

# St Luke's Primary School's Core Principles: Our Approach to Supporting Disadvantaged Learners

We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.

## Quality teaching for all:

To ensure all pupils have access to highest quality

1. To empower teachers to know their pupils and do what is best for them.

Evidence for this approach:

John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'

<https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>

EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant

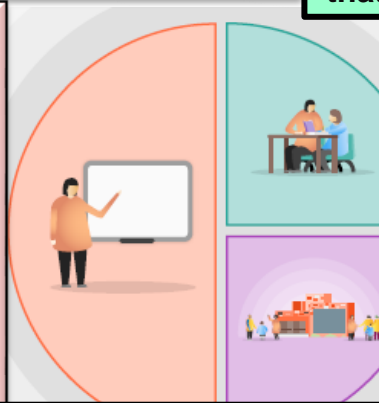
<https://educationendowmentfoundation.org.uk/news/introdu>

We do this by developing:

- Well sequenced curriculums that build knowledge and understanding
- Teacher subject expertise
- Positive relationships with parents and pupils
- Secure transition arrangements to ensure teachers know as much about their pupils as possible

4. To empower children - making sure every child feels successful and valued.

5. To find and nurture each child's passions



## Targeted support:

To ensure that those that are behind catch up and to remove barriers that stop pupils accessing the curriculum

2. To use evidenced targeted intervention to support pupils who are at risk of falling behind

<https://educationendowmentfoun>

3. To empower parents to understand how to best support their child at home

Charles Deforges: parental involvement is a more significant predictor in academic attainment than school  
Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)

<https://visible-learning.org/hattie-ranking-influences-effect-sizes->

We do this by developing

- Early academic intervention for those that require it
- Training for parents

## Wider Approaches:

Whole school or non-academic

6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not

- Statistics show that only around 50% of those eligible for EYPP are eligible for the pupil premium grant.
- 'Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.'

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

7. To develop support networks around children and their families

While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning.

We do this by:

- Pastoral interventions to support those who need it
- Attendance support for identified families
- Financial support where required to support inclusion and curriculum access
- Developing a culture of aspiration and celebrating successes
- Ensuring all pupils have access to appropriate reading books and enrichment opportunities
- Developing a school approach to oracy

8. To work to develop pupils' communication and language skills

At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11  
CIC Talking About a Generation Study

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 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	St Luke's Primary School, Bournemouth
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	28% (123 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Hannah Easthope (HT)
Pupil premium lead	Sam Matthews
Governor / Trustee lead	Matthew Lloyd

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,855
Recovery premium funding allocation this academic year	£13,485
School Led Tutoring Grant	£9,161
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£163,501

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*

The focus of this plan is to raise the attainment of all disadvantaged pupils. Firstly, all pupils will leave this school fluently reading and knowing the joy that reading can bring. This will then support them in accessing the wider curriculum. They will leave our school having good foundations for the next stage of their education: a good grasp of concepts in maths, being literate and having a good basic understanding of the world around them, remembering the key concepts that have been taught in science and the foundation subjects. Children will be supported and nurtured to aid their social and emotional development so that they are resilient and confident to flourish.

*How does your current pupil premium strategy plan work towards achieving those objectives?*

To meet these objectives we have focussed on the following areas:

- High quality CPD and ongoing support for staff to develop their subject expertise in reading and maths.
- Ongoing work to develop the curriculum, ensuring it is thoughtfully chosen and correctly sequenced so that pupils can learn and remember it (outlined more specifically in the SIP)
- High quality interventions for those who have fallen behind to catch them up quickly and efficiently.
- Pastoral, emotional and attendance support to remove barriers that may stop pupils achieving.

