

Pupil Premium Strategy Statement: Eastfield Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Eastfield Primary School
Number of pupils in school	405 Primary – Reception to Y6 (age 4-11)
Proportion (%) of pupil premium eligible pupils	230 ch. (51%) – this does not include the new intake in EYFS
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years 2022 – 2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs Sarah Hay (HT)
Pupil premium lead	Mrs Helen Bird (DHT)
Governor lead	Mrs Trish Simms

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£326,860
Recovery premium funding allocation this academic year	£34,220
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	£361,080

Part A: Pupil premium strategy plan

Statement of intent

Eastfield Primary School is situated in an inner-city area and, whilst pupils come from a wide range of social economic circumstances, many families experience high levels of social and economic disadvantage. The school deprivation indicator is within quintile 5, one of the highest indicators of social and economic deprivation. As a result, we have a much higher proportion of pupils eligible for the Pupil Premium Grant. Historically, these pupils have done well at Eastfield Primary, making progress, from low starting points and achieving largely in line with their non-eligible peers. We have robust systems in place to ensure that academic progress and attainment are tracked and monitored for all eligible pupils and measures are put in place to support children where appropriate.

We are a nurturing school, our pupils feel happy and safe and, as a result, learn well. The recruitment of a Family liaison and safeguarding officer, as well as a Behaviour and Welfare Officer has enabled us to further develop links with families and support the wider well-being of our children.

As is the case with schools nationally, school closures due to Covid-19 impacted on all pupils with the greatest impact evident for disadvantaged pupils. The gap that we had worked tirelessly to close between disadvantaged and non-disadvantaged pupils widened. Therefore, our biggest intention for the spending of Pupil Premium is to narrow and close this gap once again.

Objectives

- To ensure that progress measures for PP pupils are in line with or better than that of the cohort
- To accelerate the progress of PP pupils so that the attainment gap between disadvantaged and non-disadvantaged pupils is narrowed
- To ensure that staff have a high level of awareness of the needs of disadvantaged pupils in their classrooms
- To target disadvantaged pupils who require catch-up through intervention programmes
- To improve the mental wellbeing and resilience of all PP pupils

To be highly successful in meeting the objectives for improvement, we will:

- Thoroughly analyse which pupils are underachieving, particularly in English and mathematics, and why.
- Draw on research evidence (such as the EEF) and evidence from our own and others' experiences to allocate the funding to the activities that are most likely to have significant impact on improving achievement.
- Be clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is essential.
- Use data to frequently check whether interventions or strategies are working and adjust accordingly.

- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that all adults working within school know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- Provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning.

The key principles of our strategy plan are based around the EEF's PP guidance, with regards to:

- Understanding that Eastfield Primary School can really make a difference to all disadvantaged pupils at our school.
- Using evidence to help meet the targets of the plan.
- Maintaining quality first teaching as the most important lever in improving the outcomes of disadvantaged pupils.
- Supporting all types of disadvantaged learners (e.g. pupils with SEND, high attainers, middle attainers, low attainers, EAL)
- Using the three-tiered approach:
 1. Teaching – Professional development, support for ECTs, recruitment & retention, effective teachers being in front of the right pupils and teachers being supported to keep improving.
 2. Targeted academic support – teachers and TAs identifying who needs support, why they need it and how it will be delivered.
 3. Wider strategies – improving attendance, behaviour, well-being, and pupils' cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points upon entry to EYFS and KS1 including language skills, low vocabulary, and low phonic knowledge. This is significantly lower for disadvantaged pupils and as a direct result of lack of Early Years education for pupils joining the school because of Covid-19.
2	Attainment gap between disadvantaged pupils and all other pupils, particularly in EYFS and KS1 where our PP children do less well. This gap increased due to implications of COVID-19.
3	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent amongst our disadvantaged pupils than their peers.

