



Pupil Premium Strategy Statement

(2021 to 2022 / 2022 to 2023 / 2023 to 2024)

Flourishing in F.A.I.T.H. (Family, All Included, Thriving & Healthy)

Our vision of life without limits in all its fullness puts our children and families at the centre of everything. In our inclusive and unique community with two distinctively Christian foundations, every experience enables all to flourish as individuals and to thrive as God intended; mentally, physically, emotionally and spiritually.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 / 2022 to 2023 / 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School Overview

Detail	Data
School name:	The John Wesley CEM Primary School
Number of pupils in school	452 / 461 / 453
Proportion (%) of pupil premium eligible pupils	20% / 21% / 24%
Academic year that our current pupil premium strategy plan covers	2021 - 22 2022 - 23 2023 - 24
Date this statement was published	December 2021 / October 2022 / November 2023
Date on which it will be reviewed	July 2022 / July 2023 / July 2024
Statement authorised by	Miss Rachael Harrington
Pupil premium Lead	Mrs Cathy Clark
Governor Lead	Mrs Cathie Aldis-Saunders

Funding Overview

Detail	Amount
Pupil premium funding allocation this financial year	£132,705 (£124,635 update Oct 2021 due to change in PP numbers) £125,565 (Oct 2022) £146,375 (12/10/2023)
Recovery premium funding allocation this academic year	£11,699 £12,823 £6353.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0

Total budget for this financial year	<p>£144,404 (£136,334 updated)</p> <p>£138,388</p> <p>£152,728.75 (12/10/2023)</p>
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Part A: Pupil Premium Strategy Plan

Statement of Intent

“Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils”

When making decisions about how we used our Pupil Premium funding we first considered the context of our school and the subsequent challenges we faced. We then looked at research conducted by EEF and other organisations to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, poor language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and 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”.

Our intention at The John Wesley CEM Primary School is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We value the abilities and achievements of all our pupils, and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time at school. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Alongside their academic achievement we also believe that well-being is a vital aspect of ensuring pupils progress and as such it will be an integral part of our strategy plan.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and well-being to enable them to access learning at an appropriate level
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes:

- ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
 - ensuring disadvantaged pupils are challenged in the work that they're set and acting early to intervene at the point need is identified
 - liaising with new entrants' previous schools and families regarding their achievement and any learning barriers
 - Preparing for transition to next phase or school
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
 - We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
 - Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time
 - Identifying pupils in need at challenging times and giving them time to share concerns with a trusted adult

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is consistently good
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Employing a FLO to support disadvantaged children, families and in turn, the staff who work with them
- Additional learning support
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom
- Supporting parents, where necessary in understanding their child's needs and advising how they can best support at home

Challenges

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

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

Challenge number	Detail of challenge
1 1	<p>A language deficit – both a gap in vocabulary and a lack of ability to manipulate language for effect. Also, fewer experiences limits language and understanding.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Many pupils (35% Assessed on Language Link as severe or moderate) entering the EYFS have language and listening skills well below their developmental age and stage. Limited early language skills within the early years impacts on pupil's ability to hear sounds when practising blending and segmenting. Thus, impacting on early reading and fluency.</p>
1	<p>A language deficit on entry in EYFS for a number of children – both a gap in vocabulary and a lack of ability to manipulate language for effect. Also, fewer experiences limits language and understanding.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2 2	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
3	<p>Narrowing the attainment gap across Reading, Writing, Maths to bring in line with national expectations.</p>
3	<p>A particular focus will be on Maths this year as the school attainment at the end of KS2 was 62.3% compared to the National at 71% and Maths progress was -1.3 compared to National progress of 0.0</p> <p>Through our Mastery Project and the further development of White Rose Maths teaching methods consistently across the school we aim to reach the National attainment standard.</p>
3	<p>The particular focus will be on both Writing and Maths this academic year to bring the KS2 results in line with national expectations.</p> <p>JWS Writing attainment = 36.5% with - 4.3 progress (National Progress = 0.0) National attainment = 71%</p> <p>JWS Maths attainment = 39.7% with - 5.1 progress (National Progress = 0.0) National attainment = 73%</p>
4	<p>Our wellbeing survey (FIQA), observations and discussions with pupils and families have identified social, emotional and mental health issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils and include their attainment.</p>
4	<p>Children's mental health, Emotion Based School Avoidance (EBSA) and Social and Emotional Language</p> <p>The Children's Society's findings show that children's happiness with their lives has declined over recent years. Alongside these, over the past year several reports have</p>

