



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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 | James Peacock Infant and Nursery School |
| Number of pupils in school | 302 |
| Proportion (%) of pupil premium eligible pupils | 8% (25 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 2021 2022 2023 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Hannah Cutts |
| Pupil premium lead | Ruth Hastings and Hannah Cutts |
| Governor / Trustee lead | Claire Lees |

Funding overview

| Detail | Amount |
|---|--------------------------------------|
| Pupil premium funding allocation this academic year | £10,120 LAC £24735 FSM £34,855 |
| Recovery premium funding allocation this academic year | £2175 |
| 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 | £37030 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to provide the best education and experience for all the children in our care. Children come to our school from a variety of backgrounds. Our ultimate aim is to ensure they all leave our school ready for their next stage of their education. Pupil premium money is used to bridge gaps which some children have based on their life experiences and starting points. Our aim is to utilise the pupil premium funding to counteract the effects of any disadvantage associated with upbringing and ensure greater equity and life experiences through;

- Ensuring children have time and space to reflect on adverse experiences leading to increased wellbeing.
- Quality first teaching and assessment which responds to identified gaps.
- Providing targeted academic intervention.
- Using a wider range of strategies to overcome barriers to learning.

We ensure that through quality first teaching we support the needs of all learners but we use gap analysis and pupil progress to understand the areas where children from a more disadvantaged background needs further support to get to a good level of development. This support can come in a variety of forms whether it be emotional support, a person to celebrate reading with or additional small group interventions to revisit key concepts and build confidence and self esteem.

All teachers and SLT are encouraged to always keep PP children 'In mind'. We start this process with in depth discussions and handovers with both staff, parents and any agencies which are involved with the child. We want to ensure their support isn't a bolt on, we encourage planning for PP children to be central to the ethos of lesson development. This is something we have refined and developed further this year and now have pupil premium passports for each child to ensure information sharing is clear, concise and consistent.

Our main areas of support and intervention are based around core subject areas; maths, writing, reading and phonics, however we recognise the importance of emotional well being in order to progress in these areas.

In recent years many of our pupil premium children have entered school with attainment below what is typical for their age. This has been exacerbated since Covid. The challenges are varied and often there are individual issues. At James Peacock we really take an individualised approach to looking at the life experiences and challenges that our children may face. We then look at each child's individual profile and understand what that child's barriers are to achievement. This is ultimately where we seek to ensure that we use our funding effectively in order to support with those

identified barriers. Not all children eligible for free school meals are low attaining. Some free school meal children are higher attaining and do not have certain barriers to learning, so we use our Pupil Premium funding to meet their needs in different ways.

Through the use of Pupil Premium we aim to narrow the gap between pupil groups, but in particular we aim to raise attainment for all. We aim for all children to make at the very least good, but often accelerated progress from their starting points. Some of our Pupil Premium children at James Peacock are also on our Special Educational Needs (SEN) register. These children will also have targets set specifically to help them to progress across aspects of their profile.

Our culture here at James Peacock is that ALL children can succeed and be PROUD of themselves. We ensure that all children are equipped with the skills and tools to help them perform and thrive within school. All staff know who the Pupil Premium and vulnerable children are and we tailor our provision to meet the needs of all children.

Children's individual needs are carefully considered to support everyone to do their very best. This starts with a contextual information sharing exercise to make sure that teachers, SLT and parents work together to ensure we have full information about these children's lived experience. Our strategy plan links closely with our school improvement plan and CPD priorities. We adopt a three-tier approach in which we prioritise high quality teaching and learning for all. Within this we have invest greatly in high quality CPD for all staff. Targeted interventions are carefully planned for looking at attainment and areas of development for each individual. These are re-assessed regularly to ensure that time is used effectively. These interventions can include; speech & language, reading, writing, maths support as well as more social and emotional support using ELSA and art therapy. We also invest in wider strategies to support the development of cultural capital, physical and mental wellbeing and attendance.

