

## **Davyhulme Primary School Pupil Premium Strategy 2023-2024**

### **Pupil Premium and Pupil Outcomes**

#### **Background**

Pupil Premium is a grant given to schools for each child who claims free school means currently, or who has done so in the past six years. The Government has provided this grant so that schools can allocate additional support to address the current underlying inequalities between disadvantaged children and their peers.

#### **Our Pupil Premium Strategy at Davyhulme Primary School**

Davyhulme Primary School is committed to ensuring that all children achieve the highest academic standards and that any disadvantage as a result of pupils' home circumstances is redressed as early, quickly and effectively as possible.

Broadly, Pupil Premium funding is spent in three ways at Davyhulme Primary School. Significant funding is allocated to direct academic support to ensure that all disadvantaged pupils have the necessary support to reach at least the national standards of attainment in the core areas of Reading, Writing and Mathematics by the time they leave the school. This is our main objective. Further Pupil Premium funds are used to ensure disadvantaged pupils are able to play a full part in the life of the school, removing any differences in opportunity that might occur as a result of financial constraints. Pupil Premium funds are also directed to support any social and emotional needs of some of our pupils; it is proven that by addressing these needs and taking care of pupils' well-being, this removes barriers to learning and enables pupils to make progress with their learning.

Ultimately all funds, both those derived from the Pupil Premium and those from the main school budget that supplement these, are used to ensure equity of experiences and outcomes for the most disadvantaged children with their peers.

**While we receive Pupil Premium funding in line with the financial year (April to April), we measure impact in line with the academic year (September to September).** Our Pupil Premium strategy is reviewed annually in response to the needs of our pupils and to academic research which analyses the effectiveness of different interventions and strategies.



# 1. Pupil Premium Strategy Statement 2023 to 2024

School	Davyhulme Primary School				
Academic Year	2023-2024	Total PP budget	£71,103 (includes LAC)	Date of most recent PP Review	September 2023
Total number of pupils	515	Number of pupils eligible for PP	43 (including 4 LAC/Adpp)	Date for next internal review of this strategy	September 2024
<b>2a. Current attainment: End of Key Stage 2 2023</b>		TBC – Awaiting IDSR			
Key Stage 2 (8 pupils)		<i>Pupils eligible for PP at D.P.S.</i>	<i>Non PP children at D.P.S.</i>	<i>Non PP Children (National)</i>	<i>PP children (National)</i>
% PUPILS ACHIEVING THE EXPECTED STANDARD IN READING					
% PUPILS ACHIEVING THE EXPECTED STANDARD IN WRITING					
% PUPILS ACHIEVING THE EXPECTED STANDARD IN MATHEMATICS					
% PUPILS ACHIEVING THE EXPECTED STANDARD IN RWM COMBINED					
<b>2b. Current attainment: End of Key Stage 1 2023</b>		TBC			
Key Stage 1 (5 pupils)		<i>Pupils eligible for PP at D.P.S.</i>	<i>Non PP children at D.P.S.</i>	<i>Non PP Children (National)</i>	<i>PP children (National)</i>
% PUPILS ACHIEVING THE EXPECTED STANDARD IN READING					
% PUPILS ACHIEVING THE EXPECTED STANDARD IN WRITING					
% PUPILS ACHIEVING THE EXPECTED STANDARD IN MATHEMATICS					
% PUPILS ACHIEVING THE EXPECTED STANDARD IN RWM COMBINED					
<b>Phonics Screening Check Pass- 90% (all pupils)</b>		?	?		
<b>2c. E.Y.F.S. 2023</b>					
		<i>Pupils eligible for PP at D.P.S. (? pupils)</i>	<i>Non PP children at D.P.S. (? pupils)</i>	<i>Non PP Children (National)</i>	
% PUPILS THAT ACHIEVED G.L.D.				tbc	
% PUPILS AT EXPECTED FOR READING				tbc	
% PUPILS AT EXPECTED FOR WRITING				tbc	