	highlighted a deterioration in children and young people’s mental health, with waiting times and thresholds for accessing care increasing. We will focus on all these areas in PSHCE alongside our behaviour curriculum to support all children at JWS to talk about their feelings and improve their ability to express how they can help themselves.
5	<p>Reduce persistence absence and punctuality of specific pupils.</p> <p>2020-2021 Overall attendance is good at 96.7% Persistent absentees:</p> <ul style="list-style-type: none"> • 15 children = 3.3% (National 8.8%) • Late children – 15 children = 3.3% / 8 of these children are PP = 1.8% • Late families – 11 = 2.4% <p>2021-2022 Overall attendance is good at 96.5% Persistent absentees:</p> <ul style="list-style-type: none"> • 31 children = 6.9% • 13 of these children are PP <p>2022-2023 Overall attendance is good at 95.1% Persistent absentees:</p> <ul style="list-style-type: none"> • 49 children = 9.02% • 19 of these children are PP
6	School is located in an area of high deprivation and we find this results in a lack wider experiences that our children have access to. There is a lack of learning materials at home and a lack of parental engagement in some hard to reach families.
7	<p>Play – OPAL - ‘play’ and its relationship with the curriculum, the role of adults and the children themselves varies considerably. Play will often be enjoyable for its own sake. Play-based activities might be solitary or social, and involve a combination of cognitive and physical elements. While play is a core part of the experience of children in early years settings, it has potential benefits throughout the school around physical development, relationship building and expressive arts.</p> <p>There are examples of studies that have been successful in improving educational outcomes in settings with a high proportion of children experiencing socio-economic disadvantage. OPAL supports schools in developing a cultural shift in thinking about and supporting children’s play. Its success emanates from a series of interrelated actions, with continuous specialist support Adviser, to help embed play in policies and practices.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	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, book scrutiny and on-going formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of well-being evidenced through qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Pupils are able to manage emotions and feel supported. They are thus able to focus and learn at school.
Improved progress in Reading, Writing and Maths	Achieve national average and above progress scores in KS2 Reading, Writing and Maths Achieve at least age-related outcomes in Reading, Writing and Maths at the end of KS2 Focus is on the improvement of Maths progress and attainment at the end of KS2
Working in partnership with targeted parents	Parents are able to access support (both from school and outside agencies) and engage with support in place.
To achieve and sustain good attendance	Ensure attendance of pupils remains at 96% or above. Those pupils with persistent absence (ie 90% and below) improve and sustain attendance at above 90%.
Gain more contact and confidence with our hard to reach families which will have a positive impact on their children's resilience, independence, and well-being.	Sustained high levels of wellbeing from 2021/22 demonstrated by: <ul style="list-style-type: none"> ➤ qualitative data from student voice ➤ student and parent surveys ➤ teacher observations ➤ a significant increase in participation in enrichment activities
To focus on 'play' in school developing a cultural shift in thinking about and supporting children's play.	<ul style="list-style-type: none"> ➤ To sustain the approach beyond the initial impetus and keep play at the heart of school developments. ➤ The education and wellbeing of the whole child ➤ To ensure sufficient time and space is made available for play within the school day and beyond.

Activity in this Academic Year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost (2021-2022): £37,180

Budgeted cost (2022-2023): £29,309 (predicted on 12.10.2022)

Budgeted cost (2023-2024): £25,361 (predicted on 12.10.2023)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a language rich curriculum where pupils are learning through talk and to talk</p> <p>Improve the quality of social and emotional (SEL) learning and language.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><i>EEF Social and Emotional Learning PDF</i> www.educationendowmentfoundation.org.uk <i>Social and emotional learning (SEL) – Moderate impact for very low cost based on very limited evidence</i></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions will focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>PSHE scheme of work EYFS Development Matters & Oracy framework SALT support</p>	<p>1 1</p>
<p>Forest School teacher employed full time</p>	<p>Through an assessment process which includes Leuven and forest school principles CT will evidence the impact of our programme.</p> <p><i>New Research – A Longitudinal Study on Forest School</i> http://freerangecreativity.org/research/ A rare thing – a longitudinal research project providing significant evidence for practitioners and academics alike.</p> <p>This study, authored by Mel McCree, Roger Cutting, and Dean Sherwin, tracked disadvantaged Key Stage 1 children over three years of weekly Forest School sessions. Of note are evident</p>	<p>1 4 6 1 4 6</p>