We will:

- Ensure our pupil premium strategy links to all other aspects of our whole school strategic planning.
- Base our actions on evidence and advice and support working alongside outside agencies
- Offer a relentless focus on high-quality of curriculum and teaching and learning achieved through high quality training and support. Our actions are measurable with clear success criteria.
- Have a collective vision and goals where all our stakeholders are committed to ensuring that every child deserves an excellent education where learning is exciting, engaging, purposeful and builds that child to be a learner for life.
- Ensure that our plan will be responsive and flexible to meet any changing local and national needs.
- Ensure that high quality first teaching is offered to all pupils daily.

- Be consistent, share good practice, assess regularly and address any under-performance.
- Offer intervention as necessary, there is a culture here at James Peacock of early, focused and precise intervention delivered by high quality teachers and teaching assistants.
- Prioritise staff well-being as disadvantaged children are disproportionately affected by staff absence, ensuring consistency wherever we can.
- Identify individual as well as whole school barriers to learning and investigate whether individuals have multiple barriers.
- Ensure pupil premium and the progress and needs of our children are regularly discussed at staff meetings and reviews with parents, teachers and governors.
- Provide early intervention in the Early Years foundation Stage especially in the form of language intervention.
- Provide individualised additional reading support
- Small group and additional phonics teaching if required.
- Provide emotional coaching and support to individuals and small groups.
- Higher ability focus groups to ensure even our highest ability disadvantaged children further their attainment and educational potential with increased challenge.
- Improve attendance which has been exacerbated since Covid.
- Provide support for parents and work in partnership with them on how they can help their child.
- Listen to the views of children and parents/carers.

Our ultimate objective is:

All children will have access to high-quality teaching whilst also ensuring that our curriculum gives all children the opportunity to look at the world around them, challenge ideas and develop their social and emotional wellbeing. Our James Peacock children, regardless of their background and challenges, will make good progress and achieve in all areas. Ultimately ensuring that pupils have confidence and self-esteem, which will equip them with the skills and understanding to process their current experience and prepare them for the next stage of their education and beyond.

Challenges

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

Barriers for our Pupil Premium children here at James Peacock can be:

- Weaker language and communication skills
- Poor Literacy and Numeracy skills
- Lower aspirations and less support and in some cases engagement at home
- Troubled families
- Lack of confidence and low self esteem
- Behaviour difficulties
- Poor attendance and punctuality
- Movement between schools (service children and CLA)

| Challenge number | Detail of challenge |
|---|--|
| 1. Attendance | <p>Although attendance is improving for our disadvantaged children it continues and will continue to present an issue and hence attainment gaps. Our attendance data indicates that there is an ongoing trend that attendance among disadvantaged pupils has been consistently lower than for non-disadvantaged pupils. This is also true for persistent absenteeism with greater proportions of our disadvantaged children having less than 90% attendance which again has been exacerbated since the pandemic. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>We have a system in process with these families where we are meeting with families and offering support with things such as breakfast clubs and the chance to get support from staff in school.</p> |
| 2. Language, communication and speech | <p>Assessments and observations of our children indicate underdeveloped oral language skills and vocabulary skills among many disadvantaged pupils. Communication skills are therefore less developed. This has been exacerbated further during the pandemic and lack of pre-school provision for our children as well as less referrals to outside agencies and early identification using the health visitors and healthy families team.</p> <p>Our EYFS children at present particularly in F1 have very under developed language and this is more prevalent among our disadvantaged pupils than their peers.</p> <p>We have purchased Speech Link which will be rolled out as an intervention at early identification.</p> |
| 3. Phonics, early reading and reading support at home | <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This is also clear on the tracking documents which we use every 6 weeks as part of the RWI process.</p> <p>Slower progress and gaps in phonics impacts negatively on a child's development as a reader. For some disadvantaged children there is a less support and engagement with reading which subsequently impacts decoding skills and fluency. Reading track monitoring shows disadvantaged children have less support with practicing their reading at home. Internal and external reading assessments indicate that</p> |