### **What are the key principles of your strategy plan?**

- 1) To empower teachers to know their pupils and do what is best for them, delivering high quality CPD
- 2) To use evidenced targeted intervention to support pupils who are at risk of falling behind
- 3) To empower parents to understand how to best support their child at home
- 4) To empower children - making sure every child feels successful and valued.
5. To find and nurture each child's passions
- 6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not
- 7) To develop support networks around children and their families

<p>8) To work to develop pupils' communication and language skills          -Quality first teaching and good curriculum planning as predominant approach to ensuring pupils acquire the skills they need</p> <p>9) Focus on early identification, especially in EYFS.</p>
---

## Challenges

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

Challenge number	Detail of challenge
1	Varied expertise of staff across the school. Ensuring all staff are supported to deliver school wide systems consistently and effectively asses their impact.
2	Regression due to school closures / increased emotional support required
3	Differing levels of attainment on entry to the school creating learning gaps for pupils
4	Poor attendance of identified families which is a symptom of further individualised barriers, which must be overcome.
5	Limit on finances can limit access to resources families can access to support and enrich learning, access to books and library, finance driven activities: trip and clubs
6	Level of parent expertise to support pupils at home: emotional and academic.
7	Low levels of communication and language for some pupils within the school
8	38% of PP children have SENs (2022-23)

## 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
<p>Disadvantaged pupils meeting ARE rises each year, from previous attainment position raises:</p> <p>-Pupils achieve targets set which also factors in a rise in combines achievement</p> <p><i>Identified through data analyses prior to and during pupil progress meetings</i></p>	<p>Any gaps in learning are quickly identified, and acted upon. These are targeted in class and where necessary through intervention.</p> <p>Interventions demonstrate accelerated progress.</p> <p>Classroom teaching is of consistently high quality.</p>

- Pupils remember the key learning set out in the intended curriculum so that knowledge is transferred coherently across the year groups and links between subjects.	
Pupils at least return to previous attainment position before school closures	Identified pupils who have dropped since previous position show gaps are being filled and they are catching up (triangulation approach)
Pupils can read fluently by the end of Y1.	Clear sequenced phonics programme is in place and taught consistently throughout the school. Pupils falling behind quickly identified and receive targeted intervention. All pupils pass phonics unless an identified cognition and learning need means progress may be slower. Where this is the case pupils still show progress in sounds learnt over time.
Attendance at least 95%+	Attendance figures half termly Where pupils have an attendance below this, this is improving. School attendance policy and LA help is accessed is followed to support families
Barriers to learning for identified pupils is reduced	Pupil by pupil conferencing. Pupils are accessing learning. SALT needs identified and are being addressed
All pupils fully included in all aspects of school life	Pupils are accessing school uniform fund 100% attendance on school trips Access to clubs when requested

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

Budgeted cost: £49,127

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Teachers to provide rigorous and regular challenge in the classroom for all pupils through CPD provided by DHT, CLP teaching lead (RB), MJ (maths lead) to develop consistency and embed new approaches.	<i>'John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'</i> <i>EEF highlights that schools should be focussing on improving</i>	1. Varying staff expertise 2. Regression due to school closures 3. Low levels of attainment on entry to the school for some pupils

<ul style="list-style-type: none"> <li>- Develop whole school differentiation and use of 'ways in' to support SEND learners.</li> <li>- Develop effective use of TA deployment to ensure learner time is maximised for learners through CPD of teachers and TAs</li> </ul>	<p><i>teaching as the primary driver for their pupil premium grant'</i></p> <p><b>Education Endowment Foundation</b></p> <p><i>'Certain strategies, such as ensuring that time is set aside to allow teaching assistants and classroom teachers to prepare together and discuss lessons afterwards, are likely to improve outcomes for students working with teaching assistants.'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-statement-on-teaching-assistants">https://educationendowmentfoundation.org.uk/news/eef-statement-on-teaching-assistants</a></p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes</p> <p>Teacher led interventions highlighted by the EEF as a successful approach.</p>	
<ul style="list-style-type: none"> <li>- Embed reading curriculum and new reading approaches and EYFS reading and phonics.</li> <li>- Focussed CPD for EYFS teachers in maths (e.g. developing approaches to subitising).</li> <li>- Introduce 'professional conversations' model in EYFS re progress.</li> <li>- Set aside time for pre-reading for the lowest 20%</li> </ul>	<p>EEF – oral language interventions consistently show positive impact on learning</p> <p>Speech and language are one of the main barriers to pupils progression in reading, writing, maths and the wider curriculum</p> <p>EEF ranks reading intervention strategies as having +5 months impact</p>	<p>7. Low levels of communication and language for some pupils within the school</p> <p>3. Low levels of attainment on entry to the school for some pupils</p> <p>1. Varying staff expertise</p>
<ul style="list-style-type: none"> <li>- Development and implementation of progression documents for wider curriculum to ensure knowledge is embedded coherently across the school</li> </ul>	<p>Curriculum matters, as it defines the knowledge and experiences that learners will receive beyond their home environment. To this extent, what is taught and how, and who is included, appear to be key principles of curriculum design.</p> <p>M Young, 'Overcoming the crisis in curriculum theory: a knowledge based approach', in 'Journal of Curriculum Studies', Volume 45, Issue 2, 2013, pages 101–118.</p>	<p>1. Varying staff expertise</p> <p>7. Low levels of communication and language for some pupils within the school</p>