	<p>changes in children’s self-regulation and resilience, supported by the project’s approach of providing “emotional time and space”, defined as “the provision of physical space and time in which the children are free to be themselves and express their emotions.” The positive effects were supported and recognised in school by whole school support and ownership.</p> <p>The study showed that children’s academic attainment, social development, and emotional well-being increased as a result of Forest School, and did well in comparison to peers who didn’t participate, whole school and national data. The study showed, in particular, how playful social interactions in Forest School support emotional resilience which in turn supported academic attainment.</p>	
High quality curriculum provision	<p>Curriculum has been designed to show consistency, progression and guidance against end points.</p> <p><i>DfE /OFSTED Research shows strong intent and strong implementation of curriculum when:</i></p> <ul style="list-style-type: none"> • High levels of accountability (knowing what is implemented and learned) • Clear methods to check what pupils know, can do and understand so that the right work is taught/informs teaching (assessment) • Teacher subject knowledge is consistently strong across the school, phase, key stage, and department • Senior leaders make it their business to check implementation of the curriculum – it is not left to chance • Leaders ensure that all groups of pupils can access the curriculum well • In primary schools, leaders understand all the component strands of the national curriculum – e.g. they check that the component parts of the technology curriculum happen – planning, designing, making and evaluating. 	<p>3 3</p>
Quality first teaching	<p>Monitoring by subject leaders and SLT</p> <p>Tracking of pupil progress and action taken to close gaps and accelerate learning</p> <p><i>Mastery learning - High impact for very low cost based on limited evidence EEF</i></p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>It seems to be important that a high bar is set for achievement of ‘mastery’ (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace (see also Individualised</p>	<p>2 3 2 3</p>

	<p>instruction).</p> <p>Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress).</p>	
<p>High quality teaching of reading and reading comprehension</p> <ul style="list-style-type: none"> • Pathways to Read • AR • Teaching reading CPD 	<p>Monitoring of reading, especially comprehension of reading, indicates gaps after school closure due to Covid.</p> <p><i>Reading comprehension strategies - Very high impact for very low cost based on extensive evidence</i></p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p>	<p>2 3</p> <p>2 3</p>
<p>Development of Maths Mastery across the school</p> <ul style="list-style-type: none"> • Maths Hub Project • Teaching for Mastery development (whole school) 	<p>The definition of mastery learning: learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied.</p> <p>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material.</p> <p>Any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. Learners continue the cycle of studying and testing until the mastery criteria are met.</p> <p>More recent mastery approaches do not always have all these characteristics of mastery learning. Some approaches without a threshold typically involve the class moving on to new material when the teacher decides that the majority of pupils have mastered the unit. Curriculum time is varied according to the progress of the class. In other approaches, pupils are required to demonstrate mastery on a test to progress to new material, but there is not a specified threshold of at least 80%.</p>	<p>3</p>

	<p><i>Mastery learning - High impact (+5mths) for very low cost based on limited evidence EEF</i></p> <ul style="list-style-type: none"> • Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context. • A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge. • Mastery learning approaches are often associated with direct instruction, but many of the high impact studies identified included elements of collaborative learning. • There is large variation behind the average impact – mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost (2021-2022): £45,361

Budgeted cost (2022-2023): £41,306 (predicted on 12.10.2022)

Budgeted cost (2023-2024): £56,796 (predicted on 12.10.2023)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oral Language interventions</p> <ul style="list-style-type: none"> • Language Link • Quality first language groups (TA time) <p>2022-2023 cohort have 13 out of 61 children who are assessed on Language Link as severe or moderate = 22%</p>	<p><i>Oral language interventions - Very high impact for very low cost based on extensive evidence (EEF)</i></p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p>	<p>1 3 1 3</p>
<p>Focused interventions for specific catch up</p> <ul style="list-style-type: none"> • BRP adapted for comprehension • Pathways to Progress • Frances Rocket Readers (Additional reading programme 1:1 with a qualified teacher) 	<p><i>Reading Comprehension Strategies – Very high impact for very low cost based on extensive evidence EEF</i></p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p> <p>Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.</p>	<p>2 3 2 3</p>

<p>School Led Tutoring (NTP)</p>	<p>Government funded for 76 Pupil Premium children as 1:1 or in groups of 1:3. 15 hours per pupil – English or/and Maths basic skills.</p> <p><i>Small group tuition - Moderate impact for low cost based on moderate evidence</i> Small group tuition has an average impact of four months' additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. Providing training to the staff that deliver small group support is likely to increase impact.</p> <p><i>One to one tuition - High impact for moderate cost based on moderate evidence</i> Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>3 3</p>
<p>EEF SEND and Learning Behaviours Research Project to add to bank of evidence that we are participating in.</p>	<p>Whole School Consistent approach to teaching SEL All staff and new members of the staff (Ts/TAs/Other Support Staff) skilled and trained in methods to support this and have strategies to encourage this.</p> <ul style="list-style-type: none"> • Staff are skilled and confidently able to teach SEL skills (have good understanding of all 5 aspects and know how these skills will aid the children). • Children are able to name, recognise and express emotions appropriately to peers and adults alike. • Improved well-being in children • Children more independent in resolving problems and coping with challenges • More engagement and involvement in lessons. • Children are not worrying about unstructured times throughout the day as they are able to manage social situations more effectively. • Increase in understanding character's emotions 	<p>1 4 6 1 4 6</p>