4	Writing across school is the weakest area and we have seen pupil's stamina for writing impacted by lockdown, particularly for boys and pupils with SEND. This has resulted in significant knowledge gaps for many of our disadvantaged pupils leading to pupils falling further behind age-related expectations, especially in writing.
5	A large proportion of disadvantaged pupils, of which a significant number are boys , also have SEND and therefore an additional barrier for the pupils in terms of their attainment. This has resulted in significant knowledge gaps in their learning – leading to pupils falling further behind age-related expectations.
6	Attendance data shows attendance and punctuality of disadvantaged pupils is particularly low, when compared to non-disadvantaged pupils. This is detrimentally affecting their ability to learn, retain information and to engage in learning and increases the need for the Pastoral team to then support the resilience and self-esteem of these pupils.
7	The lack of resilience and low self-esteem of disadvantaged pupils has a significant impact on their ability to engage fully with learning and socially with peers.
8	Over the past two years, there has been an increase in the number of pupils who have social, emotional, and mental health needs and behavioural , which is impacting on their achievement.



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.

Challenge number	Intended outcome	Success criteria																			
1	PP children who enter Reception with exceptionally low starting points make better than expected progress from their baseline assessments.	<p>Targeted PP children achieve EXS at the end of Reception and the percentage of children who achieve a Good Level of Development is at least in line with the LA.</p> <p>Review October 2022</p> <p>The gap between PP children at Eastfield and the LA has closed. PP children in school are doing better when compared to the LA.</p> <table border="1"> <thead> <tr> <th colspan="4">Disadvantaged Pupils: Disadvantaged</th> </tr> <tr> <th colspan="2"></th> <th>School</th> <th>LA</th> </tr> <tr> <th rowspan="2">Indicator</th> <th>Eligible Cohort¹</th> <td>16</td> <td>942</td> </tr> <tr> <th>Value</th> <th>Gap</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Good level of development² ●</td> <td>56.3%</td> <td>+4.3%</td> <td>52.0%</td> </tr> </tbody> </table>	Disadvantaged Pupils: Disadvantaged						School	LA	Indicator	Eligible Cohort ¹	16	942	Value	Gap	Value	Good level of development ² ●	56.3%	+4.3%	52.0%
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2	PP children make better than expected progress to catch up with their peers.	<p>Attainment gap between PP and xPP pupils is narrowed, especially in EYFS and KS1.</p> <p>Review October 2022</p> <p>The gap between PP children at Eastfield and the LA has closed. PP children in EYFS are doing better when compared to the LA.</p>																			

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3	Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Pupils understanding of a wider range of words and their language acquisition is further developed and embedded. This is evident through pupil written work and pupil / staff conversations.</p> <p style="color: purple;">Review October 2022</p> <p style="color: purple;">After evaluating the impact of the Eastfield Curriculum on outcomes for all of our children in 2021-22, it became clear that language acquisition remains a key priority and pupil’s long term memory skills need further development.</p>																																																																											
4	Improved writing attainment among disadvantaged pupils.	<p>KS2 writing outcomes in 2024/25 show that 85% of disadvantaged pupils met the expected standard. Attainment of our PP pupils will be comparable to their xPP peers.</p> <p style="color: purple;">Review October 2022</p> <p style="color: purple;">Our PP children did better than schools locally.</p>																																																																											