% PUPILS AT EXPECTED FOR MATHEMATICS			tbc
3.Barriers to future attainment (for pupils eligible for PP, including high ability)			
In-school barriers (issues to be addressed in school)			
A.	A number of our PP pupils have SEND.	<ul style="list-style-type: none"><li>Close link between SEN and Pupil Premium – key marginal</li><li>In 2023-2024, 12/43 Pupil Premium pupils are also on the SEND Register <b>(28%)</b>.</li></ul>	
B.	Lack of Parental Engagement for <b>some</b> of our PP pupils.	<ul style="list-style-type: none"><li><u>Some</u> of our parents of PP pupils do not engage with school, or value education, as much as we would like – e.g. ensuring homework is completed or that reading is done regularly at home. Some parents of PP pupils book holidays during term time.</li><li>Ability to support learning at home and develop hobbies outside of school is compromised in some families.</li><li>Limited aspirations and valuing of education amongst some families which can lead to poor attendance, poor punctuality and a lack of support for school over issues related to behaviour/academic work and attitudes to learning.</li></ul>	
C.	Lower than average attendance for some of our PP pupils and poor punctuality.	<ul style="list-style-type: none"><li><u>Some</u> of our disadvantaged pupils have poor attendance which contributes to lower than expected progress. This includes unauthorised absences for holidays during term time.</li><li>Impacts on pupils' ability to access learning.</li><li>See individual case studies</li><li>Pastoral team to support families with persistent difficulties.</li></ul>	
D.	Social and emotional barriers to learning for some of our PP pupils.	<ul style="list-style-type: none"><li>Some of our PP pupils have additional difficulties with emotional regulation, anxiety, low self-esteem or mental health needs.</li><li>Poor emotional resilience and self-regulation skills impact on some pupils' ability to work collaboratively and to accept a degree of challenge in their learning.</li><li>Some of our LAC pupils have experienced trauma.</li></ul>	
E.	Limited life experiences of some of our PP pupils – widen their 'cultural capital'. Engage and enrich.	<ul style="list-style-type: none"><li>Some of our PP pupils do not engage in, or seemingly value, extracurricular activities.</li><li>Lack of aspiration and valuing of education amongst some of our PP families.</li></ul>	
1. Desired outcomes			
	Desired outcomes and how they will be measured	Success criteria	
A1.	<p>To raise attainment of PP children at the end of Key Stage 2 (based on 2023 data)</p> <p>To continue to diminish the difference between PP and not-PP pupils in progress and attainment, focusing in particular on writing.</p> <p>Gaps in attainment between PP and not-PP are as follows: Reading: 13.9% Writing: 37.3% Maths: 23.3%</p>	<p>All pupils to have access to Quality First Teaching.</p> <p>Year 6 PP children will make good progress from prior attainment or reach National expectation in 2024 Key Stage 2 SATs.</p> <p>Increase in % of PP pupils achieving the Expected Standard at the end of Key Stage 2. We will focus on Writing in particular.</p> <p>Gap between PP and not-PP pupils will close.</p> <p>Pupils make rapid progress so that by the end of KS 2, PP pupils achieve in line with national age related expectations combined.</p> <p>Scaled scores are positive.</p>	

		Effective intervention strategies to have been put in place and the impact can be measured: pre-teaching and same day catch up, tutoring sessions and targeted interventions.
<b>A1.1</b>	To raise attainment of PP children at the end of Key Stage 1.  To continue to diminish the difference between PP and not-PP pupils in progress and attainment.	All pupils to have access to Quality First Teaching. Year 2, PP children will make good progress from prior attainment or reach National expectation in 2022 Key Stage 2 SATs. Increase in % of PP pupils achieving the Expected Standard at the end of Key Stage 1. Gap between PP and non-PP pupils will close. Scaled scores are positive. Effective intervention strategies to have been put in place: pre-teaching and same day catch up, tutoring and targeted interventions.
<b>A2.</b>	To raise attainment of PP children in Reading, Writing and Mathematics in all year groups.  To continue to diminish the difference between PP and non-PP pupils in progress and attainment, ensuring a more consistent picture emerges across the school.	All pupils to have access to Quality First Teaching. PP children in other year groups will have made good progress based on prior attainment or age related expectation (monitored on Target Tracker). At the end of the academic year, gaps to be closing between PP and not-PP children (see Target Tracker). Improved Standardised Scores from Autumn term compared to Summer term for PP pupils using NFER assessments. Effective, targeted intervention strategies to have been put in place: pre-teaching and same day catch up.
<b>A3.</b>	To ensure expected <b>progress</b> of children who are PP and SEN where achieving National Standard is not obtainable through national testing - measure progress through NFER assessments and internal tracking systems.	Clear <b>progress</b> of PP children with SEND will be evident through the use of termly NFER assessments and internal tracking systems – ‘personal progress’ evident. PP pupils closely monitored and targets set using ‘Assess, Plan, Do, Review’ model – Pupil Passports.
<b>A4.</b>	To stretch and challenge our more able Pupil Premium pupils to enable them to excel. To increase the % of PP pupils achieving the higher standard in Reading, Writing and Maths at the end of Key Stage 2.	An increase in the % of PP pupils working at the higher standard in Reading, Writing and Mathematics at the end of Key Stage 2 in 2024 SATs tests.
<b>B.</b>	To increase Parental Engagement.	Pastoral Leads/Family Liaison to have increased contact with disengaged families. Improved attendance at school events – e.g. Parents’ Evenings, school plays, workshops, Meet the Teacher meetings, play and stay sessions etc. Increased contact evidenced through pupil planners – e.g. regular reading at home, homework tasks completed and signed. Increased parental engagement on our digital learning platform, Seesaw. Increase in % of parents of PP pupils accessing Seesaw. Parents of targeted pupils (Year 6) to attend meetings with Head teacher/Deputy head. Increase in the return rate of letters sent home to PP parents – enrichment opportunities.
<b>C.</b>	To improve attendance/punctuality of those target PP pupils (target pupils with attendance below 96%).	Overall attendance of disadvantaged pupils to increase to 96%. Specific targeting of individual PP pupils and families whose attendance falls below 96%. Focus on persistent or recurring absenteeism. Support offered to families who are struggling. Improved punctuality of target PP pupils and increase in contact between target families and Family Liaison Lead.
<b>D.</b>	To support PP children with social and emotional barriers to learning.	Sensory Room/Nurture room set up and running, offering targeted support to specific PP pupils. PP children across the school will receive support from Parent Liaisons/Pastoral Support leads – emotion coaching, play therapy, nurture groups, Circle Time, close monitoring of attendance and pupil well-being. Evidence that pupils are able to self-regulate better, using Zones of Regulation and strategies to regulate emotions. PP children will have strategies to support them socially and emotionally. Parents of PP to receive support and strategies for managing social and emotional difficulties (liaise with L.S. and D.S.).