	<p>and being able to show this in their writing.</p> <ul style="list-style-type: none"> • Parents Understand how their emotional regulation/expression impacts on their children. • Parents have more strategies to help children to cope with challenges and relationships and children are more settled as a result of this. 	
<p>Purchasing of Accelerated Reader</p>	<p>The Education Endowment Foundation recently ran a project investigating the effectiveness of Accelerated Reader, which found that it appears to be effective for weaker readers as a catch-up intervention at the start of secondary school.</p> <p>AR was very well received by the vast majority of teachers, teaching assistants, and librarians who perceived positive impacts on pupil reading ability, reading stamina, and attitudes.</p> <p>The studies found a mean effect size of +0.20 in primary reading</p> <p style="text-align: right;">Evidence4impact.org</p>	<p>3 3</p>

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost (2021-2022): £50,164 (£42,094 updated)

Budgeted cost (2022-2023): £26,260 (predicted on 12.10.2022)

Budgeted cost (2023-2024): £49,063 (predicted on 12.10.2023)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of FLO</p> <p>Additional TA employed to support 1:1 and small group emotional coaching and bereavement counselling.</p> <p>SENCo role</p>	<p>Metacognition and self-regulation</p> <p>Very high impact for very low cost based on extensive evidence – EEF</p> <p>The average impact of metacognition and self-regulation strategies is an additional eight months' progress over the course of a year in primary schools.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>Closing the disadvantage gap - There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. 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.</p> <p>Social and emotional learning (SEL) – Moderate impact for very low cost based on very limited evidence</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions will focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	<p>2</p> <p>2</p>
<p>Kent Inclusion Leadership Programme (Education Development Trust, Leadership Learning South East, NASEN)</p> <p>SENCo and HT</p>	<p>The Headteacher and SENCo have started the KILP as cohort 3 to support the development of inclusion. NASEN, LLSE and the EDT are running this programme which will include peer-to-peer reviews and training for 18 months.</p> <p>Education Development Trust- From Exclusion to Inclusion</p> <p>With a specific focus on children with special educational needs (SEN), this review addresses the forms of classroom practice that can help all children to participate, focusing on elements of inclusive education and the implications for schools and school leaders.</p>	<p>4</p> <p>4</p>

	<ul style="list-style-type: none"> • Schools need to understand clearly what is meant by inclusive education. • Inclusive classroom practices involve overcoming barriers to student participation and learning. • Engaging with various kinds of evidence can encourage teachers to develop more inclusive practices. • Additional support for individual students should be carefully planned; those involved require appropriate training. • Inclusive schools can take many forms, but they all have an organisational culture that views student diversity positively. • Leaders have a central role in working with their colleagues to foster an inclusive culture within their schools. 	
Monitoring of attendance	<p><i>The Department for Education (DfE) published research in 2016 which found that:</i> The higher the overall absence rate across Key Stage KS2 the lower the likely level of attainment at the end of KS2. Pupils with no absence are 1.3 times more likely to achieve age related expectations or above, and 3.1 times more likely to achieve above age related expectations, than pupils that missed 10-15% of all sessions.</p>	5 5
Implementation of OPAL	<p><i>Play-based learning EEF Impact +4 months.</i></p> <ul style="list-style-type: none"> • Play-based learning takes place across a range of indoor/outdoor, home-based and educational learning environments. • Free play is where activities are initiated and sustained by the child. In these activities, the adult has a role in planning and setting up the learning provision, providing resources and materials to enhance learning and support play. The adult interacts with intention and a clear purpose in mind but it is the child who leads and directs the activity. • Play-based interventions have been developed to support social, emotional or behavioural development of children. These programmes explicitly aim to improve social and cognitive skills by helping children learn how to play. • Play-based approaches can have substantial benefits for children who are identified as having social, emotional, or educational difficulties. • Given these findings schools have a responsibility to ensure sufficient time and space is made available for play within the school day and beyond 	7
Emotional well-being support for vulnerable pupils:	<p>In order to promote inclusion, schools should employ a graduated response to meeting children and young people's SEMH needs. This starts with a whole school approach and ethos in understanding and supporting social, emotional and mental health and engagement with parents and the community. It includes quality first teaching for all students ranging to targeted interventions for groups of pupils or individuals and lastly specialist interventions for those with the most complex needs.</p>	4 6 4 6