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5	<p>Swift and accurate diagnosis of PP SEND pupils' needs so that school staff can plan and deliver a tailored programme of learning that is bespoke to their needs, utilising outside agency help where necessary, to ensure that PP pupils with SEND progress through their individual targets.</p>	<p>The attainment and progress of those PP pupils with SEND needs improves as they close the gaps in their learning. The percentage of PP/SEND children who make accelerated progress increases.</p> <p>Review October 2022</p> <p>Across the school our XSEND children do better than SEND, particularly in EYFS where children have more complex needs.</p> <p>Limited improvement due to the previous SENCo's long term absence from school.</p> <p>A new SENDCo has now been appointed and so identification and targets to address need are a high priority for 2022-2023.</p>																												
6	<p>As a result of consistent challenge and support, with additional assistance from the Education Welfare Officer as necessary, and rewards and incentives there has been:</p> <ul style="list-style-type: none"> • an improvement in the attendance of PP pupils • a reduction in the number of persistent lates for PP Pupils 	<p>The number of PP children considered to be persistent absentees decreases to 10% or below.</p> <p>The attendance of PP children continues to improve and is at least in line with National expectations (97%).</p> <p>There is a decrease in the number of sessions that PP Pupils attend late.</p> <p>Review October 2022</p> <p>Pupil Premium comparisons</p> <table border="1"> <thead> <tr> <th data-bbox="485 1518 730 1552">Academic Year</th> <th data-bbox="730 1518 900 1552">PP</th> <th data-bbox="900 1518 1050 1552">Non PP</th> <th data-bbox="1050 1518 1187 1552">Gap</th> </tr> </thead> <tbody> <tr> <td data-bbox="485 1552 730 1592">2016 – 2017</td> <td data-bbox="730 1552 900 1592">95.10%</td> <td data-bbox="900 1552 1050 1592">96.21%</td> <td data-bbox="1050 1552 1187 1592">-1.11%</td> </tr> <tr> <td data-bbox="485 1592 730 1632">2017 – 2018</td> <td data-bbox="730 1592 900 1632">94.72%</td> <td data-bbox="900 1592 1050 1632">95.60%</td> <td data-bbox="1050 1592 1187 1632">-0.88%</td> </tr> <tr> <td data-bbox="485 1632 730 1673">2018 – 2019</td> <td data-bbox="730 1632 900 1673">95.10%</td> <td data-bbox="900 1632 1050 1673">96.69%</td> <td data-bbox="1050 1632 1187 1673">-1.59%</td> </tr> <tr> <td data-bbox="485 1673 730 1713">2019 - 2020</td> <td data-bbox="730 1673 900 1713">89.73%</td> <td data-bbox="900 1673 1050 1713">90.64%</td> <td data-bbox="1050 1673 1187 1713">-0.91%</td> </tr> <tr> <td data-bbox="485 1713 730 1753">2020 - 2021</td> <td data-bbox="730 1713 900 1753">94.14%</td> <td data-bbox="900 1713 1050 1753">97.22%</td> <td data-bbox="1050 1713 1187 1753">-3.08%</td> </tr> <tr> <td data-bbox="485 1753 730 1794">2021 - 2022</td> <td data-bbox="730 1753 900 1794">94.35%</td> <td data-bbox="900 1753 1050 1794">96.45%</td> <td data-bbox="1050 1753 1187 1794">-2.1%</td> </tr> </tbody> </table> <p>Attendance is improving - improvements in attendance for our children with EHCPs from pre-covid due to the innovative and relational practice by our family liaison and safeguarding officer.</p> <p>All 9 children with absence below 80% are PP.</p> <p>Of the 9 children with attendance between 80-85%, 8 are PP.</p>	Academic Year	PP	Non PP	Gap	2016 – 2017	95.10%	96.21%	-1.11%	2017 – 2018	94.72%	95.60%	-0.88%	2018 – 2019	95.10%	96.69%	-1.59%	2019 - 2020	89.73%	90.64%	-0.91%	2020 - 2021	94.14%	97.22%	-3.08%	2021 - 2022	94.35%	96.45%	-2.1%
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		This remains a high priority for 2022-2023.
7	Pupil's resilience and overall self-confidence improves, as they recover from the Covid pandemic including those with behaviour needs.	<p>Pupil survey and HRBS show improved well-being of all pupils including those who are disadvantaged.</p> <p>Pupils know who to seek out in school to discuss feelings and to feel safe (pupil questionnaire).</p> <p>Review October 2022</p> 
8	Social, Emotional and Mental Health barriers to learning of SEMH/PP Pupils are addressed through the RSE curriculum and PSHE scheme of work including the WELL passport and nurture group sessions.	<p>All SEMH/ PP pupils accessing interventions have fewer behaviour incidents.</p> <p>All SEMH/ PP pupils are more self-aware about their mental health and well-being and can express their emotions effectively, using appropriate vocabulary.</p> <p>All SEMH/ PP pupils are better able to use self-regulation and self-calming strategies to help deal with strong emotions.</p> <p>Pupils enjoy coming to school, all children feel that they can succeed regardless of their academic ability. (Pupil voice).</p> <p>Review October 2022</p> 

