil Premium; therefore, many children have significant vocabulary gaps.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Upon leaving KS1, children who do not meet the expected standard in the PSC do not have sufficient opportunity to develop as readers.
3	Levels of attainment and progress are below the national average for most statutory measures, and disadvantaged pupils tend to not achieve as highly as their non-disadvantaged peers. Internal data shows that this is particularly present in reading fluency and basic maths knowledge.
4	Many pupils who are eligible for the Pupil Premium also experience other barriers to learning, such as SEND & SEMH difficulties. Many of these disadvantaged pupils do not regularly eat before school and do not come to school ready to learn. Many children lack the foundation of 'safety' in relation to the hierarchy of needs. School has seen a significant increase in requests for Early Help, coupled with a significant delay/ wait for support from external services.
5	Attendance data shows a disproportionate number of disadvantaged pupils are classed as persistent absentees and therefore do not fully engage with school life. This has a negative impact on their social and emotional development as well as academic progress.
6	Some parents do not engage well with school and may find it difficult to interact and be involved due to their own experiences of education. Many disadvantaged pupils have less parental support than their peers and limited access to wider services.
7	Many disadvantaged pupils have low aspirations for themselves, and low self-confidence.

### 5.3 Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To deliver high-quality, consistent teaching across school that is at least good in all classrooms.	<ul style="list-style-type: none"> <li>Statutory outcomes increase and are close to national average annually. Achievement gaps between Pupil Premium pupils and their peers are diminishing.</li> <li>All pupils make at least expected progress in Reading, Writing and Mathematics. A significant proportion of pupils, but especially those receiving the Pupil Premium, make accelerated progress.</li> <li>Staff will be able to clearly articulate what barriers disadvantaged pupils face and how to overcome these.</li> <li>External monitoring confirms that action taken to develop the quality of education are appropriate and result in rapid improvements.</li> <li>Monitoring of teaching and learning demonstrate a good quality of education over time. This will include observing engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>There is evidence of a culture of sharing good practice.</li> </ul>
To embed a high-quality	<ul style="list-style-type: none"> <li>Attainment in Y1 &amp; Y2 phonics will be at least in line with the national average.</li> </ul>



<p>and approved systematic synthetic phonics programme (Little Wandle Letters &amp; Sounds Revised).</p>	<ul style="list-style-type: none"> <li>• Outcomes for disadvantaged pupils in the Y1 phonics screening will be above 70% in 2022-23.</li> <li>• Clear progression routes will be in place for children who reach the expected standard in phonics.</li> <li>• Clear and robust pathways will be in place for pupils who not achieve the expected standard in phonics by the end of year 2.</li> <li>• External monitoring visits confirm that actions taken to develop phonics provision are effective.</li> <li>• High quality and consistent phonics teaching occurs from F2 to Y2 and beyond (as needed).</li> <li>• All classrooms understand the LW approach and staff can work with children to enable them to apply their phonetic knowledge to writing across the curriculum.</li> <li>• Children across KS2 have been identified for Catch UP support to enable them to make rapid improvements in their phonics knowledge.</li> </ul>
<p>To develop high-quality reading provision across school and develop a love of reading.</p>	<ul style="list-style-type: none"> <li>• Outcomes in statutory reading assessments across the school are in line with or above national average.</li> <li>• Internal and external monitoring shows that Reading provision will be of a high-quality and consistent across all school.</li> <li>• Pupil voice will show an embedded love for, and a culture of, reading, particularly in disadvantaged boys.</li> <li>• Every classroom has a focus on promoting and developing a love for stories/ reading and this is embedded into the culture of school.</li> <li>• All children will have regular access to high-quality stories, read by an adult.</li> <li>• Our reading curriculum ensures that high quality texts are used to structure the progression of skills across KS2. The texts chosen are challenging, and closely linked to the wider curriculum. They also ensure that all our children are given opportunities to become familiar with contexts beyond the locality.</li> </ul>
<p>To ensure that provision in EYFS is effective, addressing low starting points and meeting the needs of all pupils.</p>	<ul style="list-style-type: none"> <li>• The quality of Early Years education is at least good, as judged by Ofsted.</li> <li>• External monitoring confirms that actions taken to develop the quality of EYFS provision are appropriate and result in rapid improvements being made.</li> <li>• All EYFS staff are effective practitioners, as evidenced by monitoring and outcomes and create opportunities for purposeful interactions.</li> <li>• There is an increase in the proportion of all pupils, and of Pupil Premium pupils specifically, reaching a Good Level of Development, with the aim of Pupil Premium attainment being in line with that of non-PP children nationally.</li> <li>• There is an increase in the proportion of all pupils, and of Pupil Premium pupils specifically, reaching Expected levels of development in Communication, Language and Literacy at the end of FS2.</li> <li>• Children with additional needs are identified early, and appropriate provision put in place.</li> <li>• The learning environment supports high-quality learning.</li> <li>• Parental engagement increases, as evidenced by attendance at events such as consultation evenings &amp; open evenings.</li> </ul>
<p>To improve attendance and punctuality overall rapidly, and in particular for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Overall attendance and punctuality data is in line with national average.</li> <li>• The attendance and punctuality of Pupil Premium pupils improves on the previous year, and gaps between PP and non-PP pupils diminish.</li> <li>• The number of pupils who are persistently absent falls - overall and for PP pupils.</li> <li>• Parents understand the school's systems for attendance and punctuality.</li> <li>• Pupils show awareness of the importance of good attendance, as confirmed by pupil voice activities.</li> <li>• The proportion of disadvantaged pupils attending Breakfast Club and after-school clubs increases.</li> </ul>