	<p><i>Social and emotional learning (SEL) – Moderate impact for very low cost based on very limited evidence</i></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions will focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	
<p>Parental engagement</p>	<p><i>Parental engagement Moderate impact for very low cost based on extensive evidence EEF</i></p> <p>The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>There is some evidence that supporting parents with their first child will have benefits for siblings.</p> <p>Parents’ aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents’ aspirations will raise their children’s aspirations and achievement over the longer term.</p> <p>The EEF has tested a number of interventions designed to improve pupils’ outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</p>	<p>4 6 4 6</p>
<p>Children’s mental health Emotion Based School Avoidance (EBSA) Social and Emotional Language</p>	<p><i>The Health Foundation Briefing: Improving children and young people’s mental health services The Good Childhood Report 2023</i></p> <p>The Children’s Society’s findings show that children’s happiness with their lives has declined. Alongside these, over the past year several reports have highlighted a deterioration in children and young people’s mental health, with waiting times and thresholds for accessing care increasing. The Children’s Society published the above report and the summary of their findings are:</p> <ul style="list-style-type: none"> • Children’s (aged 10 to 15) mean scores for happiness with their life as a whole, their friends, appearance, school, and schoolwork were all significantly lower than when the survey began in 2009-10. • Family was the only aspect of life where there had been no significant change in children’s mean happiness score since the survey started. • The categories were: family, time use, home, friends, health, future, choice, things, appearance and school. • In 2023, 10% of children and young people (C&YP - aged 10 to 17) who took part in the survey had 	

	<p>low wellbeing and more C&YP (14.5%) were unhappy with school than with any of the nine other aspects of life they were asked about.</p> <ul style="list-style-type: none"> • Almost a third (30%) were unhappy with at least one aspect of their life, and nearly one in ten (9%) with four or more. • Of a list of seven wider issues they were asked about, having enough money was the item that more C&YP worried about, followed by finding a job and getting good grades at school. • Larger proportions of children with low wellbeing, and who thought that their family was not well off, worried about all seven issues. • Children and young people were asked how much they worried about nine broader issues. In 2023, rising prices were the top worry, followed by the environment. <p>The impact of EBSA on children is far reaching. Research has found that school EBSA may seriously hamper children's psychological, social and academic performance and subsequently performance in exams and employment opportunities (Kearney, 2006; Taylor, 2012).</p>	
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Total budgeted cost 2021-2022: £132,705 (£124,635 updated)

Total budgeted/funded cost 2022-2023: £125,565
 (£8,692 unallocated on 12.10.2022)

Total budgeted/funded cost 2023-2024: £131,220
 (£15,152 + Recovery Premium £6353 unallocated on 12.10.2023)

- | |
|--|
| <ul style="list-style-type: none"> • Unallocated money to be spent on OPAL (Outdoor Play and Learning) • Language Link • Cool Milk • Senior Mental Health Practitioner |
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Part B: Pupil Premium Strategy Plan

Pupil Premium Strategy Outcomes 2022-2023

School is located in an area of high deprivation and we find this results in a lack of wider experiences that our children have access to. This we find has a significant impact on their writing, limits language, understanding and knowledge of the world. A lack of learning materials at home with some of our harder to reach families means a lower percentage of parental engagement.

Common barriers to learning for our disadvantaged children, can be less support at home, poor language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. In addition, poor mental health in both children and parents is having an impact on classroom learning and increasing school avoidance. The challenges are varied and there is no "one size fits all". 83% of our pupil premium children are either at EHCP, SEN Support or monitoring level for SEN. Staff are working hard to close the children's individual gaps and support all children to make good progress

A language deficit – both a gap in vocabulary and an inability to manipulate language for effect is evident in all year groups and at all levels. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Upper KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. A project based on research was carried out to focus on vocabulary acquisition. This was started in Year 3 and will now be used across KS2 through their Pathways for Writing / Reading texts.

Language Link results for EYFS children at the beginning of the year were - Severe difficulties - 11% (7 children) Moderate difficulties - 9.6% (6 children)

Maths Mastery is developing well and the impact on children lower down the school is evident. This will feed through the school as they move up.

Therefore, the learning and development of language and vocabulary are important throughout the school. The teaching of Phonics is consistent throughout following the phonics scheme Supersonic Phonic Friends. This begins in EYFS and is taught daily, to all, to the end of Year 2. The teaching of Phonics is well organised so that pupils read books that match the sounds they are learning. Class teachers' regular assessments show if any pupils are falling behind, extra support is provided to help them catch up.