		Improvement in behaviour/attitudes to learning evidenced by teaching staff – children appear happier, more resilient and ready to learn, leading to improvement in attainment and progress. As children have access to support, this should lead to decrease in number of pupils requiring additional support e.g. 'success stories' of individual pupils who no longer need to attend Nurture Group on Friday. PSHE workshops for Y5 and Y6 pupils.
E.	To ensure all PP pupils have opportunities to attend enrichment activities to further aspirations. To increase involvement in extra-curricular activities on offer in school. To ensure all PP pupils have equal access to a broad and balanced curriculum. To widen the 'cultural capital' of our PP pupils.	Children are able to access all activities on offer throughout the school, irrespective of social barriers. This is regularly monitored by KB and BQ using Provision Maps. It is our aim to offer all PP pupils the opportunity to attend at least one extra curricular activity/club. Increased attendance/participation in enrichment activities of PP pupils e.g. after school clubs, theatre visits, music lessons. Increase in % of PP pupils having the opportunity to learn a musical instrument. School trips/residential trips accessible for all pupils. PP pupils to access outdoor learning - 'Forest Schools'. LAC pupils to have received monthly book packs from the Reading Trust for 6 months.

## 2. Planned expenditure

Academic year		2023-2024			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all – sets high aspirations for all pupils. Classroom Pedagogy.					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<p>To raise attainment of PP pupils in all year groups so that the gap between PP and not-PP pupils is diminished (A1, A2 and A3).</p> <p>To ensure that there is a <b>more consistent picture across the school</b> for narrowing the attainment gap between PP and not PP pupils.</p>	<p>For all teachers <b>to continue to specifically target PP pupils in their class</b> (QFT) by:</p> <ul style="list-style-type: none"><li>Identifying barriers to learning;</li><li>Setting individual targets for improvement;</li><li>Highlighting PP pupils in planning;</li><li>Focusing on PP pupils when tracking and monitoring progress and attainment on Target Tracker;</li><li>Targeting PP pupils through performance management targets;</li><li>Discussing progress/attainment of PP pupils during termly Pupil Progress Meetings to identify gaps in learning;</li><li>Ensure all teaching staff are aware of prior attainment of PP pupils;</li><li>Use of NFER assessments to identify gaps in learning;</li><li>Providing high quality feedback to PP pupils.</li><li>Staff CPD to focus on effective pedagogy – what does great teaching look like at DPS? Use evidence-based research.</li><li>Pre-teach/pre-learn intervention.</li></ul>	<p>Research undertaken by NFER/DfE (7 building blocks that are more successful in raising disadvantaged attainment). For example: Focusing on high quality teaching first by providing consistently high standards by setting expectations, monitoring performance and sharing best practice. Evidence-based research on effective pedagogy – e.g. Rosenshine's 'Principles of Instruction' and Deans, 'The Science of Learning.'</p> <p>High quality teaching for all! Being data driven and responding to evidence. Meeting individual learning needs. Further evidence obtained from Education Endowment Foundation (E.E.F.) Teaching and Learning Toolkit which measures impact v cost to demonstrate effectiveness of different strategies.</p> <p>Pre-teaching, over learning techniques and same day catch up sessions have been effective and simple interventions for English and Maths in our school: <i>'The one teaching intervention that could most benefit a range of pupils, including EAL and SEN, is – according to Daniel Sobel – the use</i></p>	<p>Careful monitoring of progress and attainment of PP pupils in all classes. Monitoring of data on Target Tracker – termly. Analysis of NFER assessments to identify gaps in learning &gt; focus. Learning walks. Pupil voice. Lesson 'drop ins'. Half-termly scrutiny of PP pupils' work. Staff feedback.</p>	<p>K.B.</p> <p>Review half-termly.</p>	<p>Deputy Head 1 day per week working with PP pupils in class and/or small intervention groups <b>£8,968</b></p>