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| | <p>Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>Fluency and reading comprehension have been addressed as causing a barrier for progression from summative and formative assessment analysis. The data supports this and was discussed in pupil progress meetings and structured conversation meetings with key parents.</p> <p>Phonics is also a target area in relation to reading our data showed a significant number of children not on track to pass the phonics in Year 2, after significant intervention this percentage was brought up. The Year 1 children will also need significant intervention as they missed out on phonics teaching in classrooms during the pandemic.</p> |
| 4. Writing attainment | <p>Writing development, assessments and observations of children indicate that writing attainment among disadvantaged pupils over time is below that of non-disadvantaged pupils.</p> <p>Some of our disadvantaged children have poor fine motor skills as many of them have had more limited experiences of pen holding, cutting, threading etc. Some of our children have shown a slower rate of development with their fine and gross motor skills. Many have become more proficient using tablets and screens but struggle with holding their pencils, mark making and forming letters. This is an area which is targeted from the baseline assessments in EYFS and in year starters across school.</p> |
| 5. Maths attainment | <p>Internal and external Maths assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils and has been so over time.</p> <p>Extensive CPD has taken place with our maths lead and disseminating NCETM and mastering number. This year in particular has focussed on NCETM work with SEND and closing the gap.</p> |
| 6. Social and emotional well being and resilience | <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils.</p> <p>We have seen an increase in domestic issues within our disadvantaged families with some having a lack of enrichment opportunities as a result of the pandemic and family circumstances. Affected children require a personalised approach to the emotional health and well-being with additional bespoke support and small group intervention.</p> <p>Teachers have completed a barrier to learning audit as well as full contextual information sheets and met with the PP champion. We also conduct regular observations and specific discussions with parents where they have identified some children with an emotional and social need.</p> <p>We have also seen the gap between some children's processing of emotions widen post pandemic lock down. All families had very different experiences in lockdown and the effects of this are becoming more evident as children process their experiences.</p> |
| 7. Breadth of lived life experiences | <p>Experiences of some pupil premium children outside of school is limited as indicated by discussions with the families as well as pupil voice and external agency involvement. This limits the opportunity to build cultural capital and build their knowledge of the world. We also know that our disadvantaged children do not attend as many clubs as other children and do not get the chance to experience a variety of activities.</p> |

Intended outcomes

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

| | Intended outcome | Success criteria |
|---|---|--|
| 1 | Improved attendance for disadvantaged pupils and a decrease in their persistent absenteeism | <p>Analysis of the attendance for PP and non PP children will show a narrowing of gap between the attendance.</p> <p>Attendance data will show that attendance among pupil premium children does not fall below that of non-pupil premium children.</p> <p>Decrease in persistent absence of PP.</p> |
| 2 | Improvement and closing the gap for oral language skills and vocabulary amongst Disadvantaged pupils. | <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, interactions and developments in speech and language groups and specific interventions.</p> <p>A higher proportion of disadvantaged children achieving the early learning goal in communication and language in the EYFS.</p> <p>Staff meet children's speech and language needs through the support from multiagency approach and using a targeted speech and language intervention- Speech Link.</p> <p>We will coordinate the interventions and graduated response with the inclusion team which will consist of the SENCo, language lead and ELSA lead.</p> |
| 3 | To improvement attainment in phonics and reading across the school. | <p>A higher proportion of children from disadvantaged families will pass their phonics screening in Year 1 and not have to retake in Year 2.</p> <p>Disadvantaged pupils to perform in line with national in the phonics screening test in year 1 showing a narrowing of the gap with Non PP.</p> <p>Disadvantaged pupils to perform in line with national in reading in year 2 showing a narrowing of the gap with Non PP whilst all making accelerated progress from starting points.</p> <p>Small group phonics sessions</p> <p>Flashcard groups</p> <p>Pre and post teaching in small groups</p> <p>Reading sessions and comprehension sessions with a TA and a small group regularly with a teacher.</p> <p>Access to books which enthuse children.</p> <p>Access to ebooks- help from school to provide a platform for this.</p> |
| 4 | Improved Writing attainment among disadvantaged pupils in all year groups and improved attainment | <p>A higher proportion of disadvantaged children will achieve the early learning goal in writing in the EYFS and continue with the percentages achieving ELG in fine and gross motor skills.</p> <p>Write dance will be offered as an intervention for children identified as needing more motor skill intervention.</p> |