We want children to develop a love of reading during their time in school. Class teachers read to children at the end of every day, which introduces pupils to a wide range of diverse and challenging texts. Pathways to Read supports the teaching and learning of reading. It runs alongside our already embedded Pathways to Write and Accelerated Reader to improve learning in reading for all. We are also encouraging children to read for pleasure in school and at home and have developed our book corners to make them enticing.

Rocket readers is a bespoke reading and reading comprehension 1:1 reading package we put together to support cusp Pupil Premium children. The class teachers said the children's enjoyment of reading independently has improved which helps narrow the attainment gap between disadvantaged children and the rest of their cohort.

We achieve good well-being and engagement from Pupil Premium pupils. We had 110 children in this group (including 3 Service Children) and their attendance was 93.4% compared to the group who are not Pupil Premium eligible and have an attendance of 95.1%. 17% of our disadvantaged

children are persistently absent as opposed to 11% of the not disadvantaged children. These are the families that the FLO is working closely with regarding attendance and all have significant issues outside school which are also being supported. On a fortnightly basis the Office Lead provides data for the Welfare Meeting on children whose attendance falls below 90%. There is a small number of children who have poor attendance and this is followed up with parents. We saw an improvement in their attendance after parental conversations (in the main) and referred to Project 96 for support where needed.

The curriculum is well organised and the themes link together subjects where appropriate. All teaching is planned and differentiated according to need for all groups of children. Targeted academic support is provided through pre-teaching and post-teaching. This led to increased specific individual engagement in lessons evidenced through observations and pupil voice. Children are in same day intervention groups to support their learning if they are finding something difficult. Weekly interventions such as Pathways to Progress intervention, is working well in classrooms and dovetails, as additional support, into English lessons. The impact of this means we are able to tackle learning all together.

Teaching and learning opportunities met the needs of all our vulnerable pupils. Appropriate provision was made for pupils who belong to vulnerable groups, this included ensuring that the needs of socially disadvantaged pupils were adequately assessed and addressed. This included tuition sessions and additional Forest School sessions.

There were specific tuition sessions for identified individuals. A teacher is employed for two days a week to deliver 15 hours of additional tutoring, of core subject support, for 1:1 or 1:3 sessions for Pupil Premium children. Children are grouped by age and ability. 76 children are included in this group. All children made progress during the time they had the additional tutoring including some children on the SEN register. There were some children in all year groups who made accelerated progress but the school led tutoring had greatest impact in Year 6 where 50% of the children made accelerated progress over the time.

A specialist TA works on a 1:1 basis with children who have been identified by class teachers or by the safeguarding team during Friday Welfare Meetings as children who might need some emotion coaching, anxiety support or resilience and positivity support. Some children work in small social groups with the TA on friendships, resilience etc. FLO and SENCo ran a lunchtime social club and will continue with this. Children are invited to this club, eat lunch together, play games and other activities to promote inclusion and co-operation. The team from UPRISING did some building and carpentry projects for children who were struggling to be in class. This was successful for those who engaged well.

School is open from 7.30am until 5.45pm as wraparound care with Breakfast Club and After School Club. We have an attendance of around 20-30 children every morning and 30-50 every afternoon. Over an average week, 76 children make use of these services. 10% of these children are pupil premium children. Depending on need, we support disadvantaged families by offering two for one, subsidised rates or if the need requires they can attend at no cost. The impact of this means that the children will be on time to school and parents can work to support their families.

Pupils always have a range of trips and experiences throughout the academic year. All of these are financed by school/ Church hardship fund if required. No child will ever be excluded because of their disadvantage. Pupil premium children are engaged in cultural capital and many PE events as well as the Year 6 residential. The FLO tapped into various locality funds to support those families in need. Uniform and other resources are also bought for Pupil Premium children when necessary.

Externally provided programmes

Programme	Provider
White Rose Maths	White Rose HUB
Purple Mash	2Simple
Seesaw	Seesaw
Pathways to Write Pathways to Read Pathways to Progress	The Literacy Company
Times Tables Rock Stars	Maths Circle Ltd
PSHE Association	National Association for PSHE Education professionals
Epic	Epic Systems
UPRISING	£450-600

Part B: Pupil Premium Strategy Plan

Pupil Premium Strategy Outcomes 2021-2022

School is located in an area of high deprivation and we find this results in a lack wider experiences that our children have access to. A lack of learning materials at home with some of our harder to reach families means a lower percentage of parental engagement.

Common barriers to learning for our disadvantaged children, can be less support at home, poor language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and 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”.