	<ul style="list-style-type: none"> <li>Catch up sessions for target pupils – same day intervention.</li> <li>Targeted intervention for target pupils led by BQ</li> </ul>	<p><i>of pre-teaching and over learning’</i> Pupil Premium Update, June 2018.</p> <p>Former Pupil Premium champion, Sir John Dunford recommends schools adopt high-impact strategies for maintaining the momentum of school improvement:  <b>An ethos of attainment for all pupils – high aspirations and expectations for all.</b>  <b>An unerring focus on high quality teaching.</b>  <b>Complete, 100 % buy-in from all staff, with all staff conveying positive and aspirational messages to disadvantaged pupils.</b></p>			
<p>By focusing on <b>metacognition and self-regulation approaches</b> (‘learning to learn’), pupils will be more able to think about their own learning more explicitly and develop a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Pupils, through a metacognition focus, are able to apply learning strategies to overcome challenging tasks. This, in turn, should have a positive impact on attainment and progress.</p> <p>Pupils can self-regulate and plan an approach to learning which will work for them.</p> <p>(A1,2,3 &amp; 4)</p>	<p><b>Continue work on embedding a growth mindset culture</b> in children across the school. For example, ‘Is this my best work?’ rather than ‘this will do.’</p> <p>The language of growth mindset to be routinely used within all classrooms e.g. ‘I can’t do this....yet!’.</p> <p>Continued promotion of ‘growth mindset’ dinosaurs in EYFS, promoting growth mindset in an Early Years friendly way.</p> <p>Mistakes to be recognised that effective learning is taking place – challenge/reach zone.</p> <p>The Learning Pit to be established within every classroom (and displayed). Children to show a growing understanding of how it feels when they enter the learning pit. They understand that they have entered their ‘stretch zone’ and that this is when deep learning takes place. This links to our mission statement ‘Reaching for the Stars’ and our core values.</p> <p>Continue to ensure that Zones of Regulation are referred to regularly throughout the school day (check in time) and strategies for regulation are used.</p> <p>Encourage pupils to take greater responsibility for their learning and to develop their understanding of what is required to succeed.</p>	<p>Research obtained from Education Endowment Foundation (E.E.F.) Teaching and Learning Toolkit which shows high impact for very low cost (+7) for Metacognition and self-regulation strategies. These strategies have consistently high levels of impact, with pupils making an average of 7 months’ additional progress.</p> <p>The evidence indicates that these strategies can be particularly effective for low achieving and older pupils.</p> <p>Pupils are not always able to set themselves targets or to judge themselves if work is challenging.</p>	<p>Principles of growth mindset embedded through assembly, quality marking &amp; feedback.</p> <p>Evidence in learning walks and lesson observations/drop ins.</p> <p>Pupil voice shows that children can use the language of learning and talk about ways in which they learn better.</p> <p>Monitor effectiveness of Zones of Regulation and associated strategies – has positive impact been noted? Reduction in aggressive outbursts?</p>	KB EB AM LM	

	<p>Consider how, in the classroom, teachers can promote and develop metacognitive talk related to the learning objectives.</p> <p>Revisit Metacognition CPD – ‘Growth Mindsets’ led by Barry Hymer.</p> <p>Refer all teaching staff to their copy of ‘Growth Mindset’ pocketbook by Barry Hymer and Mike Gershon.</p> <p>Encourage pupils to take greater responsibility for their learning and to develop their understanding of what is required to succeed. This links with our review of our Marking and Feedback Policy as there will be a greater focus on peer assessments and children recognising what good learning behaviours look like.</p>				
<p>To improve the academic performance of pupils by focusing on outdoor learning. (A1,2,3 &amp; 4).</p>	<p>Whole school focus on outdoor learning, specifically targeting PP pupils and LAC pupils in EYFS/Key Stage 1 and Key Stage 2.</p> <p>Send selected staff from each Phase on outdoor learning training (Forest Schools) led by Nature’s Den.</p> <p>Forest School course leaders to come into our school to work with staff and pupils for half a term – model good practice.</p> <p>Target specific PP pupils who struggle to learn within the confines of the classroom.</p> <p>Target specific PP pupils who do not have access to any other forms of enrichment with PP grant.</p> <p>Provide pupils with correct outdoor clothing, if not available – e.g. waterproof playsuits and wellies.</p> <p>Purchase equipment for Forest Schools so that our teaching staff can continue to promote outdoor learning.</p>	<p>Research obtained from Education Endowment Foundation (E.E.F.) Teaching and Learning Toolkit.</p> <p>Overall, studies of outdoor learning consistently show positive benefits on academic learning. On average, pupils who participate in outdoor learning interventions make approximately four additional months’ progress. This is also evidence of an impact on non-cognitive outcomes such as self-confidence, resilience, perseverance etc. It is hoped that development of these skills will have a knock-on impact on academic outcomes.</p>	<p>Positive impact on academic outcomes for target PP pupils (evidenced through improved attainment/progress measures). Termly tracking of attainment/progress of target PP pupils.</p> <p>Positive impact on behaviour/learning to learning strategies in the classroom – feedback from teaching staff and evidence shown in PEMS and Leuven Scales for behaviour, wellbeing and involvement.</p> <p>Pupil voice.</p> <p>Learning walks.</p>	<p>KB BW LS BQ MP</p>	<p>Cost of 12 week, in school, bespoke training led by Forest Schools practitioners from Nature’s Den for KS 2 (Autumn term ) and EYFS/KS 1 (Spring term) <b>£3,840</b></p> <p>Clothing provided for KS 2 pupils: waterproof playsuits and wellies TBC (use surplus)</p> <p>Purchase of equipment for Forest School: TBC (use surplus).</p>
Total Budgeted cost					<b>£12,808</b>
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost

<p>A1.To raise attainment of PP children in Key Stage 2 (Year Six) data – <b>targeted intervention in Maths and English.</b></p>	<p>Quality First Teaching. Deputy Head teacher to provide targeted additional support to PP pupils in Year 6 in small groups for English and Mathematics – each group to receive 2 hours additional support per week. HLTA to also support PP pupils in small groups in English and Mathematics. Additional tutoring groups for PP pupils in Maths and English ( x 2 mornings per week Autumn term) Focus of additional intervention is to enable pupils to overcome gaps in learning to help them make improved progress and to raise their standards of achievement. Meet with parents of individual pupils to ensure that they support children with homework and that they are on board with additional support.</p> <p>PP children receive targeted intervention in Reading, Writing and Maths led by Deputy Head teacher.</p> <p>Use pre-teach/pre-learn interventions and daily catch up strategies.</p> <p>Deputy Head teacher to 'check in' daily with PP pupils to monitor attendance, well-being, homework and reading.</p> <p>Purchase additional intervention resources (CPG booster materials).</p> <p>PP TAs to provide some additional</p>	<p>Research obtained from Education Endowment Foundation (E.E.F.) Teaching and Learning Toolkit – small group tuition: moderate impact for moderate cost.</p> <p>Historical track record of pupils who have previously received targeted support - see previous internal data.</p> <p>Evidence from NFER/DfE report 'What are the most effective ways to support disadvantaged pupils' achievement'</p> <p><b>Deploying staff effectively:</b></p> <p><i>'Schools devolve responsibility to frontline staff; use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.'</i></p> <p>Data driven and responding to evidence: <i>'Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. <b>Schools use evidence to make decisions about their support strategies.</b>'</i></p>	<p>Careful timetabling of intervention targeted at PP children. Careful assessing of pupils' needs in order to overcome gaps in learning. Deputy Head to lead x 2 small group intervention sessions 3 times per week (<b>total 6 hours</b>).</p> <p>HLTA to support PP pupils in small groups in English and Mathematics.</p> <p>Use half-termly assessments to track progress and attainment.</p> <p>Identify barriers to learning in order to provide targeted support.</p>	<p>KB LS MU Tutor: AS BQ BW LS</p>	<p>Deputy Head 6 hours intervention/support per week for 27 weeks (after Christmas) (Cost included above)</p> <p>Daily reading/check in of PP/LAC pupils by BQ/BW: <b>£6,090</b></p> <p>Weekly additional intervention for PP pupils (reading, handwriting, maths focus) led by BQ/ BW: <b>£5,549.33</b></p> <p>Additional teaching materials: TBC (surplus)</p>
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<p>A2.To raise attainment of PP children in Key Stage 1 (Year 2) data – targeted intervention in Maths and English</p>	<p>Quality First Teaching.</p> <p>Deputy Head to provide 1-hour additional intervention in small groups.</p> <p>Year 2 T.A. to provide targeted intervention and support in class to PP pupils.</p> <p>Use pre-teach/pre-learn interventions and daily catch up strategies.</p> <p>BQ/BW to provide targeted intervention for PP pupils to close gaps in learning and to raise attainment and progress.</p> <p>Additional tutoring sessions for PP pupils in Maths and English (x2 mornings per week) lead by AS</p>	<p>Research obtained from Education Endowment Foundation (E.E.F.) Teaching and Learning Toolkit – small group tuition: moderate impact for moderate cost.</p> <p>Historical track record of pupils who have previously received targeted support - see end of KS 2 2018 data.</p> <p>Evidence from NFER/DfE report ‘What are the most effective ways to support disadvantaged pupils’ achievement’ <b>Deploying staff effectively:</b></p> <p><i>‘Schools devolve responsibility to frontline staff; use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils’ learning.’</i></p> <p><b>Data driven and responding to evidence:</b> <i>‘Teachers use data to identify pupils’ learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.’</i></p>	<p>Careful timetabling of intervention targeted at PP children.</p> <p>T.A. to run intervention groups in afternoon sessions and assembly sessions – pre-teach/pre-learn and same day catch up.</p> <p>Targeted support to be provided in class.</p> <p>Regular analysis of data.</p> <p>Termly Pupil Progress Meetings.</p>	<p>KB EB BQ BW Tutor: AS</p>	<p>Deputy Head 1 hour targeted intervention per week after Christmas (cost for DH time already accounted for).</p> <p>Additional interventions for PP/LAC pupils led by BQ : <b>£5,549.33</b></p>
<p>A3.To ensure those children who are PP and SENAS make expected progress where achieving National Standard is unobtainable.</p>	<p>Quality First Teaching – ensure PP pupils are focus in planning, teaching, marking, feedback and monitoring.</p> <p>Careful and purposeful use of adaptation to ensure that staff do not differentiate for the sake of it.</p> <p>Purchase of online subscription to Project X (reading intervention).</p> <p>Boosting Reading at Primary intervention to target some of our PP pupils.</p> <p>Targeted intervention/support given by T.A.s. including: intervention groups, 1 to 1 Precision Teaching and support during lessons</p> <p>To implement the termly use of assessments for those PP children on the SEND register as an accurate measure of progress – termly NFER assessments.</p> <p>Use pre-learn/pre-teach/over learning strategies and same day, ‘in the moment’ catch up sessions.</p> <p>Rigorous tracking of SENAS pupils’ progress on Target Tracker (termly) by SENDCo.</p> <p>Focus of termly Pupil Progress meetings.</p>	<p>Evidence from NFER/DfE report ‘What are the most effective ways to support disadvantaged pupils’ achievement’ <b>Deploying staff effectively:</b></p> <p><i>‘Schools devolve responsibility to frontline staff; use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils’ learning.’</i></p> <p><b>Data driven and responding to evidence:</b> <i>‘Teachers use data to identify pupils’ learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.’</i></p>	<p>Track and monitor progress of those children who are PP and SEND termly, focusing on those working below Age Related Expectations.</p> <p>Regular analysis of data.</p> <p>Identify barriers to learning.</p> <p>Provide targeted, focused support and intervention.</p> <p>Use of termly NFER assessments.</p> <p>Review impact of intervention strategies – pre and post intervention data (progress and attainment).</p> <p>Termly pupil progress meeting – PP pupils to be the focus.</p> <p>Are SENAS pupils making expected ‘personal progress?’</p>	<p>SB KB BQ BW LS Teaching staff</p>	<p>Additional interventions for SEN/PP/LAC pupils led by BQ : <b>£5,549.33</b></p>