	<ul style="list-style-type: none"> <li>• Vulnerable pupils benefit from Free Breakfast Club and are better placed to start the school day.</li> </ul>
<p>To increase parental engagement, in particular for parents of disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Parental engagement increases, as evidenced by attendance at events such as consultation evenings and residential events.</li> <li>• The parental survey shows that parents value the communication from the school and the opportunities for involvement.</li> <li>• Increased communication with whole community, especially parents and carers of Pupil Premium children.</li> <li>• There is an increased engagement in school life by pupil premium children and families.</li> </ul>
<p>Children and families receive high-quality pastoral, SEMH &amp; SEND support</p>	<ul style="list-style-type: none"> <li>• Sustained high-levels of wellbeing are demonstrated by pupil voice and parent voice.</li> <li>• There is a significant increase in disadvantaged children access extra-curricular provision and experiences.</li> <li>• Boxall profiles show improved developmental and diagnostic scores with decreasing levels of difficulty over time. Targeted external support is accessed and benefiting pupils and their families.</li> <li>• Pupil receive high-quality SEMH support in schools, leading to increased regulation and decrease in reportable incidents.</li> </ul>



## 6. Activity in 2021-22

This details how we spent our pupil premium (and recovery premium funding) in year 1 of this plan (2021-22) to address the challenges listed above.

### 6.1 Teaching

Activity	Evidence That Supports This Approach	Challenges
HLTA appointed to provide additional capacity in Y6 to reduce class sizes for core subject sessions	<p><b>EEF (+2 months)</b></p> <p><i>'Reducing class size is an approach to managing the ratio between pupils and adults, as it is suggested that the range of approaches an adult can employ and the amount of attention each student will receive will increase as the number of pupils per adult becomes smaller.'</i></p> <p>Additional support in Y6 would allow classes to be reduced to two groups of 24 and one of 13, increasing the capacity for high quality feedback and discussion around learning.</p>	2, 3
Participation in Learners First Writing Project & Associated Cover Costs	<p><b>EEF</b></p> <p><i>'Tiered approach places high-quality teaching as the most beneficial to closing the attainment gap'</i></p> <p><b>Sutton Trust</b></p> <p><i>'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers..'</i></p> <p>1 x Y5 &amp; 1 x Y3 staff member will participate in the Learners' First Writing Project, designed to develop their subject knowledge, pedagogy, effective use of research, AFL, use high quality texts and ability to plan for purpose.</p>	2, 3
DHT (also Teaching & Learning Leader) reduced to 0.4 class commitment	<p><b>EEF</b></p> <p><i>'Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</i></p> <p>By employing a temporary 0.2 teacher, this will allow us to reduce the DHT's teaching commitment to 0.4, thus increasing her capacity to monitor teaching &amp; learning, provide feedback to staff and introduce a lesson study model for teaching staff.</p>	All
Deployment of the Little Wandle Letters & Sounds Revised SSP, and refreshing the decodable books that pupils are able to access.	<p><b>EEF (+5 Months)</b></p> <p><i>'The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.'</i></p> <p>By engaging with a new and approved approach to SSP, we can ensure that all pupils are provided with the skills to learn to read effectively and in line with age related expectations. School currently has no decodable books, but will purchase a full suite of Big Cat books that are directly linked to LW, along with an eBook subscription so that pupils can engage with reading at home.</p>	1, 2
4 Identified staff participation in National Professional Qualifications (Senior Leadership & Leading	<p><b>EEF</b></p> <p><i>'Tiered approach places high-quality teaching as the most beneficial to closing the attainment gap'</i></p>	1, 2