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,237.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths Mastery CPD for all new teaching staff</p> <p>£2,034.28</p>	<p>EEF Pupil Premium guidance – ‘Access to quality first teaching is the priority, this is the tier that has the biggest impact on a child’s attainment.’</p> <p>Carefully chosen CPD will ensure that all staff are up to date with any changes in the curriculum whilst also refreshing their ideas on teaching and learning.</p> <p>EEF Toolkit:</p> <p>+5 months – Mastery Learning</p>	1 and 2

KS1 Mastering Number £115.19 per session	EEF Pupil Premium guidance – ‘Access to quality first teaching is the priority, this is the tier that has the biggest impact on a child’s attainment.’ Carefully chosen CPD will ensure that all staff are up to date with any changes in the curriculum whilst also refreshing their ideas on teaching and learning. EEF Toolkit: +5 months – Mastery Learning	1 and 2
Continue to take part in a DfE approved trial programme for phonics to secure stronger phonics teaching for all pupils (EYFS, Y1 and Y2). No cost	Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils EEF Toolkit: +5 months - phonics	1, 2 and 3
Whole staff CPD in Rocket phonics (the DfE approved trial programme) for phonics groups Cost TBC	Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils EEF Toolkit: +5 months - phonics	1, 2 and 3
Kinetic Letters training to improve handwriting standards of disadvantaged pupils which suffered so much during lockdown. £1,088.19	EEF Pupil Premium guidance – ‘Access to quality first teaching is the first priority, this is the tier that has the biggest impact on a child’s attainment.’	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £346,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with Graduate Network to employ an Academic Coach (Hannah Stevens) to target PP children in Y6 who have fallen behind in English £10,293	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: EEF Toolkit: +5 months - one to one tuition EEF Toolkit: +4 months – small group tuition	2 and 4
Continue to engage with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: EEF Toolkit: +5 months - one to one tuition	1 and 2

<p>impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p>Tutor group of 10 x Y6 PP children for maths. £1,304</p> <p>Tutor group of Y1 PP children for early reading and phonics (Daria Dobрева). £7,590</p> <p>Tutor group of Y2 PP children for early reading and phonics (Hannah Wiseman). £7,590</p>	<p>EEF Toolkit: +4 months – small group tuition</p>	
<p>KS2 to use Rocket phonics (the DfE approved trial programme) for phonics groups – this would ensure fidelity to the Rocket phonics scheme Cost TBC</p>	<p>Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils EEF Toolkit: +5 months - phonics</p>	1, 2 and 3
<p>Support staff are used for targeted ‘on top of’ phonic sessions for disadvantaged pupils who require further phonic support. No cost</p>	<p>Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils EEF Toolkit: +5 months - phonics</p>	1, 2 and 3
<p>All classrooms to have a L2 or L3 TA to work with PP pupils / pupils with SEND who need targeted intervention £319,788</p>	<p>EEF Toolkit: +6 months – Oral language interventions +4 months -Teaching Assistant led interventions</p>	1, 2, 3, 4, 5, 7 and 8

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

Budgeted cost: £77,636.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff INSET on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school. £7,506.98</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: EEF Toolkit: +4 months – Behavioural interventions</p>	8
<p>Raising the attendance of pupils with SEND is a key target. We buy extra Educational Welfare Officer</p>	<p>EEF guidance for Using Pupil Premium funding effectively:‘</p>	6

hours on top of the LA's statutory work in part to encourage good attendance of PP pupils. £10,476	You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19."	
Family liaison and safeguarding officer – working with pupils and families. Building positive relationships, addressing attendance and providing support £44,505.45	EEF Toolkit: +4 months - Parental engagement +4 months – Behavioural interventions	7 and 8
FSM Eligibility Checking (full cost) - Many families do not claim FSM and this service allows us to identify via National Insurance numbers who is eligible, so no child loses out. £938	EEF guidance for Using Pupil Premium funding effectively: You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19."	
Develop relationships with children and families through regular contact with the inclusion team, check ins on the gates, over the phone and at the end of the school day, use of the Early Help process and workshops within school. £14,209.65	EEF Toolkit: +4 months – Parental Engagement	5 and 7