<p>A4. To stretch and challenge our more able Pupil Premium pupils to enable them to excel.</p>	<p>Quality First Teaching. Relentless whole school focus on PP pupils. Implementation of metacognition and self-regulation strategies – learning to learn. Targeted intervention for PP pupils by Deputy Head. Parents of target PP pupils to meet with Deputy Head. Rigorous tracking of target PP pupils – focus on Pupil Progress meetings. High expectation ethos established across the school. Purchase of challenge/stretch resources for most able PP pupils. Additional tuition provided for target PP pupils who have potential to achieve higher standard in Reading, Writing and Maths.</p>	<p>Evidence from NFER/DfE report 'What are the most effective ways to support disadvantaged pupils' achievement' <b>Deploying staff effectively:</b></p> <p><i>'Schools devolve responsibility to frontline staff; use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.'</i></p> <p><b>Data driven and responding to evidence:</b> <i>'Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.'</i></p>	<p>Track and monitor attainment and progress of Target PP pupils – i.e. those working at or above Expected Standard.</p> <p>Increase in % of PP pupils working at higher standard at the end of KS 1 and KS 2.</p>	<p>KB BW BQ</p>	<p>Deputy Head 2 hours targeted intervention per week after Christmas for target PP pupils in Y2/Y6 (cost already included).</p> <p>Purchase of resources to challenge and extend PP pupils: TBC (surplus)</p>
<p>To raise attainment of LAC/ADPP pupils and/or to ensure they made expected progress or better.</p>	<p>Quality First Teaching. Targeted intervention provided for ADPP/LAC pupils across the school (BQ, BW &amp; LS).</p> <p>Use of pre-teach/pre-learn intervention and same day catch-up intervention.</p> <p>Take into account social/emotional needs of individual LAC pupils which may impact on their learning – e.g. attachment.</p> <p>Access to Sensory/Nurture Room.</p>	<p>Evidence from NFER/DfE report 'What are the most effective ways to support disadvantaged pupils' achievement' <b>Deploying staff effectively:</b></p> <p><i>'Schools devolve responsibility to frontline staff; use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.'</i></p> <p><b>Data driven and responding to evidence:</b> <i>'Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.'</i></p>	<p>Rigorous tracking of attainment/progress of target pupils.</p> <p>Pupil Voice.</p> <p>Parental feedback.</p> <p>Work scrutiny.</p>	<p>KB LS BQ BW</p>	<p>LS to provide support to LAC/ADPP pupils in KS 2: Daily check ins &amp; daily reads. <b>£6905.67</b></p> <p>Book Trust Book Packs for LAC pupils: <b>(costs tbc)</b></p>
<p>Total budgeted cost</p>					<p><b>£29,643.66</b></p>