## Targeted academic support

Budgeted cost: £69,843

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions:</p> <ul style="list-style-type: none"> <li>- Precision Teach</li> <li>- Colour Semantics</li> <li>- 1:1 or 1:3 support for reading, writing or maths delivered by non-class based</li> </ul>	<p>EEF - ranks reading intervention strategies as having +5 months impact</p> <p>Speech and language are one of the main barriers to pupils progression in reading, writing, maths and the wider curriculum.</p>	<p>3. Low levels of attainment on entry to the school for some pupils</p> <p>2. Regression due to school closures.</p>
<p>NELI (SALT)</p> <p>WELLCOMM (SALT)</p> <ul style="list-style-type: none"> <li>- staff trained and released to deliver</li> </ul> <p>Weekly 1:1 SALT provision</p>	<p>EEF - oral language interventions consistently show positive impact on learning</p> <p>EEF identifies that communication and language approaches have high impact for low cost in EYFS.</p>	<p>7. Low levels of communication and language for some pupils within the school</p>
<p>National Tutoring programme: to teacher to deliver 1:3 tuition in maths and English</p>	<p>Accurate diagnostics are cited as a key foundation in EEF guidance. This is achieved through using whole school tracking program to inform pupil progress meetings, planning and interventions.</p> <p>EEF: Education Endowment Foundation- advocates structured interventions sessions to support pupils who have fallen behind especially in literacy and numeracy.</p>	<p>2. Regression due to school closures</p> <p>5. Limit on finances can limit access to resources families can access to tutoring.</p> <p>6. Level of parental expertise to support pupils at home.</p> <p>7. Low levels of communication and language for some pupils within the school.</p>
<p>NESSY: Reading and Spelling</p>	<p>Feedback can increase learning by up to 9 months (EEF)</p> <p>EEF - oral language interventions consistently show positive impact on learning.</p>	<p>3. Low levels of attainment on entry to the school for some pupils</p> <p>7. Low levels of communication and language for some pupils within the school.</p>
<p>School Lead Tutoring Grant – employ teachers to deliver 1:3 tuition for English, reading and maths.</p> <ul style="list-style-type: none"> <li>- employed fully qualified teachers to deliver tuition</li> <li>- employ current staff and/or TAs to deliver tuition</li> <li>- pupil identify during pupil progress meetings.</li> </ul>	<p>Focused targets and discussion with pupils allows for improved self-confidence/ esteem and allows them to focus and make progress academically. Also, evidence shows it has a positive impact on attendance.</p>	<p>2. Regression due to school closures</p> <p>5. Limit on finances can limit access to resources families can access to tutoring.</p> <p>6. Level of parental expertise to support pupils at home.</p> <p>7. Low levels of communication and language for some pupils within the school.</p>



## Wider strategies

Budgeted cost: £ £44,531

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>- School pastoral worker working alongside identified families and oversee:</li> <li>- ELSA</li> <li>- Lego therapy</li> <li>- Draw and Talk</li> <li>- Nurture groups</li> </ul>	EEF +4 – social and emotional learning – improves interaction with others and self-management of emotions, impacts on attitudes to learning and social relationships in school, which increases progress in attainment. EEF ranks social and emotional learning as having +4 months impact.	2. increased emotional support required
<ul style="list-style-type: none"> <li>- Pastoral worker and attendance lead following up families with consistently low attendance.</li> <li>- Parent coffee mornings within school hosted by pastoral worker and attended by some SLT.</li> </ul>	EEF +4 – social and emotional learning – improves interaction with others and self-management of emotions, impacts on attitudes to learning and social relationships in school, which increases progress in attainment. EEF ranks social and emotional learning as having +4 months impact.	4. Poor attendance of identified families
<ul style="list-style-type: none"> <li>- New library and books for all children to access and take home.</li> <li>- Funds for trips and clubs when requested.</li> <li>- Access to uniform fund</li> </ul>	'While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour' EEF A Tiered approach	5. Limit on finances can limit access to resources families
<ul style="list-style-type: none"> <li>- Parent workshops in reading/phonics</li> <li>- Parents directed to attend courses specific to needs.</li> </ul>	Charles Deforges: parental involvement is a more significant predictor in academic attainment than school Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5) <a href="https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/">https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</a>	6. Level of parent expertise to support pupils at home: emotional and academic.
Afterschool wellbeing groups: teacher led activities for vulnerable children to engage in positive experiences within school.	EEF +4 – social and emotional learning – improves interaction with others and self-management of emotions, impacts on attitudes to learning and social relationships in school, which increases progress in attainment. EEF ranks social and emotional learning as having +4 months impact.	2. increased emotional support required