Total budgeted cost: £3,237.66 + £346,565 + £77,636.08 = £427,438.74

Part B: Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes

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

We engaged with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils (significantly disadvantaged pupils) whose education had been most impacted by the pandemic. We ran a maths tutoring club for 15 hours for Y6 in autumn term, 15 hours for Y5 in spring term and 15 hours for year 4 in summer term. We trained 4x Support staff to take part in 11 hours of training ready for the National Tutoring Programme (**£581.02 for 11hrs training each**) and provided Power Maths textbooks and resources (**£137.92**).

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum and across EYFS and KS1. The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised.

Our assessment of the reasons for these outcomes' points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our remote learning offer to maintain a high-quality curriculum, which was aided by use of online resources such as Purple Mash, Mathletics, Reading Eggs, Charanga / Yumu and TT Rock-stars.

The attendance gap in 2020-21 was the largest we have seen due to the impact of the pandemic with children unable to attend school. Historical data suggested that the gap between PP and Non-PP fluctuated but was beginning to decrease so will be an area of focus again in 2022-2023:


Pupil Premium comparisons

Academic Year – whole school	PP	Non PP	Gap
2016 – 2017	95.10%	96.21%	-1.11%
2017 – 2018	94.72%	95.60%	-0.88%
2018 – 2019	95.10%	96.69%	-1.59%
2019 - 2020	89.73%	90.64%	-0.91%
2020 - 2021	94.14%	97.22%	-3.08%
2021 - 2022	94.35%	96.45%	-2.1%

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach again with the activities detailed in this plan.

Aim	Outcome REVIEW October 2022 - Please read in conjunction with the specific review boxes above												
PP children who enter Reception with exceptionally low starting points make better than expected progress from their baseline assessments.	<div style="text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #d9e1f2;">Eastfield Primary School (2103)</th> <th colspan="2" style="background-color: #d9e1f2;">Local Authority - Wolverhampton</th> </tr> <tr> <th style="background-color: #d9e1f2;">Item</th> <th style="background-color: #d9e1f2;">Value</th> <th style="background-color: #d9e1f2;">Value</th> <th style="background-color: #d9e1f2;">Gap</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9e1f2;">Good Level of Development </td> <td style="background-color: #d9e1f2;">63.0% </td> <td style="background-color: #d9e1f2;">61.8% </td> <td style="background-color: #d9e1f2;">+1.2%</td> </tr> </tbody> </table> </div> <p>The gap between PP children at Eastfield and the LA has closed. PP children in school are doing better when compared to the LA.</p> <p>HLTA ran language development programmes to improve vocabulary skills for disadvantaged pupils who had relatively low spoken language skills.</p>	Eastfield Primary School (2103)		Local Authority - Wolverhampton		Item	Value	Value	Gap	Good Level of Development	63.0%	61.8%	+1.2%
Eastfield Primary School (2103)		Local Authority - Wolverhampton											
Item	Value	Value	Gap										
Good Level of Development	63.0%	61.8%	+1.2%										

PP children make better than expected progress to catch up with their peers.

Attainment: Pupil Premium against Non Pupil Premium												Filters:					
																	