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<b>C.To increase parental engagement/empowerment</b>	<p>Head teacher and Deputy to meet with parents of all PP pupils in Year 6 to ask for their support with their child's schoolwork. Clear targets to be set for improvement that will be shared with the parents. Parents will be expected to look at their child's homework, sign it and respond to teacher's feedback.</p> <p>Parents will read regularly with their child and Deputy Head teacher will monitor this. Increased contact with previously disengaged families.</p> <p>Mrs Sanderson and Mrs Sales (Pastoral Lead/Family Liaison) to offer additional support to target families.</p> <p>Support vulnerable children with family routines: a good breakfast, uniform, access to residential visit, the curriculum and pastoral support.</p> <p>All teaching staff to focus on home-school communication with PP parents, e.g. careful monitoring of pupils' Planners.</p> <p>Ensure parents attend Parents' Evening and follow up non-attenders.</p> <p>Use of Seesaw – home/school learning platform.</p> <p>Facebook/school website.</p> <p>Play and Stay sessions in EYFS.</p> <p>Subscribe to Learning with Parents website.</p> <p>Increase the number of 'informal' opportunities to invite parents into school e.g. coffee mornings, workshops, play and stay sessions etc.</p>	<p>Proven track record in our school that children achieve better when there is effective home/school communication and when parents are engaged and involved in their child's learning.</p> <p>Maslow's hierarchy of needs: children are unable to focus well on learning if they are hungry.</p> <p>Research shows that early intervention to support families can prevent further harm.</p> <p>Research shows that positive attention boosts self-esteem and thus one's ability to learn.</p>	<p>Feedback from Pastoral Lead/Family Liaison Lead.</p> <p>Monitor frequency of family meetings/phone calls home.</p> <p>Monitoring of pupils' planners.</p> <p>Records of attendance at Parents' Evening – improved attendance and also more informal occasions, e.g. school plays and concerts.</p> <p>Feedback from parents.</p> <p>Monitor engagement on Learning With Parents website.</p>	<p><b>KB</b> <b>DS</b> <b>LS</b> <b>EB</b> <b>AM</b> <b>LM</b> <b>Admin Team</b></p>	<p><b>LS: £6, 905.67</b></p> <p>Learning with Parents subscription (not funded by PP)</p>

<p>D.To improve attendance/punctuality of those target PP pupils (target pupils with attendance below 96%).</p> <p>Whole school attendance of 96% is achieved for all groups.</p>	<p>SLT and Pastoral/Family Liaison Lead to continue to support families where children's attendance is having an impact on progress and attainment (see individual case studies). Daily monitoring by Pastoral/Family Liaison Lead and admin. Team.</p> <p>Daily 'check in' of Year 6 PP pupils by Deputy Head teacher.</p> <p>Swift referral to LEA of persistent absenteeism.</p> <p>Increased parental contact with vulnerable families (see above).</p> <p>Head teacher to fine families who choose to take holidays during term time (unless in exceptional circumstances).</p>	<p>Early intervention will mean less impact of lost learning for vulnerable learners.</p> <p>Research shows that good attendance supports pupils in their learning. If pupils arrive to school on time and are ready to learn, they will make progress and this will improve outcomes.</p> <p>We cannot improve outcomes for children if they are not attending school regularly.</p>	<p>Weekly monitoring (and in some cases, daily monitoring) will ensure that trends are prevented and swift actions e.g. meetings, letters, phone calls, agency involvement occur.</p> <p>Monitor attendance of vulnerable pupils – individual case studies.</p> <p>Early identification of children with attendance issues.</p> <p>Systematic calling for children who have not attended school.</p> <p>Meet and greet for targeted pupils.</p> <p>Regular review of attendance data.</p>	<p><b>KB</b> <b>LS</b> <b>DS</b> <b>School Admin staff</b> <b>Trafford Absence Team</b></p>	<p><b>LS: £3,452.84</b></p>
<p><b>E. To support PP children with social and emotional barriers to learning to ensure that they feel happy, safe and ready to learn.</b></p> <p><b>To ensure pupils have access to targeted support for mental health and wellbeing.</b></p>	<p>Pastoral Leads/Family Liaisons Lead to ensure:</p> <p>Increased contact with parents of targeted PP pupils.</p> <p>Sensory/Nurture Room to be used to support target pupils.</p> <p>Close monitoring of attendance and punctuality.</p> <p>Use of:</p> <p>Circle Time</p> <p>Social Stories</p> <p>Play Therapy</p> <p>Nurture Group</p> <p>Sensory Room</p> <p>Listening Room</p> <p>Continual review of class and lunchtime behaviour policies – SLT</p> <p>Setting up of lunchtime nurture club 'Crafty Club' for Y3/4 &amp; Y5/6 pupils led by HM.</p> <p>Approaches to managing feelings through Social Stories - SENDCo to support staff in understanding of social Stories.</p> <p>Lunchtime supervision of Listening Room by Pastoral Leads.</p> <p>Continued promotion of Circle Time – refresh staff training.</p> <p>Mindfulness sessions in class – PSHE scheme</p> <p>'Anxiety Gremlin' project during Fabulous Friday sessions.</p> <p>Zones of Regulation strategies/training</p>	<p>Research obtained from EEF shows moderate impact for moderate cost for social and emotional learning.</p> <p>Social stories help children to understand situations they may find difficult or to help children understand what will happen in a new social situation or how they could have behaved differently in certain situations.</p> <p>Research undertaken into the effectiveness of Circle Time and use of Golden Rules/Rewards and Sanctions – Jenny Mosley Consultancies</p>	<p>Pupil voice</p> <p>Children with social, emotional and/or behavioural needs will feel supported and be given time to get in the correct mind-set for learning.</p> <p>Monitoring of referrals made to Pastoral Lead by staff.</p> <p>Reduced number of playtime/lunchtime incidents.</p> <p>Feedback from teachers – children return to class ready to learn.</p> <p>Regular meetings with Pastoral Leads/SENDCo and Deputy Head to ensure early identification of children with wellbeing/social and emotional needs.</p> <p>Case studies of individual pupils.</p> <p>Use of behaviour support plans</p>	<p>KB SB LS DS</p>	<p><b>LS : £3,452.84</b></p> <p>Lunchtime nurture club led by <b>HM: £2,382</b></p> <p>Lunchtime sports club: <b>£2,425</b></p> <p>Emotion Coaching (Bright Futures): <b>£140</b></p>