Teaching) & Associated Cover Costs	As teaching is the most powerful tool to close the attainment gap, staff participating in NPQs will enable them to develop their own understanding of pedagogy and better support less-experienced or under-develop teachers to improve their own practise. This will provide them with the knowledge, skills and understanding to develop teaching, learning and assessment not just in core areas, but across the curriculum.	
TLRs for Leadership & Development in KS1, LKS2 & UKS2	<p><b>EEF</b> <i>'Tiered approach places high-quality teaching as the most beneficial to closing the attainment gap'</i></p> <p>Appointing a lks2 &amp; uks2 Leader allows us to focus on developing effective provision and coaching and mentoring staff to become more effective in their role. The TLR is accompanied by regular release time from the teaching timetable to successfully lead this area of school.</p>	1, 2
TLR For Blended Learning	<p><b>EEF</b> <i>'Tiered approach places high-quality teaching as the most beneficial to closing the attainment gap'</i></p> <p>The continued development of our Blended Learning approach will enable learning to not be confined to within school walls, further developing our approach to homework and removing barriers for isolating children.</p>	1, 2
Engagement in the EBE Assessment Essentials programme and Assessment Leader Programme, Associated Cover Costs & Development of New Marking & Feedback Approach	<p><b>EEF Feedback (+6 months)</b> <i>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i></p> <p><b>Dynamic Model of Education Effectiveness (via EBE Great Teaching Toolkit)</b> <i>'The Great Teaching Toolkit places an emphasis on using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately'</i></p> <p>Two staff members will participate in the EBE Assessment Leader programme, developing pedagogy around assessment and all teaching staff will participate in the Assessment Essentials programme to develop a more rigorous understanding of all forms of assessment, in turn supporting children to be more successful through an effective and research-based approach to marking and feedback.</p>	1, 2, 3
Implement the Accelerated Learning Cycle in Writing and Further Subjects (underpinned by WAT Excellence Documents) & Associated Cover Costs	<p><b>EEF Metacognition (+7 Months)</b> <i>'Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.'</i></p> <p><b>ResearchGate</b> <i>'Findings of the study showed that both accelerated learning environments, had a more positive impact on student achievement than did expository teaching'</i></p> <p>The Accelerated Learning Cycle approach will provide teachers with the skills to develop pupils' metacognition skills and understand the stage of learning they are currently at. Lessons are currently too adult-led, and the cycle will develop sustained engagement in the process of learning.</p>	1, 2, 3
Implementation of Launchpad for Literacy in EYFS to Develop Literacy and Early Language Skills & All Associated CPD & Cover Costs	<p><b>EEF Preparing for Literacy</b> <i>'Prioritise the development of communication and language'</i></p> <p>Launchpad for Literacy will provide pupils in EYFS with a structured approach to the development of all aspects of early literacy. Training and monitoring will be provided for all EYFS staff.</p>	1, 2, 3
2 x Teachers Attending the	<b>EEF</b>	3



<p>Creative Teacher Programme</p>	<p><i>'Tiered approach places high-quality teaching as the most beneficial to closing the attainment gap'</i></p> <p>Two members of staff will attend the intensive, 6 week CTP to further develop classroom practise and improve the quality of teaching.</p>	
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6.2 Targeted Academic Support

Activity	Evidence That Supports This Approach	Challenges
Engagement in the National Tutoring Programme	<p><b>EEF Small Group Tuition (+4 Months)</b></p> <p><i>'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy'</i></p> <p>School will enrol in the NTP to provide identified pupils with the additional small-group tuition required to facilitate accelerated progress in reading, writing &amp; maths.</p>	2, 3
1 Member of Support Staff Delivering Narrative Intervention to to all FS2 Pupils, and then WELCOMM to those Identified (0.5 of total time)	<p><b>EEF Oral Language Interventions (+6 Months)</b></p> <p><i>'Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.'</i></p> <p>The identified staff member will support pupils with C &amp; I skills, developing early skills for writing. Early identification of specific needs will then inform pupil who access WELCOMM.</p>	1, 2, 3
2 X Members of Support Staff Delivering Specialist SALT Provision to Identified Pupils (0.5 of total time)	<p><b>EEF Oral Language Interventions (+6 Months)</b></p> <p><i>'Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.'</i></p> <p>2 x members of support staff will deliver specialist level SALT support to identified pupils, providing an intense scheme of work to develop language skills on a 1:1 basis.</p>	1, 2, 3
1 x Member of Staff to Deliver Full-Time Nurture Provision for Identified SEMH Pupils & Attend ELSA Training	<p><b>EEF Self-Regulation (+7 Months)</b></p> <p><i>'Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.'</i></p> <p><b>EEF Social &amp; Emotional (+4 Months)</b></p> <p><i>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i></p>	3, 4, 6
0.5 Learning Mentor Time to Deliver Targeted Social & Emotional Interventions	<p><b>EEF Self-Regulation (+7 Months)</b></p> <p><i>'Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.'</i></p> <p><b>EEF Social &amp; Emotional (+4 Months)</b></p> <p><i>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i></p>	3, 4, 6
1 x Support Staff Member to Provide Targeted & Specialist TEACCH Support for Pupil With Complex	<p><b>EEF Individualised Instruction (+4 Months)</b></p> <p><i>'For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate</i></p>	2, 3, 4