**Total budgeted cost: £163,501**



## 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 2021 to 2022 academic year.

#### AIM: Quality of Teaching for All

- ✓ Y2 statutory phonic results were 84% 51/61 pupils (all) and 5/9 PP Whilst no additional PP children passed the screen, from the end of year 1, all pupils have made progress in their internal RWI phonic assessments, all have made gains in their test score, and all off track receive intervention, which has been assessed and reviews half-termly. This shows that the school approach is working – but the pupils with specific needs may need longer to catch up.
- ✓ Y1 statutory phonic results were 50/60% 83% Pupils (all) and 16/20 (2 with SEND) PP children. 4 pupils who did not pass all improved on their mock score and received targeted intervention through half-termly assessments.
- ✓ Year 1 (retakes in year 2) Phonics Screener cohort together

Cohort average point score	Pupil premium average point score	Non-pupil premium average point score
33.6	32.6	34.1

- ✓ EYFS EOY teacher assessments 38/59 (4/14 PP Children) have achieved the GLDs for comprehension and word reading.
- ✓ Children have been assessed half-termly and streamed to move children on proficiently and inform reading intervention timetables. Reading interventions have targeted initial sounds and specific improvements have been made.
- ✓ Y3 reading EOY teacher assessment 16/22 PP children are working a national or above. Children off track or failed phonics screener year 2 have received RWI lessons on top of tutoring for English. All have shown progress during half-termly phonic assessments.
- ✓ Y4 reading EOY teacher assessment 14/22 PP children are working a national or above. 4 PP children are working above their KS1 teacher assessment. Children not secure have received RWI lessons. All have shown progress during half-termly phonic assessments.

## Reading PP data compared to 2021 EOY teacher assessments:

The following data charts show that in all year groups, gains have been made in the attainment of reading from last year's point. This shows that the school is being effective in closing gaps in learning from COVID.

### Year 6:

PP		Below		Age Related		Above Related		Age Related & Above	
Yes	DC4 Teacher Assessment June 2020-21	4 / 14	28.6%	8 / 14	57.1%	2 / 14	14.3%	10 / 14	71.4%
	DC4 Teacher Assessment June 2021-22	4 / 14	28.6%	7 / 14	50%	3 / 14	21.4%	10 / 14	71.4%
No	DC4 Teacher Assessment June 2020-21	4 / 50	8%	30 / 50	60%	16 / 50	32%	46 / 50	92%
	DC4 Teacher Assessment	6 / 51	11.8%	22 / 51	43.1%	23 / 51	45.1%	45 / 51	88.2%

### **Combined Reading, Writing and Maths**

PP		Below		Age Related		Above Related		Age Related & Above	
Yes	DC4 Teacher Assessment June 2021-22	7 / 14	50%	5 / 14	35.7%	2 / 14	14.3%	7 / 14	50%
No	DC4 Teacher Assessment June 2021-22	14 / 51	27.5%	29 / 51	56.9%	8 / 51	15.7%	37 / 51	72.5%

### Year 5:

PP		Below		Age Related		Above Related		Age Related & Above	
Yes	DC4 Teacher Assessment June 2020-21	5 / 16	31.3%	9 / 16	56.3%	2 / 16	12.5%	11 / 16	68.8%
	DC4 Teacher Assessment June 2021-22	2 / 17	11.8%	14 / 17	82.4%	1 / 17	5.9%	15 / 17	88.2%
No	DC4 Teacher Assessment June 2020-21	11 / 43	25.6%	21 / 43	48.8%	11 / 43	25.6%	32 / 43	74.4%
	DC4 Teacher Assessment	10 / 47	21.3%	23 / 47	48.9%	14 / 47	29.8%	37 / 47	78.7%