Difference columns Red = Non Pupil Premium > Pupil Premium Black = Pupil Premium >= Non Pupil Premium												Pupils Academic Year: 2021/2022					
Show/Hide cumulative figures																	
Figures are non-cumulative																	
			Pupil Premium			Non Pupil Premium			Difference								
			Below	Expected	Above	Below	Expected	Above	Below	Expected	Above						
Combined																	
Year 1	<input type="checkbox"/>	Summer 2021/22	16/28	57.1%	12/28	42.9%			7/19	36.8%	12/19	63.2%			20.3%	-20.3%	
Year 2	<input type="checkbox"/>	Summer 2021/22	20/30	66.7%	10/30	33.3%			11/32	34.4%	18/32	56.3%	3/32	9.4%	32.3%	-23%	-9.4%
Year 3	<input type="checkbox"/>	Summer 2021/22	14/36	38.9%	20/36	55.6%	2/36	5.6%	9/23	39.1%	13/23	56.5%	1/23	4.3%	-0.2%	-0.9%	1.3%
Year 4	<input type="checkbox"/>	Summer 2021/22	22/37	59.5%	13/37	35.1%	2/37	5.4%	4/21	19%	16/21	76.2%	1/21	4.8%	40.5%	-41.1%	0.6%
Year 5	<input type="checkbox"/>	Summer 2021/22	18/41	43.9%	18/41	43.9%	5/41	12.2%	5/18	27.8%	11/18	61.1%	2/18	11.1%	16.1%	-17.2%	1.1%
Year 6	<input type="checkbox"/>	Summer 2021/22	19/42	45.2%	21/42	50%	2/42	4.8%	8/18	44.4%	10/18	55.6%			0.8%	-5.6%	4.8%
Reading																	
Year 1	<input type="checkbox"/>	Summer 2021/22	16/28	57.1%	11/28	39.3%	1/28	3.6%	6/19	31.6%	9/19	47.4%	4/19	21.1%	25.5%	-8.1%	-17.5%
Year 2	<input type="checkbox"/>	Summer 2021/22	16/30	53.3%	13/30	43.3%	1/30	3.3%	8/32	25%	15/32	46.9%	9/32	28.1%	28.3%	-3.6%	-24.8%
Year 3	<input type="checkbox"/>	Summer 2021/22	10/36	27.8%	17/36	47.2%	9/36	25%	6/23	26.1%	15/23	65.2%	2/23	8.7%	1.7%	-18%	16.3%
Year 4	<input type="checkbox"/>	Summer 2021/22	19/37	51.4%	15/37	40.5%	3/37	8.1%	4/21	19%	15/21	71.4%	2/21	9.5%	32.4%	-30.9%	-1.4%
Year 5	<input type="checkbox"/>	Summer 2021/22	12/41	29.3%	19/41	46.3%	10/41	24.4%	3/18	16.7%	10/18	55.6%	5/18	27.8%	12.6%	-9.3%	-3.4%
Year 6	<input type="checkbox"/>	Summer 2021/22	10/42	23.8%	22/42	52.4%	10/42	23.8%	6/18	33.3%	9/18	50%	3/18	16.7%	-9.5%	2.4%	7.1%
Writing																	
Year 1	<input type="checkbox"/>	Summer 2021/22	13/28	46.4%	13/28	46.4%	2/28	7.1%	6/19	31.6%	9/19	47.4%	4/19	21.1%	14.8%	-1%	-14%
Year 2	<input type="checkbox"/>	Summer 2021/22	20/30	66.7%	10/30	33.3%			11/32	34.4%	16/32	50%	5/32	15.6%	32.3%	-16.7%	-15.6%
Year 3	<input type="checkbox"/>	Summer 2021/22	13/36	36.1%	21/36	58.3%	2/36	5.6%	9/23	39.1%	12/23	52.2%	2/23	8.7%	-3%	6.1%	-3.1%
Year 4	<input type="checkbox"/>	Summer 2021/22	21/37	56.8%	13/37	35.1%	3/37	8.1%	4/21	19%	16/21	76.2%	1/21	4.8%	37.8%	-41.1%	3.3%
Year 5	<input type="checkbox"/>	Summer 2021/22	15/41	36.6%	20/41	48.8%	6/41	14.6%	5/18	27.8%	11/18	61.1%	2/18	11.1%	8.8%	-12.3%	3.5%
Year 6	<input type="checkbox"/>	Summer 2021/22	14/42	33.3%	24/42	57.1%	4/42	9.5%	8/18	44.4%	9/18	50%	1/18	5.6%	-11.1%	7.1%	3.9%
Mathematics																	
Year 1	<input type="checkbox"/>	Summer 2021/22	11/28	39.3%	17/28	60.7%			4/19	21.1%	15/19	78.9%			18.2%	-18.2%	
Year 2	<input type="checkbox"/>	Summer 2021/22	15/30	50%	13/30	43.3%	2/30	6.7%	7/32	21.9%	18/32	56.3%	7/32	21.9%	28.1%	-13%	-15.2%
Year 3	<input type="checkbox"/>	Summer 2021/22	10/36	27.8%	23/36	63.9%	3/36	8.3%	5/23	21.7%	17/23	73.9%	1/23	4.3%	6.1%	-10%	4%
Year 4	<input type="checkbox"/>	Summer 2021/22	17/37	45.9%	18/37	48.6%	2/37	5.4%	2/21	9.5%	18/21	85.7%	1/21	4.8%	36.4%	-37.1%	0.6%
Year 5	<input type="checkbox"/>	Summer 2021/22	14/41	34.1%	17/41	41.5%	10/41	24.4%	4/18	22.2%	10/18	55.6%	4/18	22.2%	11.9%	-14.1%	2.2%
Year 6	<input type="checkbox"/>	Summer 2021/22	14/42	33.3%	22/42	52.4%	6/42	14.3%	3/18	16.7%	13/18	72.2%	2/18	11.1%	16.6%	-19.8%	3.2%