<p>Needs (Many of Whom Are Double Disadvantaged)</p>	<p><i>their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.'</i></p> <p>TEACCH provision provides individualised and personalised support for pupils with significantly complex needs, whilst also enabling additional staff members to be released to support disadvantaged pupils without complex needs in class.</p>	
<p>1 x Member of Support Staff to Deliver Catch-Up Interventions &amp; Same Day Interventions (0.5)</p>	<p><b>EEF Teaching Assistant Interventions (+4 months)</b></p> <p><i>'Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.'</i></p> <p>A member of support staff will deliver targeted catch-up interventions to identified pupils in Y4/5 on a daily basis.</p>	<p>1, 2, 3</p>
<p>1 x 0.5 TA to Provide Additional Intervention Capacity Using Research-Based Interventions (e.g Lexia, Nessy) + All Associated Costs</p>	<p><b>EEF Teaching Assistant Interventions (+4 months)</b></p> <p><i>'Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.'</i></p> <p>A member of support staff will deliver targeted catch-up interventions to identified pupils in KS1 on a daily basis.</p>	<p>1, 2, 3</p>



6.3 Wider Strategies

Activity	Evidence that supports this approach	Challenges
<p>0.5 Learning Mentor Time Dedicated to Supporting Pupils With Wellbeing &amp; Mental Health (including but not limited to: anxiety, bereavement, social issues etc).</p>	<p><b>EEF Self-Regulation (+7 Months)</b>  <i>'Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.'</i></p> <p><b>EEF Social &amp; Emotional (+4 Months)</b>  <i>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i></p> <p>The Learning Mentor will have 0.5 of her timetable dedicated to supporting pupils with a wide range of issues that may impact on their ability to learn, covering a wide range of social and emotional factors.</p>	<p>3, 4, 5, 6, 7</p>
<p>Employment of Wellbeing Manager to Work as a Point of Call for Parental Support, Attendance and Safeguarding – Providing a Wide Range of Targeted Pastoral Support to Both Pupils &amp; Families</p>	<p><b>EEF Parental Engagement (+4 Months)</b>  <i>'Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.'</i></p> <p><b>EEF Social &amp; Emotional (+4 Months)</b>  <i>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i></p> <p>The Wellbeing Manager provides a unrivalled support network for families, and is the gateway to many essential services – as well as social and emotional support for families to ensure that pupils come into school ready to learn. She works directly with the EWS &amp; EWO to support families in increasing attendance, conducting first day calls and leading on Safeguarding in school.</p>	<p>3, 4, 5, 6, 7</p>
<p>1 Decision PHSE Scheme Implemented Across School</p>	<p><b>EEF Social &amp; Emotional (+4 Months)</b>  <i>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i></p> <p>1 Decision as the PHSE scheme provides pupils with the opportunity to discuss key aspects of life and possible situations that may arise as they grow up – enabling teachers to use high quality resources to facilitate key conversations.</p>	<p>3, 4</p>
<p>Provide Free Breakfast Club for Eligible PP Pupils</p>	<p><b>EEF Evaluation of Breakfast Clubs (+2 Months)</b>  <i>'My message to schools is this. The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have clear benefits to pupils. In addition to the positive attainment impact found for pupils in Year 2, the independent evaluation also found both improved attendance and behaviour in schools. Most importantly, breakfast clubs help ensure that no child has to learn when they're hungry'</i></p> <p>By offering breakfast Club for free for disadvantaged pupils, a number of benefits are accessed: from a safeguarding perspective, we know that vulnerable pupils are safe in school and have had access to social situations</p>	<p>3, 4, 5, 6, 7</p>



	<p>and adult support, attendance is increased as pupils who have been PA are targeted and encouraged to attend and we can ensure that pupils have eaten and are in the best position to learn – also offering a lifeline for families facing financial difficulties.</p>	
<p>Heavily Subsidised Trips, Experiences &amp; Vocational Opportunities</p>	<p>To ensure that all children are able to attend trips and residential activities, regardless of family circumstances, we contribute for every child to subsidise the cost of visits and experiences. Those children in families with the lowest income will receive additional support, through discussion with the Headteacher (e.g. support with residential payments).</p> <p>In a similar approach, subsidising after-school clubs for our pupils (and targeting our PP children for this) allows us to ensure our children have access to a wide range of activities to enhance their education and life experiences, broadening their horizons and raising aspirations. This approach also engages parents through financial support.</p>	<p>5, 6, 7</p>
<p>Providing Uniform for Vulnerable Families</p>	<p><b>EEF Parental Engagement (+4 Months)</b></p> <p><i>'Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.'</i></p> <p>Whilst EEF evidence is inconsistent in the use of uniform to aid behaviour or learning, we use uniform as a key driver for parental engagement, and as an incentive for parents to apply for the Pupil Premium funding. We also use this as a tool to engage parents in conversation around other key areas of learning and their child's education.</p>	<p>5, 6, 7</p>
<p>Attendance Awards &amp; Incentives (Parents &amp; Pupils)</p>	<p><b>EEF Pupil Premium Guide</b></p> <p><i>'You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19'</i></p> <p>Our own pupil and parent voice show that our families respond well to awards for good attendance. A new system will be introduced this year, focussing on rewarding good attendance on a class-by-class basis with money to be spent on playground equipment by children. We will also incentivise this for parents with school uniform vouchers for improved attendance.</p>	<p>4, 5, 6</p>