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| | in writing at NS and GDS for disadvantaged pupils at the end of year 2 | <p>Disadvantaged children will continue to show improvements in handwriting and presentation and attitudes towards writing in KS1 with excellent progress in books to be seen.</p> <p>There will be a larger percentage of disadvantaged children achieving national standard to match national averages and greater depth.</p> |
| 5 | Improved Maths attainment among disadvantaged pupils in all year groups Y1 and improved attainment in Maths at NS and GDS for disadvantaged pupils at the end of year 2. | <p>A higher proportion of disadvantaged children achieving the early learning goal in Maths in the EYFS.</p> <p>Disadvantaged children show improvements in recall of number facts and fluency.</p> <p>There will be a larger percentage of disadvantaged children achieving national standard meeting national averages and an increase of at least in greater depth in year 2 in Maths with all showing accelerated progress from starting points.</p> <p>Intervention small group time, pre and post teaching.</p> <p>5 minute box intervention with named TA</p> |
| 6 | Social and emotional well being | <p>Improved attendance, children settling down to learning, greater reports of wellbeing from our families, Elsa targets met with teachers also reporting positive outcomes for children.</p> <p>Children with most significant emotional needs offered individually tailored support to ensure their emotional needs are met and learning maximized.</p> <p>Increased participation in enrichment activities, particularly among disadvantaged pupils that support well-being.</p> <p>To continue with the excellent EYFS results in building relationships and managing self. Children feel very supported by having their time with their trusted adults and being listened to. They learn to talk about difficulties and develop coping strategies. All children will make progress against their ELSA targets and continued low level of behaviour incidents and issues around children managing their emotions.</p> <p>Children will be able to respond to situations they face without aggression and will be able to process without as much adult intervention.</p> <p>ELSA intervention will give children the space they need to discuss how they are feeling and allow them a place to learn strategies to cope.</p> |

Activity in this academic year (2023-2024)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost £18,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Establish a PP lead within school but begin to start training someone within the teaching group to take over from HC. Time for PP training and opportunities to see good practice in other nearby schools. Time to work with the assessment lead, ELSA lead and subject leads to ensure the curriculum responds to the needs of more disadvantaged children.</p> | <p>The Pupil Premium is one of the most important tools we have to address the stubborn link between family income and education outcomes. Used purposefully, it can help tackle some of the barriers that stand in the way of eligible pupils' progress.</p> <p>But getting the most out of your Pupil Premium requires careful consideration and planning. https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p> <p>Professional development to support the implementation of evidence-based approaches - for example, training provided by a DfE validated systematic synthetic phonics programme or mastery based approaches to teaching or feedback</p> | <p>1-6</p> |
| <p>Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school. (SIP priority)</p> | <p>'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed.' EEF</p> | <p>1-6</p> |
| <p>Ensure with new staff across school that all phonics teaching remains consistent and shows clear fidelity to the RIW scheme. Continue to ensure RWI is embedded and partake in continuing CPD with the scheme.</p> <p>Add to the reading book diet that children receive through</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>3,4</p> |