	<p>Focus on core values. Worry boxes. Referrals to Pastoral Leads – regular 1 to 1 sessions/ daily check in etc. mediation sessions and restorative practice sessions. Art therapy/play therapy for target pupils. Organise PSHE sessions for Y5/6 pupils.</p>		<p>Sensory Room/Nurture Room to be used regularly for target pupils.</p> <p>Monitor impact of Art Therapy/Play Therapy sessions – views of professionals.</p>		
<p><b>F. To support enrichment activities for PP children.</b></p> <p>To ensure all PP pupils have opportunities to attend enrichment activities to further aspirations and widen their horizons which will impact positively on life experiences that can be used in learning. To increase involvement in extra-curricular activities on offer in school. To ensure all PP pupils have equal access to a broad and balanced curriculum. To widen the 'cultural capital' of our PP pupils by exploring the rich artistic, cultural, spiritual and social heritage of the UK.</p>	<p>Music tuition; Forest Schools; Tactile Arts Club Magic Skills for Schools School of Sport – extra curricular sports clubs Dance (maypole dancing for Jubilee) and Dance Club Contribution to Year 6 Residential; Funding school trips for some PP pupils that will provide a stimulus for learning; Access to after school clubs; Weekly access to First News newspapers for children – target PP pupils 11 + tuition for target PP pupils Subscription to Book Trust Book Packs for LAC pupils. Enrichment 'intervention' time provided for those PP pupils who are working above the Expected Standard, and who do not require additional academic support – e.g. Science club, dance lessons etc.</p> <p>Additional opportunities for children including: visitors, workshops, music tuition etc.</p> <p>To ensure full inclusion for PP children in enrichment activities. Focus especially on those PP pupils who are working at A.R.E. or above and who do not receive any intervention. Provision Maps to identify/target key PP pupils. Discussion with parents about support available. Office staff to ensure payments are made from PP fund.</p>	<p>We believe that the more opportunities a child has to access activities and experiences that are not generally available to them, the higher their aspirations will be. The Sutton Trust Toolkit identifies Arts participation, outdoor learning and sports participation as having a positive impact on pupil outcomes.</p>	<p>Pupil and parent questionnaires.</p> <p>Pupil voice Monitor pupils attending clubs and ensure that we provide clubs that they are interested in.</p> <p>Actively encourage children to participate in activities.</p> <p>Survey pupils about clubs, trips and other opportunities and the impact of them.</p> <p>SLT to monitor quality of the enhanced curriculum opportunities.</p> <p>Monitor engagement opportunities for all PP pupils through <b>provision mapping</b>.</p>	KB	<p>Guitar Tuition: tbc</p> <p>Purchase of x 2 guitars: tbc</p> <p>Sport Club: £122</p> <p>Tactile Arts Club: £234</p> <p>Travelling Tuba: £200</p> <p>Holiday Club: £100</p> <p>Uniform: £13</p> <p>To be completed during year - £9, 224 surplus available.</p>
Total budgeted cost					£19,427.35
GRAND TOTAL					<b>£61,879.01</b>
Total Pupil Premium Grant Less Spend To Date:					£71,103 – 61,879.01 = 9223.99
<b>Balance Left for future expenditure:</b>					<b>£9,224</b>