## 7. Review of Outcomes in 2021-22

### 7.1 2021-22 Data Outcomes

Below are details of academic outcomes for pupils at the end of the previous academic year, and the impact of how we spent the Pupil Premium Funding. 8 indicates that data includes a number of children based in the Waterton Assessment Centre Integrated Resource.

2021-22 EYFS	Churchfield (All)*	Churchfield (DIS)*	National (All)
EYFS GLD	63%	<b>42%</b>	65%
EYFS Literacy	64%	<b>42%</b>	68%
EYFS Maths	69%	<b>53%</b>	76%

2021-22 Phonics	Churchfield (All)*	Churchfield (DIS)*	National (All)
Y1 PSC	78%	75%	75%

2021-22 KS1	Churchfield (All)*	Churchfield (DIS)*	National (All)
Y2 RWM EXS+	53%	<b>42%</b>	53%
Y2 RWM GD	2%	<b>0%</b>	6%
Y2 Reading EXS+	59%	<b>47%</b>	58%
Y2 Reading GDS	10%	<b>5%</b>	8%
Y2 Writing EXS+	56%	<b>42%</b>	68%
Y2 Writing GDS	7%	<b>0%</b>	15%
Y2 Maths EXS+	64%	<b>47%</b>	54%
Y2 Maths GDS	8%	<b>11%</b>	6%

2021-22 Y4 MTC	Churchfield (All)	Churchfield (DIS)	National (All)
Y4 MTC Average Score	17.9	<b>17.1</b>	19.8

2021-22 KS2	Churchfield (All)	Churchfield (DIS)	National (All)
Y6 RWM EXS+	53%	<b>50%</b>	53%
Y6 RWM GD	2%	<b>0%</b>	6%
Y6 Reading EXS+	59%	<b>65%</b>	58%
Y6 Reading DS	10%	<b>10%</b>	8%
Y6 Reading Progress	-1.52	<b>-1.3</b>	N/A
Y6 Writing EXS+	56%	<b>70%</b>	68%
Y6 Writing GDS	7%	<b>5%</b>	15%
Y6 Writing Progress	+0.60	<b>+2.5</b>	N/A
Y6 Maths EXS+	64%	<b>55%</b>	54%
Y6 Maths GDS	8%	<b>0%</b>	6%
Y6 Maths Progress	+0.28	<b>-1.3</b>	N/A

### 7.2 2021-22 Outcomes Overview

2021-22 figures show that at KS2, disadvantaged pupils in-line with or above their non-disadvantaged peers in RWM, reading and writing, but did not perform as well in maths. At KS1, figures are influenced by 6 pupils who attended the Waterton Assessment Centre. We recognise that there is still work to be done across school, particularly in KS1 in ensuring the aims of our PP strategy are met by 2024, and that the impact of the COVID pandemic was most felt in this area and EYFS. The work in phonics has ensured that disadvantaged children have performed in-line with all children nationally, evidencing that our implementation thus far has been successful. In general, progress for disadvantaged pupils, across school was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated as new barriers have arisen. Whereas



progress has been slower than anticipated, the gap between disadvantaged and non-disadvantaged pupils has not significantly increased.

Attendance in 2021-22 has continued to be a significant barrier to learning, with new issues and challenges arising. Disadvantaged attendance was 9.6%, 4% higher than national non-disadvantaged and 2.8% higher than Churchfield non-disadvantaged. In terms of PA, 37.4% of disadvantaged pupils were classed as PA, and 0.8% as severely PA. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils will be a key focus in the plan for 2022-23. Our own intelligence suggests that the main factor for disadvantaged attendance issues has been parental influence, as well as newly-developed fear of infectious conditions post-COVID.

Pupil behaviour was an area of school that was not an initial challenge, but did present itself as SEMH needs increased over the year and challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute; however, the effective use of the PP funding and planned uses for 2022-23 mean that the impactful work that happens in school will continue and further developed to support even more pupils.



## 8. Activity in 2022–23

This details how we spent our pupil premium (and recovery premium funding) in year 2 of this plan (2022–23) to address the challenges listed above.