A language deficit – both a gap in vocabulary and an inability to manipulate language for effect. Also, fewer experiences limits language and understanding. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

Many pupils (35% Assessed on Language Link as severe or moderate) entering the EYFS have language and listening skills well below their developmental age and stage. Limited early language skills within the early years impacts on pupil’s ability to hear sounds when practising blending and segmenting. Thus, impacting on early reading and fluency.

Therefore, the learning and development of language and vocabulary are important throughout the school. The teaching of Phonics is consistent throughout following the new phonics scheme Supersonic Phonic Friends. This begins in EYFS and is taught daily, to all, to the end of Year 2. The teaching of Phonics is well organised so that pupils read books that match the sounds they are learning. Class teachers’ regular assessments show if any pupils are falling behind, extra support is provided to help them catch up.

We achieve good well-being and engagement from all Pupil Premium pupils. We had 96 children in this group and their attendance was 95.1% compared to an overall attendance of 96.2%. A third of children in our persistent absentees’ group (below 90%) were also Pupil Premium. These are the families that the FLO is working closely with regarding attendance and all have significant issues outside school which are also being supported. On a weekly basis the Office Lead provides data for the Welfare Meeting on children whose attendance falls below 90%. In many cases Covid still had an impact on this however there is a small number of children who have poor attendance and this is followed up with parents. We saw an improvement in their attendance after parental conversations (in the main) and referred to Project 96 for support where needed.

There were specific tuition sessions for identified individuals. Teaching and learning opportunities met the needs of all our vulnerable pupils. Appropriate provision was made for pupils who belong to vulnerable groups, this included ensuring that the needs of socially disadvantaged pupils were adequately assessed and addressed. This included tuition sessions and additional Forest School sessions.

A teacher is employed for two days a week to deliver 15 hours of additional tutoring, of core subject support, for 1:1 or 1:3 sessions for Pupil Premium children. Children are grouped by age and ability. 63 children are included which is 60% of the Pupil Premium group. All children made at

least one step of progress during over the time they had the additional tutoring including some children on the SEN register. In Year 4, on average, the children made accelerated progress and made 2 steps of progress. The school led tutoring had greatest impact in Year 6 where the children made, on average, 3 steps of progress over the time.

A specialist TA works on a 1:1 basis with children who have been identified by class teachers or by the safeguarding team during Friday Welfare Meetings as children who might need some emotion coaching, anxiety support or resilience and positivity support. Some children work in small social groups with the TA on friendships, resilience etc.

FLO and SENCo ran a lunchtime social club and will continue with this. Children are invited to this club, eat lunch together, play games and other activities to promote inclusion and co-operation.

OFSTED (10/11 Nov 2021) said 'This is a caring, nurturing school where pupils thrive and flourish. Pupils' well-being has a very high priority. Strong relationships and a commitment to include everyone means that pupils feel well cared for and secure. As one pupil said of teachers, 'We trust them and they trust us.' Pupils are very happy to come to school and enjoy their learning. They say that teachers make learning fun, and that they 'take time with us to explain things so that we understand'. They know that teachers expect them to do their best and work hard. Pupils behave well. They are friendly and polite and treat each other, adults and the school dogs, which they love, with respect.'

School is open from 7.30am until 5.45pm as wraparound care with Breakfast Club and After School Club. We have an attendance of around 30-40 children every morning and afternoon. Over an average week, 76 children (56 families) make use of these services. 16% of these children are in receipt of pupil premium. Depending on need, we support disadvantaged families by offering two for one, subsidised rates or if the need requires they can attend at no cost. The impact of this means that the children will be on time to school and parents can work to support their families.

We want children to develop a love of reading during their time in school. Class teachers read to children at the end of every day, which introduces pupils to a wide range of diverse and challenging texts. This year we purchased Pathways to Read which will support the teaching and learning of reading. This scheme comes with staff CPD. Pathways to Read will run alongside our already embedded Pathways to Write and Accelerated Reader to improve learning in reading for all.

Rocket readers is a bespoke reading and reading comprehension 1:1 reading package we put together to support cusp Pupil Premium children. 52% of the children had a reading age increase of 3 months or more. A further 14% increased their reading age by 2 months. The class teachers said the children's enjoyment of reading independently has improved. This will continue into 2022-2023 because we still need to do further work on narrowing the attainment gap between disadvantaged children and the rest of their cohort across Reading, Writing, Maths to bring in line with national expectations.

78 out of 96 pupil premium children (81%) are either at EHCP, SEN Support or monitoring level. As we currently have 461 children in the school, 230 children either have an EHCP, are at SEN Support or Monitoring. This is 50% of our population. The attainment of our Pupil Premium children is still below national attainment on the EYFSP framework and at the end of KS1 and KS2 but all staff are working hard to close the children's individual gaps and support them to make good progress.