### **Combined Reading, Writing and Maths**

PP		Below		Age Related		Above Related		Age Related & Above	
Yes	DC4 Teacher Assessment June 2021-22	7 / 17	41.2%	10 / 17	58.8%			10 / 17	58.8%
No	DC4 Teacher Assessment June 2021-22	15 / 47	31.9%	28 / 47	59.6%	4 / 47	8.5%	32 / 47	68.1%

### Year 4:

PP		Below		Age Related		Above Related		Age Related & Above	
Yes	DC4 Teacher Assessment June 2020-21	8 / 20	40%	8 / 20	40%	4 / 20	20%	12 / 20	60%
	DC4 Teacher Assessment June 2021-22	8 / 21	38.1%	8 / 21	38.1%	5 / 21	23.8%	13 / 21	61.9%
No	DC4 Teacher Assessment June 2020-21	7 / 38	18.4%	18 / 38	47.4%	13 / 38	34.2%	31 / 38	81.6%
	DC4 Teacher Assessment	6 / 43	14%	24 / 43	55.8%	13 / 43	30.2%	37 / 43	86%

## Combined Reading, Writing and Maths

PP									
Yes	DC4 Teacher Assessment June 2021-22	12 / 21	57.1%	6 / 21	28.6%	3 / 21	14.3%	9 / 21	42.9%
No	DC4 Teacher Assessment June 2021-22	18 / 43	41.9%	21 / 43	48.8%	4 / 43	9.3%	25 / 43	58.1%

### Year 3:

PP		Below		Age Related		Above Related		Age Related & Above	
Yes	DC4 Teacher Assessment June 2020-21	5 / 19	26.3%	9 / 19	47.4%	5 / 19	26.3%	14 / 19	73.7%
	DC4 Teacher Assessment June 2021-22	6 / 22	27.3%	10 / 22	45.5%	6 / 22	27.3%	16 / 22	72.7%
No	DC4 Teacher Assessment June 2020-21	11 / 40	27.5%	19 / 40	47.5%	10 / 40	25%	29 / 40	72.5%
	DC4 Teacher Assessment	6 / 42	14.3%	23 / 42	54.8%	13 / 42	31%	36 / 42	85.7%

## Combined Reading, Writing and Maths

PP		Below		Age Related		Above Related		Age Related & Above	
Yes	DC4 Teacher Assessment June 2021-22	10 / 22	45.5%	12 / 22	54.5%			12 / 22	54.5%
No	DC4 Teacher Assessment June 2021-22	17 / 42	40.5%	18 / 42	42.9%	7 / 42	16.7%	25 / 42	59.5%

### Year 2:

PP									
Yes	DC4 Teacher Assessment June 2020-21	4 / 15	26.7%	9 / 15	60%	2 / 15	13.3%	11 / 15	73.3%
	DC4 Teacher Assessment June 2021-22	8 / 15	53.3%	6 / 15	40%	1 / 15	6.7%	7 / 15	46.7%
No	DC4 Teacher Assessment June 2020-21	10 / 45	22.2%	22 / 45	48.9%	13 / 45	28.9%	35 / 45	77.8%
	DC4 Teacher Assessment	14 / 45	31.1%	21 / 45	46.7%	10 / 45	22.2%	31 / 45	68.9%

## Combined Reading, Writing and Maths

PP		Below		Age Related		Above Related		Age Related & Above	
Yes	DC4 Teacher Assessment June 2021-22	11 / 15	73.3%	4 / 15	26.7%			4 / 15	26.7%
No	DC4 Teacher Assessment June 2021-22	20 / 45	44.4%	25 / 45	55.6%			25 / 45	55.6%

### Year 1:

PP									
Yes	DC4 Teacher Assessment June 2021-22	4 / 20	20%	13 / 20	65%	3 / 20	15%	16 / 20	80%
No	DC4 Teacher Assessment June 2021-22	8 / 40	20%	23 / 40	57.5%	9 / 40	22.5%	32 / 40	80%