### 8.1 Teaching

Activity	Evidence That Supports This Approach	Challenges
Appointment of 1 x FT teacher to release an experienced member of staff to deliver tutoring on a full-time basis & reduce class sizes in Y6	<p><b>EEF (+2 months)</b></p> <p><i>'Reducing class size is an approach to managing the ratio between pupils and adults, as it is suggested that the range of approaches an adult can employ and the amount of attention each student will receive will increase as the number of pupils per adult becomes smaller.'</i></p> <p>Additional support in Y6 would allow classes to be reduced to two groups of 24 and one of 13, increasing the capacity for high quality feedback and discussion around learning.</p>	2, 3
ECT Training (3 x Staff)	ECT Framework introduced by the DFE improve quality of teaching and teacher retention.	1, 2, 3, 4
Introduce new approach to KS2 free-reading based on year groups, and purchase of new texts	<p>DFE Research Evidence on Reading for Pleasure</p> <p>DFE Reading Framework</p>	1, 2, 3
Participation in Learners First Writing Project & Associated Cover Costs (continued)	<p><b>EEF</b></p> <p><i>'Tiered approach places high-quality teaching as the most beneficial to closing the attainment gap'</i></p> <p><b>Sutton Trust</b></p> <p><i>'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers..'</i></p> <p>1 x Y5 &amp; 1 x Y3 staff member will participate in the Learners' First Writing Project, designed to develop their subject knowledge, pedagogy, effective use of research, AFL, use high quality texts and ability to plan for purpose.</p>	3
Restructuring of staff to increase DHT to FT non-class based enhancing our CPD programme and to coach and mentor staff	<p><b>EEF</b></p> <p><i>'Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</i></p> <p>By employing a FT class teacher, this will allow us to reduce the DHT's teaching commitment, thus increasing her capacity to monitor teaching &amp; learning, provide feedback to staff and introduce a lesson study model for teaching staff.</p>	All
Deployment of the Little Wandle Letters & Sounds Revised SSP, and refreshing the decodable books that pupils are able to access. (Including annual subscription) (continued)	<p><b>EEF (+5 Months)</b></p> <p><i>'The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.'</i></p> <p>By continuing the implementation of the LW approach, and continued &amp; planned refresh of decodable books, we aim to continue to build on the success of 2021-22 in terms of PSC outcomes.</p>	1, 2, 3
4 Identified staff participation in National Professional	<p><b>EEF</b></p> <p><i>'Tiered approach places high-quality teaching as the most beneficial to closing the attainment gap'</i></p>	1, 3



<p>Qualifications (Senior Leadership &amp; Leading Teaching) &amp; Associated Cover Costs (Continued)</p>	<p>As teaching is the most powerful tool to close the attainment gap, staff participating in NPQs will enable them to develop their own understanding of pedagogy and better support less-experienced or under-develop teachers to improve their own practise. This will provide them with the knowledge, skills and understanding to develop teaching, learning and assessment not just in core areas, but across the curriculum.</p>	
<p>TLRs for Leadership &amp; Development in KS1, LKS2 &amp; UKS2</p>	<p><b>EEF</b> <i>'Tiered approach places high-quality teaching as the most beneficial to closing the attainment gap'</i></p> <p>Appointing a LKS2 &amp; UKS2 Leader allows us to focus on developing effective provision and coaching and mentoring staff to become more effective in their role. The TLR is accompanied by regular release time from the teaching timetable to successfully lead this area of school.</p>	<p>1, 3</p>
<p>Purchase of NFER standardised diagnostic assessments &amp; associated training</p>	<p><b>EEF</b> NFER Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	<p>1, 3</p>
<p>Engagement in the EBE Assessment Essentials programme and Assessment Leader Programme, Associated Cover Costs &amp; Development of New Marking &amp; Feedback Approach (Moved from 2021-22)</p>	<p><b>EEF Feedback (+6 months)</b> <i>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i></p> <p><b>Dynamic Model of Education Effectiveness (via EBE Great Teaching Toolkit)</b> <i>'The Great Teaching Toolkit places an emphasis on using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately'</i></p> <p>Two staff members will participate in the EBE Assessment Leader programme, developing pedagogy around assessment and all teaching staff will participate in the Assessment Essentials programme to develop a more rigorous understanding of all forms of assessment, in turn supporting children to be more successful through an effective and research-based approach to marking and feedback.</p>	<p>1, 2, 3</p>
<p>SLE Support in developing curriculum and subject leaders to ensure needs of all pupils are met.</p>	<p>Support has been brokered from Tykes TSA for each wider curriculum subject leader to work with an SLE to develop and analyse curriculum and teaching to ensure quality first teaching in every classroom, in every subject.</p>	<p>1, 3</p>
<p>IDecision PHSE Scheme Implemented Across School (+annual subscription)</p>	<p><b>EEF Social &amp; Emotional (+4 Months)</b> <i>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i></p> <p>IDecision as a PHSE scheme provides pupils with the opportunity to discuss key aspects of life and possible situations that may arise as they grow up – enabling teachers to use high quality resources to facilitate key conversations.</p>	<p>4, 6, 7</p>
<p>Enhancement &amp; redevelopment of our maths teaching and curriculum planning in line with DfE and EEF guidance (and associated cover costs)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3.</p> <p>'Embedding Teaching for Mastery' Working Group as part of the Maths Hub programme.</p>	<p>3</p>