The curriculum is well organised and the themes link together subjects where appropriate. All teaching is planned and differentiated according to need for all groups of children. Targeted academic support is provided through pre-teaching and post-teaching. This led to increased specific individual engagement in lessons evidenced through observations and pupil voice.

Children are in same day intervention groups to support their learning if they are finding something difficult. Weekly interventions such as Pathways to Progress intervention, which is working well in classrooms and dovetails well, as additional support, with Pathways to Write. The impact of this means we are able to tackle learning all together.

OFSTED (10/11 Nov 2021) also says 'The school continues to provide a good quality of education. Leaders have designed an ambitious and broad curriculum. The curriculum is coherently planned and sequenced so that teachers know what to teach and when to teach it. It clearly sets out the knowledge and skills for pupils to learn at each stage, how they will be taught and the intended outcomes for pupils' achievement. Staff are quick to identify the needs of pupils with special educational needs and/or disabilities and they provide high-quality support. Suitable adjustments are made to make sure that these pupils learn the same curriculum as others and experience success.'

Pupils had a range of trips and experiences throughout the academic year. All of these are financed by school/ Church hardship fund if required. No child will ever be excluded because of their disadvantage. Pupil premium children engaged in cultural capital and many PE activities. The Year 6 residential took place at the end of the academic year 20-21 instead of the beginning to enable parents to pay in smaller instalments over a longer time. The FLO tapped into various locality funds to support those families in need. Uniform and other resources are also bought for Pupil Premium children when necessary.

Externally provided programmes

Programme	Provider
White Rose Maths	White Rose HUB
Purple Mash	2Simple
Seesaw	Seesaw
Pathways to Write Pathways to Read Pathways to Progress	The Literacy Company
Times Tables Rock Stars	Maths Circle Ltd
PSHE Association	National Association for PSHE Education professionals
Epic	Epic Systems

Part B: Pupil Premium Strategy Plan

Pupil Premium Strategy Outcomes 2020 -2021

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 – there is therefore no national data. Internal assessments show pupil progress monitored by SLT and Governors.

Children were given access to high quality remote education resources using SeeSaw and online provision. Printed resources for pupils who did not have suitable online access and iPads were distributed to pupils as required to ensure all pupils could access remote learning. 'Teams' meetings and access to teacher lessons and support were fully embedded over the remote learning periods.

Online provision such as Epic, Times Table Rockstars and Purple Mash were available for our pupils to use at home. Many of these resources have been recommended for use in schools by the government.

We achieved good well-being and engagement from all pupil premium pupils, especially on returning to school from Lockdowns and due to our recovery curriculum. Targeted academic support was also provided through reteaching and pre-teaching. This led to increased specific individual engagement in lessons evidenced through observations and pupil voice.

There were also specific tuition sessions for identified individuals. Teaching and learning opportunities met the needs of all our vulnerable pupils. Appropriate provision was made for pupils who belong to vulnerable groups, this included ensuring that the needs of socially disadvantaged pupils were adequately assessed and addressed.

Our FLO, class teachers and SLT have supported parents and carers throughout lockdown with bi-weekly phone calls, support with accessing food banks and food boxes, seeking benefits and offering well-being support. Multi-agency and safeguarding team meetings were attended to support families.

Children with SEND, vulnerable families and those from our families where there is a high level of social and emotional need were encouraged to attend school during lockdown alongside Key Worker children. We had between 80-200 children in school during this time. School was open from 7.45am until 5.30pm to encompass wraparound care.

The FLO and SLT supported families in returning to school including vulnerable pupils and disadvantaged pupils particularly after national school closures. Regular meetings with parents were held to help improve the attendance of pupil premium children. The attendance of pupil premium was broadly in line with the rest of the school cohort.

There has been face to face support for our most 'in need' families continued over lockdown-supporting families and pupils in a thorough and consistent manner to support both home and in-school learning. Impact is evident from records showing an increase in pupil engagement. Family support has proved to be essential throughout the academic year and remains a high priority.

Pupils had a range of trips and experiences- although not as extensive as the previous year due to the pandemic. Pupil premium children engaged in cultural capital and many PE activities. The Year 6 residential took place at the end of the academic year 20-21 instead of the beginning.

Externally provided programmes

Programme	Provider
White Rose Maths	White Rose HUB
Purple Mash	2Simple
Seesaw	Seesaw
Pathways to Write	The Literacy Company

Times Tables Rock Stars	Maths Circle Ltd
PSHE Association	National Association for PSHE Education professionals
Epic	Epic Systems