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| <p>further RWI purchases and adapt our order of teaching phonics to match this order whilst continuing to deliver high quality phonics approach</p> | | |
| <p>Speech and language interventions Language Lead continues to develop a whole school approach based on sound principles of vocabulary acquisition and development, working alongside the English Lead and SENCo. PP lead to work with Language lead, SALT and SENCO to ensure all children are getting access to the training they need to address barriers in speech/ language and oracy.</p> | <p>There is a strong evidence base including high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | <p>1-6</p> |
| <p>QFT Class teachers focus on identified individual children and address any gaps through focussed teaching/interventions/assessments as discussed in pupil progress meetings and on the PP barriers and contextual information discussions October/November 2023. Reassess following data points and mock assessments (phonics etc)</p> | <p>EEF guide to PP Tiered approach where teaching is the top priority.</p> | <p>2-6</p> |
| <p>QFT; Maths Mastery Approach in partnership with NCETM small steps teaching. Continued use of maths teaching and curriculum planning in line with DfE and EEF guidance. To improve consistency in teaching number sense and fluency and outcomes for children in number, by further Maths CPD. We will fund teacher release time to embed key elements</p> | <p>EEF teaching and learning toolkit Mastery learning NCETM partnership 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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> | <p>1,5</p> |

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| of guidance in school and to access Maths Hub | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Release time to undertake intervention training (5 minute box, language lead training, speech link and NCETM)</p> <p>Employ a private SALT to attend half termly to support our practice. SALT (Speech and language therapy) individual sessions for targeted children.</p> | <p>EEF teaching and learning Toolkit 1:1 Tutoring +5 Small Group tuition +4 Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind- in small groups.</p> | 1-6 |
| 1:1 and small group additional reading sessions with targeted children for children to make accelerated progress in reading | EEF (Education Endowment Foundation) Research Small group tuition +4m Read comp+5m Phonics group +4m Oral lang interventions +5m 1:1 reading intervention +5m | 3 |
| Additional phonics interventions – keep up and catch up | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF | 3,4 |
| Pupil progress meetings with HT/AHT/SENCo, PP lead, language lead and ELSA- joined up approach TAC meeting. | Professional dialogues will ensure support for identified children will help keep them as a priority. Collective school response for the accelerated progress of these children | 1-6 |

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

Budgeted cost: £8000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|---|
| <p>A clear, robust and graduated approach to improving attendance Working closely with our families formally and informally over issues of attendance and reading at home. Increased interaction from head teacher with parents to ensure excellent home attendance.</p> | <p>EEF- 'Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success.'</p> | <p>1 1-6 as all challenges addressed when attendance is addressed.</p> |
| <p>Continue to offer a range of extracurricular clubs. Contribution towards, school trips and visitors in to school to broaden experiences. Continue to develop the use of forest school across the whole school.</p> | <p>Developing cultural capital within the school setting to expose children to experiences that will increase enjoyment and promote wider knowledge and understanding of the world, ie trips and visit contributions Promote the 'shared' use of rich vocabulary associated with these 4 6 activities PP 'membership' of in- school clubs monitored Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. EEF</p> | <p>1-6</p> |
| <p>Embedding of dojo to frequently converse with parents. Parent involvement termly tracking and action. Parental workshops etc. are not working at engaging these parents so we are working more informal ways of engaging parents with learning e.g. chatting on the gate, posting on dojo, and 'come and chat mornings'</p> | <p>Parental engagement +4months</p> | <p>1-6</p> |
| <p>ELSA intervention and well-being</p> | <p>https://educationendowmentfoundation.org.uk/education-</p> | |

| | | |
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| <p>Self-awareness, self regulation, social awareness and relationship skills</p> <p>Art therapy sessions for children to have a space to process emotions, past experiences and build coping strategies to deal with future events.</p> | <p>evidence/guidance-reports/primary-SEL</p> | |
| <p>Provide a subsidised or paid for Breakfast club to improve punctuality. Work with parents to improve attendance.</p> | <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> | |

Total budgeted cost: £ 37,030

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Change of substantive leadership July 2022

As a result of the change of substantive leadership and the Ofsted 2022 report we have followed a rigorous school improvement plan which has introduced a number of strategies. We have invested significantly in CPD for staff this year:

- 5 minute box
- NCETM
- RWI
- ELSA
- Early excellence- executive functioning
- PP network meetings
- EDI work
- Working with NCC education consultants on:
 - EYFS
 - Distributed leadership
 - Curriculum monitoring and readiness for inspection
 - Early reading and the development of phonics

We brought in a TA 3 days per week who was specifically working with children who were in receipt of PP funding. An example of the timetable is below. We found this had a huge impact on our PP children in the sense it gave them all a time which was scheduled away from larger group work and intervention, the TA built brilliant relationships with these children. The next step for us this year is to continue with this level of intervention but refine the assessment system to ensure that measurable impact is clear.