## Combined Reading, Writing and Maths

PP									
Yes	DC4 Teacher Assessment June 2021-22	7 / 20	35%	13 / 20	65%			13 / 20	65%
No	DC4 Teacher Assessment June 2021-22	10 / 40	25%	29 / 40	72.5%	1 / 40	2.5%	30 / 40	75%

## Year 6 SATS Data 2021/22:

Subject	Percentage of pupils achieving at least the expected standard: St Luke's (2022)	Percentage of pupils achieving at least the expected standard: <b>NATIONALLY (2019)</b>
English Reading	82%	73%
English Grammar, Punctuation and Spelling	85%	78%
Mathematics	68%* 10% of children were 1 mark off	79%
English Writing (teacher assessment)	75%	78%

## Year 6 SATS PP children:

Reading: 9/14 achieved scaled score of 100+

Maths: 8/14 achieved scaled score of 100+ (2/14 greater depth)

Writing: 7/14 achieved national standard (2/14 greater depth)

SPAG: 8/14 achieved scaled score of 100+

## **Aim: Targeted academic support**

**Toe-to- Toe and NESSY:** Children at KS2 have shown significant progress in their attainment levels and/or reading fluency and confidence. These children are able to access whole class reading through differentiated outcomes.



	Child A	Child B	Child C	Child D	Child E	Child F	Child G	Child H	Child I
Date	8/7/22	8/7/22	8/7/22	8/7/22	8/7/22	8/7/22	8/7/22	8/7/22	8/7/22
Phonics Test Score /40	37	36	33	29	21	31	28	33	28
+/-	+18	+14	-2	+17	-	+15	+8	+12	+14
Reading Test Age Score	10y 9m	11y 9m	12y 9m	9y 4m	7y 4m	7y 5m	8y 9m	11y 3m	7y 9m
+/-	+1y	+2y 4m	+1y 9m	+9m	+4m	+4m	+1y 3m	+6m	+1y
Actual Age	9y	10y 9m	9y 6m	9y 6m	8y 2m	9y 3m	9y 7m	10y 8m	10y
Words	59	69	79	44	24	25	39	63	29
+/-	+10	+24	+19	+7	+4	+4	+13	+4	+10
Last Test date	MAY	MAY	MAY	MAY	MAY	MAY	MAY	MAY	FEB

\*Child D and Child F are PP children.

School led tutoring:

**Writing: Year 4:** 6 PP children completed 6 week cycle @ 45 minute X 3 weekly to secure attainment within AREs

**Writing: Year 3:** 4 PP children completed 6 week cycle @ 45 minute X 3 weekly to secure attainment within AREs

**Writing: Year 1:** 2/5 PP children have made attainment progress with 2/5 maintaining and 1/5 (with SEND) not.

NELI (SALT): SALT

Targeted phonics interventions

**Lighting Squad:**

6 week cycle of Lighting Squad: 14/40 were PP children

- ✓ 9/40 (2 PP) significantly improved fluency word count per minute (WCPM) by 30+
- ✓ 10/40 (5 PP) improved WCPM by 20+
- ✓ 10/40 (3 PP) improved WCPM 10-20

**Reading Age improvement:**

- ✓ By 2+ years: 3/40 (1 PP)
- ✓ By 1+ years: 8/40 (5 PP)
- ✓ 6months +: 13/40 (3 PP)

**Aim: Improved wellbeing, attendance and pupil engagement with wider school life**

- ✓ Whole school PP school attendance is 93% at July 2022 (whole school 95%)
- ✓ 46 children were persistently absent in Autumn Term 2022, has reduced to 35 in Summer 2022.
- ✓ Specific pupils identified as persistently absent have been targeted for support/intervention through channels of pastoral nurture or parental support.
- ✓ PP children wellbeing has been tracked formally by teachers through pupil premium conferencing and used to identify children needed additional pastoral support. More children have received nurture or ELSA. BOXHALL cycles still have not finished their full cycle.
- ✓ 16 different after school clubs led by school staff in the summer term provided a range of extracurricular activities for 150+ children with 40+ PP children engaging in either one or more of the clubs. Feedback from parents around these was hugely positive.

## 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

# Service pupil premium funding (optional)

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

Measure	Details

**Further information (optional)**

--