Unfortunately, as a result of covid, the gap between PP children and non-PP children that we had strived to reduce and close has increased. This is in evidence across all core areas of the curriculum. We now need to consider curriculum strategies for PP children, as well as boys and children with SEND.

Improved oral language skills and vocabulary among disadvantaged pupils.

Not all pupils eligible for PP made the progress needed by the end of the year. Reading attainment gap closed for PP children in Y2 and Y6 but this was not shown for the rest of the school, with the largest gap in Y4.

HLTA ran language development programmes across school to improve vocabulary skills for disadvantaged pupils who had relatively low spoken language skills.

Improved writing attainment among disadvantaged pupils.

Not all pupils eligible for PP made the progress needed by the end of the year. Writing attainment gap closed for PP children in Y1, Y3 and Y6 but this was not shown for the rest of the school, with the largest gap in Y4. Writing attainment has been particularly affected by school closure with stamina, core strength and fine motor skills declining.

Swift and accurate diagnosis of PP SEND pupils' needs so that school staff can plan and deliver a tailored programme of learning that is bespoke to their needs, utilising outside agency help where necessary, to

Across the school our XSEND children do better than SEND, particularly in EYFS where children have more complex needs.

SEN and Well-being Teacher employed £29,021

3 x HLTAs had a designated caseload of PP / pupils with SEND for targeted intervention

Limited improvement due to the previous SENCo's long term absence from January 2022.

A new SENDCo has now been appointed and so identification and targets to address need are a high priority for 2022-2023.