	<p>Maths fluency introduced across school and relevant CPD to ensure basic skills are prioritised.</p>	
<p>Redevelopment of EYFS Outdoor Areas to ensure quality interaction and enhancements</p>	<p>The current EYFS outdoor area has been in place for over 12 years and is need of redevelopment to support the EYFS curriculum, and health &amp; safety considerations.</p> <p>Internal monitoring shows that disadvantaged children, particularly boys, access the outdoor provision more during exploring time, and the area needs to be fit for purpose.</p>	<p>1</p>



8.2 Targeted Academic Support

Activity	Evidence That Supports This Approach	Challenges
1 x FT teacher to deliver tutoring to small groups in Y6	<p><b>EEF Small Group Tuition (+4 Months)</b>  <i>'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy'</i></p> <p>School will enrol in the NTP to provide identified pupils with the additional small-group tuition required to facilitate accelerated progress in reading, writing &amp; maths.</p>	3
2 X Members of Support Staff Delivering Specialist SALT Provision to Identified Pupils (both FT), including WELCOMM, Narrative, Language Link & NHS Programmes	<p><b>EEF Oral Language Interventions (+6 Months)</b>  <i>'Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.'</i></p> <p>2 x members of support staff will deliver specialist level SALT support to identified pupils, providing an intense scheme of work to develop language skills on a 1:1/ 1:2 basis. Language skills are weak on entry in FS2, and there is a significant growing need across school meaning capacity needs to be increased.</p>	1, 2, 3
1 x Member of Staff to Deliver Full-Time Nurture Provision for Identified SEMH Pupils & Attend ELSA supervision. 2 x additional staff to receive ELSA training	<p><b>EEF Self-Regulation (+7 Months)</b>  <i>'Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.'</i></p> <p><b>EEF Social &amp; Emotional (+4 Months)</b>  <i>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i></p> <p>SEMH needs have risen significantly over the last twelve months, with external services at breaking point and waiting lists of up to two years. Ensuring a high-quality provision in school means that pupils with identified SEMH needs can be supported on a daily basis, and self-regulation developed.</p>	4, 5, 6, 7
0.5 Learning Mentor Time to Deliver Targeted Social & Emotional Interventions	<p><b>EEF Self-Regulation (+7 Months)</b>  <i>'Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.'</i></p> <p><b>EEF Social &amp; Emotional (+4 Months)</b>  <i>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i></p>	4, 5, 6, 7
1 x Support Staff Member to Provide Targeted & Specialist TEACCH Support for Pupil with Complex Needs (many of whom are double disadvantaged)	<p><b>EEF Individualised Instruction (+4 Months)</b>  <i>'For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.'</i></p>	2, 3, 4



	TEACCH provision provides individualised and personalised support for pupils with significantly complex needs, whilst also enabling additional staff members to be released to support disadvantaged pupils without complex needs in class.	
1 x 0.5 TA to Provide Additional Intervention Capacity Using Research-Based Interventions (e.g Lexia, Nessy) + All Associated Costs	<p><b>EEF Teaching Assistant Interventions (+4 months)</b>  <i>'Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.'</i></p> <p>A member of support staff will deliver targeted catch-up interventions to identified pupils in KSI on a daily basis.</p>	1, 2, 3
1 x FT TA to deliver phonics keep-up and catch-up from Y1 to Y5.	<p><b>EEF Teaching Assistant Interventions (+4 months)</b>  <i>'Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.'</i></p> <p><b>EEF (+5 Months)</b>  <i>'The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.'</i></p>	2, 3
External Counselling service x 1 Day per week	<p><b>EEF Self-Regulation (+7 Months)</b>  <i>'Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.'</i></p> <p><b>EEF Social &amp; Emotional (+4 Months)</b>  <i>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i></p> <p>The TADS counselling service is ceasing operation, and a highly-skilled private counsellor has been identified to provide one day per week support and intervention with identified children who have significant ACEs to further develop regulation and safety.</p>	4, 5, 6, 7
Beanstalk Readers x2 to read 4 times a week with children who do not get the opportunity at home	A large number of our PP children report that they are not read to by an adult at home. Beanstalk readers will provide additional adults to read to children on a 1:1/1:2 basis and develop a love of reading.	2, 3, 6, 7
TT Rockstars & NumBots Annual Subscription	Y4 MTC scores were below the local and national average in 2021-22, internal data suggests this is due to a lack of fluency in regards to times tables and associated facts. TT Rockstars and Numbots are used to provide an engaging way of supporting with times tables at home.	3