Key Stage 1 Teacher Assessment Results

EXS or above

The percentages of children working at the expected standard or above in 2023 Key Stage 1 teacher assessments are as follows:

| | |
|--|---------------------|
| • Reading (76.3 percent for boys, 86.4 percent for girls) | 81.7 percent |
| • Writing (65.8 percent for boys, 75 percent for girls) | 70.7 percent |
| • Mathematics (81.6 percent for boys, 90.9 percent for girls) | 86.6 percent |
| • Science (86.8 percent for boys, 90.9 percent for girls) | 89 percent |
| • Reading, Writing and Maths (63.2 percent for boys, 72.7 percent for girls) | 68.3 percent |
| • Reading, Writing, Maths and Science (63.2 percent for boys, 72.7 percent for girls) | 68.3 percent |

Outcomes in all individual subjects were higher than the Nottinghamshire average.

Outcomes in the combined subjects (Reading, Writing and Mathematics) and (Reading, Writing, Mathematics and Science) were both above the Nottinghamshire average.

GDS

The percentages of children working at greater depth than the expected standard in 2023 Key Stage 1 teacher assessments are as follows:

- Reading (18.4 percent for boys, 29.5 percent for girls) **24.4 percent**
- Writing (2.6 percent for boys, 4.5 percent for girls) **3.7 percent**
- Mathematics (15.8 percent for boys, 31.8 percent for girls) **24.4 percent**
- Reading, Writing and Maths (2.6 percent for boys, 4.5 percent for girls) **3.7 percent**

Outcomes were higher than the Nottinghamshire average in 2 subjects (Reading and Mathematics).

Comparison of data dashboard from 2022 to 2023

2022:



The comparison data tables are improving in line with the school improvement work. Much of the 2022 data comparison to the LA data was below, as seen in 2023 significant amounts of data is moving to being above average for the LA.

2023:



| | Weds | Thurs | Fri |
|---|---|---|---|
| 8.30 – Lunch (time of lunch dependent upon yr grp based in for the morning) | <p>During registration: handwriting and fine motor</p> <p>In class interventions with PP children</p> <p>YEAR 2</p> <p>Maths reasoning and applying – possibly 5 min box or NCETM challenges?</p> | <p>During registration: fine motor</p> <p>In class interventions with PP children</p> <p>YEAR 1</p> <p>Maths – Number</p> <p>No bonds and composition of 10 – 5 min box?</p> | <p>During registration: communication and language development</p> <p>In class interventions</p> <p>EYFS</p> <p>During Phonics support</p> <p><u>Within F2 provision:</u></p> <p>Maths Games</p> <p>Write Dance Group</p> <p>Letter formation</p> <p><u>Within F1 Provision:</u></p> <p>Quality interactions in play to develop prime and specific areas as advised by class teachers</p> |
| LUNCH ½ hour | | | |
| Straight after lunch for 1.5 hours | 1:1 (or small group) Reading: | 1:1 (or small group) Reading: | 1:1 (or small group) Reading: |
| End of readers -3pm | Y2 SPAG Writing Group | <p>Y1 SEMH Group</p> <p>Y1 Writing Skills (use A4L)</p> <p>Y1 1:1 Plugging gaps from missed morning phonics sessions</p> | |