ensure that PP pupils with SEND progress through their individual targets.																													
<p>As a result of consistent challenge and support, with additional assistance from the Education Welfare Officer as necessary, and rewards and incentives there has been:</p> <ul style="list-style-type: none"> • an improvement in the attendance of PP pupils • a reduction in the number of persistent lates for PP Pupils 	<p>Pupil Premium comparisons</p> <table border="1" data-bbox="379 365 1082 629"> <thead> <tr> <th>Academic Year</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2016 – 2017</td> <td>95.10%</td> <td>96.21%</td> <td>-1.11%</td> </tr> <tr> <td>2017 – 2018</td> <td>94.72%</td> <td>95.60%</td> <td>-0.88%</td> </tr> <tr> <td>2018 – 2019</td> <td>95.10%</td> <td>96.69%</td> <td>-1.59%</td> </tr> <tr> <td>2019 - 2020</td> <td>89.73%</td> <td>90.64%</td> <td>-0.91%</td> </tr> <tr> <td>2020 - 2021</td> <td>94.14%</td> <td>97.22%</td> <td>-3.08%</td> </tr> <tr> <td>2021 - 2022</td> <td>94.35%</td> <td>96.45%</td> <td>-2.1%</td> </tr> </tbody> </table> <p>Despite consistent good working practices regarding first-day contact etc, some families are not bringing their children to school every day. We are in constant contact with these families, working with the EWO and the LA Attendance team regarding preparing court paperwork.</p> <p>Attendance is improving - improvements in attendance for our children with EHCPs from pre-covid due to the innovative and relational practice by our family liaison and safeguarding officer.</p> <p>All 9 children with absence below 80% are PP.</p> <p>Of the 9 children with attendance between 80-85%, 8 are PP.</p> <p>This remains a high priority for 2022-2023.</p>	Academic Year	PP	Non PP	Gap	2016 – 2017	95.10%	96.21%	-1.11%	2017 – 2018	94.72%	95.60%	-0.88%	2018 – 2019	95.10%	96.69%	-1.59%	2019 - 2020	89.73%	90.64%	-0.91%	2020 - 2021	94.14%	97.22%	-3.08%	2021 - 2022	94.35%	96.45%	-2.1%
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2021 - 2022	94.35%	96.45%	-2.1%																										
<p>PP children have higher future aspirations having been inspired by visits from positive role models and having met with successful role models in the wider community on extra-curricular visits. They expand their knowledge and understanding of the world of work, the types of jobs there are and different career paths they could take.</p>	<p>Enrichment activities reintroduced both in / out of school – All trips supported the curriculum topic for each year group - theatre workshops for all children, visits from Severn Trent, dog's trust, bikeability, wider music opportunities, as well as visits outside of school e.g. Safari park, Wild Zoo, RAF Cosford, Cadbury World. Kingswood Residential – Y2 – 60 children. These have had a positive impact. The children have enjoyed the learning experiences and developed their curiosity. We were able to resume our community links with the PCSO and school nurses, as well as St. Matthew's Church, Kingswood and Molineux Football Ground. This is something we will continue to restore in 2022-2023 in line with our school value of 'opportunity'.</p> <p>Attendance is improving - improvements in attendance for our children with EHCPs from pre-covid due to the innovative and relational practice by our family liaison and safeguarding officer.</p> <p>Our Attendance target for 2022/2023 is 97%.</p>																												
<p>Social, Emotional and Mental Health barriers to learning of SEMH/PP Pupils are addressed</p>	<p>Pupils have access to the school's pastoral team and programmes to support their resilience, self-confidence and self-esteem. This is very well used by pupils and their families.</p>																												

<p>through the RSE curriculum and PSHE scheme of work including the WELL passport and nurture group sessions.</p> <p>To develop our school ethos and improve behaviour across school.</p>	<p>Our Positive behaviour for Learning Policy is underpinned by emotion coaching, restorative practice and zones of regulation. Our universal offer, delivered by all staff, includes: daily meet and greets, restorative check ins, zones of regulation monitoring, emotional coaching, relentless routines, visual timetables, now and next language, visual aids, scripted interventions and recognition boards.</p> <p>Zones of Regulation is well embedded across school, daily check-ins are made at the start of the morning and other points throughout the day as needed. Children with SEMH needs are encouraged to refer to the Zones of Regulation for them to express themselves.</p> <p>School achieved the Well Being Award.</p> <p>Staff are WELL leaders and are trained in the full 'sensory' offer to cater for a range of SEMH needs. Training has included:</p> <ul style="list-style-type: none"> - Emotional Wellbeing - WELL passport - Bereavement - Sensory Seeking - Trauma and attachment - Sensory awareness - Sensory circuits - Using sensory ladders - Cool characters - Making observations - Sensory audits and forward planning <p>AHT completed CPI instructor safety intervention training. £2500</p> <p>Whole staff completed training on CRISIS management. £347.00</p> <p>SEN and Well-being Teacher ran sessions for Lego Based Therapy with SEMH learners £412.92</p> <p>Whole staff completed training on behaviour management approaches £347.00</p> <p>School continues to support a number of pupils with safeguarding agencies involved. Data held within school.</p> <p>School has worked closely with the LA outreach team / Specialist teacher team.</p>
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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
TTRockstars	Maths Circle Ltd.
White Rose Maths	White Rose Maths
Power Maths	Pearson
SATs Companion	Private Ltd Company