8.3 Wider Strategies

Activity	Evidence that supports this approach	Challenges
<p>0.5 Learning Mentor Time Dedicated to Supporting Pupils with Wellbeing &amp; Mental Health (including but not limited to: anxiety, bereavement, social issues etc).</p>	<p><b>EEF Self-Regulation (+7 Months)</b>  <i>'Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.'</i></p> <p><b>EEF Social &amp; Emotional (+4 Months)</b>  <i>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i></p> <p>The Learning Mentor will have 0.5 of her timetable dedicated to supporting pupils with a wide range of issues that may impact on their ability to learn, covering a wide range of social and emotional factors.</p>	<p>4, 5, 6, 7</p>
<p>Employment of Wellbeing Manager to Work as a Point of Call for Parental Support, Attendance and Safeguarding – Providing a Wide Range of Targeted Pastoral Support to Both Pupils &amp; Families</p>	<p><b>EEF Parental Engagement (+4 Months)</b>  <i>'Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.'</i></p> <p><b>EEF Social &amp; Emotional (+4 Months)</b>  <i>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i></p> <p>The Wellbeing Manager provides a unrivalled support network for families, and is the gateway to many essential services – as well as social and emotional support for families to ensure that pupils come into school ready to learn. She works directly with the EWS &amp; EWO to support families in increasing attendance, conducting first day calls and leading on Safeguarding in school.</p>	<p>4, 5, 6, 7</p>
<p>Provide Free Breakfast Club for Eligible PP Pupils</p>	<p><b>EEF Evaluation of Breakfast Clubs (+2 Months)</b>  <i>'My message to schools is this. The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have clear benefits to pupils. In addition to the positive attainment impact found for pupils in Year 2, the independent evaluation also found both improved attendance and behaviour in schools. Most importantly, breakfast clubs help ensure that no child has to learn when they're hungry'</i></p> <p>By offering breakfast Club for free for disadvantaged pupils, a number of benefits are accessed: from a safeguarding perspective, we know that vulnerable pupils are safe in school and have had access to social situations and adult support, attendance is increased as pupils who have been PA are targeted and encouraged to attend and we can ensure that pupils have eaten and are in the best position to learn – also offering a lifeline for families facing financial difficulties.</p>	<p>4, 5, 6, 7</p>
<p>Heavily Subsidised Trips, Experiences &amp; Vocational Opportunities</p>	<p>To ensure that all children are able to attend trips and residential activities, regardless of family circumstances, we contribute for every child to subsidise the cost of visits and experiences. Those children in families with the lowest income</p>	<p>4, 5, 6, 7</p>





	<p>will receive additional support, through discussion with the Headteacher (e.g support with residential payments).</p> <p>In a similar approach, subsidising after-school clubs for our pupils (and targeting our PP children for this) allows us to ensure our children have access to a wide range of activities to enhance their education and life experiences, broadening their horizons and raising aspirations. This approach also engages parents through financial support.</p>	
Providing Uniform for Vulnerable Families	<p><b>EEF Parental Engagement (+4 Months)</b></p> <p><i>‘Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.’</i></p> <p>Whilst EEF evidence is inconsistent in the use of uniform to aid behaviour or learning, we use uniform as a key driver for parental engagement, and as an incentive for parents to apply for the Pupil Premium funding. We also use this as a tool to engage parents in conversation around other key areas of learning and their child’s education.</p>	5, 6, 7
Attendance Awards & Incentives (Parents & Pupils)	<p><b>EEF Pupil Premium Guide</b></p> <p><i>‘You can spend your pupil premium on non-academic interventions, such as improving pupils’ attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19’</i></p> <p>Our own pupil and parent voice show that our families respond well to awards for good attendance. A new system will be introduced this year, focussing on rewarding good attendance through a league system. We will also incentivise this for parents with school uniform vouchers for improved attendance.</p>	4, 5, 6, 7
Online Boxall Profile Subscription	Referenced in DFE Mental Health in Schools guidance	5
Staff training on wellbeing for children (inc. SMHFA training)	Supported by DFE incentive	5
5 Foundations for Effective Attendance fee	<p><b>EEF Pupil Premium Guide</b></p> <p><i>‘You can spend your pupil premium on non-academic interventions, such as improving pupils’ attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19’</i></p> <p>The 5 Foundations for Effective Attendance is a national, research-based scheme and platform to support schools in developing a culture of high-attendance.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7
Subsidised music tuition	All children have the right to learn an instrument. School will heavily subsidise tuition for disadvantaged children.	7
Contingency fund for acute issues (e.g supporting refugees)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