Supporting the specific needs of individual families and children

- Providing bespoke support in reading, writing and maths to pinpoint a child's next steps
- Nurturing children to overcome traumatic events, childhood worries and anxieties
- Additional training of staff to teach new methods in order to support the most vulnerable pupils in school. E.g. phonics, anxiety
- Purchasing individual resources on a 'needs be' basis
- Providing forest school experience for Pupil premium children, research highlights positive affect on outcomes this provides giving children outdoor experiences
- Investing teacher and parent time through structured conversations to develop a deep understanding of the needs of the child and their circumstances
- To provide individual teacher/pupil time to understand the children in their class
- To provide access to curriculum areas to broaden their educational experience and open horizons
- To offer bespoke resources (human or physical) to match the requirements of the child e.g buying in Speech and language therapy session, equipment to support dyslexic concerns

Support for pupils to access school trips, school uniform and activities held at school and elsewhere. Including Clay creators, magical maths, trips such as Twycross zoo.

TA support in class (KW and DD) Intervention timetables coordinated by the assessment lead.

We have changed our assessment systems from O-track to our own assessment system this year to ensure accurate measurement of progress across each of the data points is evident. We have also moved our staffing structure to a team approach rather than just an assessment lead as 2022-23 had. We now have HT, PP lead, SENCo, ELSA lead and Language Lead working together as an inclusion team. At each data point and key assessment time we are analysing progress and impact of intervention.

Assessments and observations indicate improved oral language among disadvantaged pupils, this continues to be a focus into our next year of strategy with an emphasis on more robust monitoring throughout the year at year data assessment points, leading into the discussion at pupil progress meetings and measuring impact of intervention.

This is evident when triangulated with other sources of evidence, including engagement in lessons, interactions and developments in speech and language groups and ongoing formative assessment. Younger children have a rapid progress in their vocabulary from starting points whilst older children demonstrate a growing vocabulary across the curriculum in their oracy.

PP children have not performed as highly in phonics screening as non pp this year. These children are having access to key interventions this year in small groups and 1-1 sessions.

Well-being Social and emotional

The outcome of the work we do for this has resulted in improved attendance, children settle down to learning well and we have received greater reports of well-being from our families. Elsa targets are being met and information from pupil voice, parent surveys and informal observations show that the work we do has a great impact on our children. There has been an increase in participation in enrichment activities among disadvantaged pupils due to the breadth of activity we offer and how we have targeted children towards clubs.

EYFS results in building relationships and managing self are higher. All children had made progress against their ELSA targets and there has been a reduced number of behaviour incidents and issues around children managing their emotions as evidenced in behaviour reports and safeguarding logs.

Children benefited from a variety of experiences in school evidenced through floor books, dojo, books and pupil voice. Children partake in a range of experiences including trips and visitors within school. It is really nice to have seen PP children engaging in activities and events which they otherwise would not have had as much access to, eg. Space dome visit.

How we measure the impact of the pupil premium:-

- All staff keep a record of pupil premium pupils at the front of their class planning folders alongside any other barriers to learning which may affect pupils achievements and progress and refer to this information as they plan for their children
- Pupil premium progress is monitored by specific work scrutiny of all Pupil Premium children on a termly basis
- All lesson observations include a direct focus with pupil premium pupils
- Pupil progress meetings are held each term and the progress of these pupils is discussed with the class teachers and any amendments required are made
- Pupil premium progress is monitored through our 'O track' pupil tracking system
- TAs maintain intervention tracking sheets completed weekly which detail the progress these children are making
- Progress and outcomes for pupil premium pupils are evaluated and discussed with staff and governors
- Targets for improvement are set as a result of our evaluations

Externally provided programmes

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

| Programme | Provider |
|------------------|------------------|
| RWI | RWI |
| White Rose Maths | White Rose Maths |
| Charanga | Charanga |
| Get set 4 PE | Get set 4 PE |
| Speech Link | Speech Link |

Service pupil premium funding (optional) **N/A this year**

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | Training for ELSA and Therapeutic conversations to support children in times of uncertainty and transition. Classroom support for pupils |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

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