

Davyhulme Primary School Pupil Premium Strategy 2022-2023

Review of Impact of Pupil Premium Strategy 2022-2023

Date of Review: September 2022

i. Quality of teaching for all – sets high aspirations for all pupils. Classroom Pedagogy.

Desired Outcomes	Chosen Action / Approach	Measured Impact of Outcomes																																																																																																																								
<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 more consistent picture across the school for narrowing the gap between PP and not PP pupils.</p>	<p>For all teachers to continue to specifically target PP pupils in their class (QFT) by:</p> <ul style="list-style-type: none"> Identifying barriers to learning; Setting individual targets for improvement; Highlighting PP pupils in planning; Focusing on PP pupils when tracking and monitoring progress and attainment on Target Tracker; Targeting PP pupils through performance management targets; Discussing progress/attainment of PP pupils during termly Pupil Progress Meetings to identify gaps in learning; Ensure all teaching staff are aware of prior attainment of PP pupils; Use of NFER/PUMA/PIRA assessments to identify gaps in learning; Providing high quality feedback to PP pupils. Pre-teach/pre-learn intervention. Catch up sessions for target pupils – same day intervention. 	<p>End of year data for 2022-2023 (Summer 2) reveals a mixed picture. There is evidence of the gap between PP and non PP pupils closing in English (Reading & Writing) and Mathematics across the school. However, it is not a consistent picture across the whole school (except in Year 4 where there is evidence of the attainment gap closing in all 3 areas).</p> <p>When we look at the attainment of PP pupils at the end of Key Stage 2 (Year 6), there is strong evidence of the attainment gap closing, particularly in Maths. This is encouraging, and it suggests that overtime, the attainment gap between PP and non PP pupils is indeed diminishing:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="2">Year 6: 70 pupils</th> <th>Missing Assessment</th> <th colspan="2">On Track or Higher</th> </tr> <tr style="background-color: #ffff00;"> <th>Reading</th> <th>No. (%)</th> <th>No. (%)</th> <th>Sum2 21-22</th> <th>Sum2 22-23</th> </tr> </thead> <tbody> <tr> <td>Males</td> <td>33 (47.1%)</td> <td>1 (3.0%)</td> <td>93.8%</td> <td>90.6%</td> </tr> <tr> <td>Females</td> <td>37 (52.9%)</td> <td>0 (0%)</td> <td>94.6%</td> <td>89.2%</td> </tr> <tr style="background-color: #cccccc;"> <td colspan="3">Difference (change in difference):</td> <td>0.8</td> <td>1.4 (0.6)</td> </tr> <tr> <td>Pupil Premium</td> <td>10 (14.3%)</td> <td>1 (10.0%)</td> <td>66.7%</td> <td>77.8%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>60 (85.7%)</td> <td>0 (0%)</td> <td>98.3%</td> <td>91.7%</td> </tr> <tr style="background-color: #cccccc;"> <td colspan="3">Difference (change in difference):</td> <td>31.6</td> <td>13.9 (-17.7)</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="2">Year 6: 70 pupils</th> <th>Missing Assessment</th> <th colspan="2">On Track or Higher</th> </tr> <tr style="background-color: #ffcc00;"> <th>Writing</th> <th>No. (%)</th> <th>No. (%)</th> <th>Sum2 21-22</th> <th>Sum2 22-23</th> </tr> </thead> <tbody> <tr> <td>Males</td> <td>33 (47.1%)</td> <td>1 (3.0%)</td> <td>78.1%</td> <td>65.6%</td> </tr> <tr> <td>Females</td> <td>37 (52.9%)</td> <td>0 (0%)</td> <td>81.1%</td> <td>86.5%</td> </tr> <tr style="background-color: #cccccc;"> <td colspan="3">Difference (change in difference):</td> <td>3.0</td> <td>20.9 (17.9)</td> </tr> <tr> <td>Pupil Premium</td> <td>10 (14.3%)</td> <td>1 (10.0%)</td> <td>33.3%</td> <td>44.4%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>60 (85.7%)</td> <td>0 (0%)</td> <td>86.7%</td> <td>81.7%</td> </tr> <tr style="background-color: #cccccc;"> <td colspan="3">Difference (change in difference):</td> <td>53.4</td> <td>37.3 (-16.1)</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="2">Year 6: 70 pupils</th> <th>Missing Assessment</th> <th colspan="2">On Track or Higher</th> </tr> <tr style="background-color: #add8e6;"> <th>Mathematics</th> <th>No. (%)</th> <th>No. (%)</th> <th>Sum2 21-22</th> <th>Sum2 22-23</th> </tr> </thead> <tbody> <tr> <td>Males</td> <td>33 (47.1%)</td> <td>1 (3.0%)</td> <td>81.2%</td> <td>90.6%</td> </tr> <tr> <td>Females</td> <td>37 (52.9%)</td> <td>0 (0%)</td> <td>75.7%</td> <td>83.8%</td> </tr> <tr style="background-color: #cccccc;"> <td colspan="3">Difference (change in difference):</td> <td>5.5</td> <td>6.8 (1.3)</td> </tr> <tr> <td>Pupil Premium</td> <td>10 (14.3%)</td> <td>1 (10.0%)</td> <td>33.3%</td> <td>66.7%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>60 (85.7%)</td> <td>0 (0%)</td> <td>85.0%</td> <td>90.0%</td> </tr> <tr style="background-color: #cccccc;"> <td colspan="3">Difference (change in difference):</td> <td>51.7</td> <td>23.3 (-28.4)</td> </tr> </tbody> </table>	Year 6: 70 pupils		Missing Assessment	On Track or Higher		Reading	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	Males	33 (47.1%)	1 (3.0%)	93.8%	90.6%	Females	37 (52.9%)	0 (0%)	94.6%	89.2%	Difference (change in difference):			0.8	1.4 (0.6)	Pupil Premium	10 (14.3%)	1 (10.0%)	66.7%	77.8%	Not Pupil Premium	60 (85.7%)	0 (0%)	98.3%	91.7%	Difference (change in difference):			31.6	13.9 (-17.7)	Year 6: 70 pupils		Missing Assessment	On Track or Higher		Writing	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	Males	33 (47.1%)	1 (3.0%)	78.1%	65.6%	Females	37 (52.9%)	0 (0%)	81.1%	86.5%	Difference (change in difference):			3.0	20.9 (17.9)	Pupil Premium	10 (14.3%)	1 (10.0%)	33.3%	44.4%	Not Pupil Premium	60 (85.7%)	0 (0%)	86.7%	81.7%	Difference (change in difference):			53.4	37.3 (-16.1)	Year 6: 70 pupils		Missing Assessment	On Track or Higher		Mathematics	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	Males	33 (47.1%)	1 (3.0%)	81.2%	90.6%	Females	37 (52.9%)	0 (0%)	75.7%	83.8%	Difference (change in difference):			5.5	6.8 (1.3)	Pupil Premium	10 (14.3%)	1 (10.0%)	33.3%	66.7%	Not Pupil Premium	60 (85.7%)	0 (0%)	85.0%	90.0%	Difference (change in difference):			51.7	23.3 (-28.4)
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Internal data across the school reveals more of a mixed picture. At the end of KS 1, it would at first suggest that the attainment gap between PP and not PP pupils is widening in Writing and Maths. However, on further interrogation of the data, it shows that 100% of Pupil Pupils were working at the expected standard or above in Reading, Writing and Maths at the end of KS 1. Although the attainment gap is diminishing, we must be cautious interpreting this data as the fact that 100% of PP pupils are working at the expected standard or above is something to celebrate. We now need to look at how many of these PP pupils are working at the higher standard:

Year 2: 69 pupils		Missing Assessment No. (%)	On Track or Higher	
Reading	No. (%)		Sum2 21-22	Sum2 22-23
Males	29 (42.0%)	1 (3.4%)	78.6%	82.1%
Females	40 (58.0%)	1 (2.5%)	87.2%	89.7%

Difference (change in difference):			8.6	7.6 (-1.0)
Pupil Premium	5 (7.2%)	0 (0%)	100%	100%
Not Pupil Premium	64 (92.8%)	2 (3.1%)	82.3%	85.5%
Difference (change in difference):			17.7	14.5 (-3.2)

Year 2: 69 pupils		Missing Assessment No. (%)	On Track or Higher	
Writing	No. (%)		Sum2 21-22	Sum2 22-23
Males	29 (42.0%)	0 (0%)	58.6%	72.4%
Females	40 (58.0%)	1 (2.5%)	82.1%	84.6%

Difference (change in difference):			23.5	12.2 (-11.3)
Pupil Premium	5 (7.2%)	0 (0%)	60.0%	100%
Not Pupil Premium	64 (92.8%)	1 (1.6%)	73.0%	77.8%
Difference (change in difference):			13.0	22.2 (9.2)

Year 2: 69 pupils		Missing Assessment No. (%)	On Track or Higher	
Mathematics	No. (%)		Sum2 21-22	Sum2 22-23
Males	29 (42.0%)	1 (3.4%)	78.6%	85.7%
Females	40 (58.0%)	0 (0%)	82.5%	90.0%

Difference (change in difference):			3.9	4.3 (0.4)
Pupil Premium	5 (7.2%)	0 (0%)	80.0%	100%
Not Pupil Premium	64 (92.8%)	1 (1.6%)	81.0%	87.3%
Difference (change in difference):			1.0	12.7 (11.7)

Internal data at the end of Year 3 shows that the attainment gap is diminishing in Reading and Writing, but widening in Maths:

Year 3: 70 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23
Males	39 (55.7%)	2 (5.1%)	81.1%	86.5%
Females	31 (44.3%)	0 (0%)	87.1%	90.3%
Difference (change in difference):			6.0	3.8 (-2.2)
Pupil Premium	5 (7.1%)	0 (0%)	60.0%	80.0%
Not Pupil Premium	65 (92.9%)	2 (3.1%)	85.7%	88.9%
Difference (change in difference):			25.7	8.9 (-16.8)

Year 3: 70 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23
Males	39 (55.7%)	2 (5.1%)	73.0%	78.4%
Females	31 (44.3%)	0 (0%)	77.4%	77.4%
Difference (change in difference):			4.4	1.0 (-3.4)
Pupil Premium	5 (7.1%)	0 (0%)	20.0%	60.0%
Not Pupil Premium	65 (92.9%)	2 (3.1%)	79.4%	79.4%
Difference (change in difference):			59.4	19.4 (-40.0)

Year 3: 70 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23
Males	39 (55.7%)	2 (5.1%)	86.5%	91.9%
Females	31 (44.3%)	0 (0%)	87.1%	93.5%
Difference (change in difference):			0.6	1.6 (1.0)
Pupil Premium	5 (7.1%)	0 (0%)	80.0%	80.0%
Not Pupil Premium	65 (92.9%)	2 (3.1%)	87.3%	93.7%
Difference (change in difference):			7.3	13.7 (6.4)

Year 4 reveals a consistent picture:

Year 4: 69 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23
Males	43 (62.3%)	1 (2.3%)	88.1%	88.1%
Females	26 (37.7%)	0 (0%)	88.5%	84.6%
Difference (change in difference):			0.4	3.5 (3.1)
Pupil Premium	10 (14.5%)	0 (0%)	80.0%	80.0%
Not Pupil Premium	59 (85.5%)	1 (1.7%)	89.7%	87.9%
Difference (change in difference):			9.7	7.9 (-1.8)

Year 4: 69 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23
Males	43 (62.3%)	1 (2.3%)	76.2%	78.6%
Females	26 (37.7%)	0 (0%)	84.6%	76.9%
Difference (change in difference):			8.4	1.7 (-6.7)
Pupil Premium	10 (14.5%)	0 (0%)	50.0%	60.0%
Not Pupil Premium	59 (85.5%)	1 (1.7%)	84.5%	81.0%
Difference (change in difference):			34.5	21.0 (-13.5)

Year 4: 69 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23
Males	43 (62.3%)	1 (2.3%)	97.6%	95.2%
Females	26 (37.7%)	0 (0%)	84.6%	80.8%
Difference (change in difference):			13.0	14.4 (1.4)
Pupil Premium	10 (14.5%)	0 (0%)	80.0%	90.0%
Not Pupil Premium	59 (85.5%)	1 (1.7%)	94.8%	89.7%
Difference (change in difference):			14.8	0.3 (-14.5)

Internal data at the end of Year 5 reveal that the attainment gap is closing significantly in Writing, but widening in Reading and Maths:

Year 5: 70 pupils		Missing Assessment No. (%)	On Track or Higher	
Reading	No. (%)		Sum2 21-22	Sum2 22-23
Males	33 (47.1%)	2 (6.1%)	83.9%	96.8%
Females	37 (52.9%)	0 (0%)	86.5%	97.3%
Difference (change in difference):			2.6	0.5 (-2.1)
Pupil Premium	9 (12.9%)	0 (0%)	77.8%	88.9%
Not Pupil Premium	61 (87.1%)	2 (3.3%)	86.4%	98.3%
Difference (change in difference):			8.6	9.4 (0.8)

Year 5: 70 pupils		Missing Assessment No. (%)	On Track or Higher	
Writing	No. (%)		Sum2 21-22	Sum2 22-23
Males	33 (47.1%)	2 (6.1%)	71.0%	80.6%
Females	37 (52.9%)	0 (0%)	70.3%	91.9%
Difference (change in difference):			0.7	11.3 (10.6)
Pupil Premium	9 (12.9%)	0 (0%)	44.4%	88.9%
Not Pupil Premium	61 (87.1%)	2 (3.3%)	74.6%	86.4%
Difference (change in difference):			30.2	2.5 (-27.7)

Year 5: 70 pupils		Missing Assessment No. (%)	On Track or Higher	
Mathematics	No. (%)		Sum2 21-22	Sum2 22-23
Males	33 (47.1%)	2 (6.1%)	93.5%	96.8%
Females	37 (52.9%)	0 (0%)	81.1%	83.8%
Difference (change in difference):			12.4	13.0 (0.6)
Pupil Premium	9 (12.9%)	0 (0%)	66.7%	66.7%
Not Pupil Premium	61 (87.1%)	2 (3.3%)	89.8%	93.2%
Difference (change in difference):			23.1	26.5 (3.4)

The challenge remains to ensure a more consistent picture across the school. The fact that the attainment gap has clearly closed in Reading, Writing and Maths by the end of Key Stage 2 is strong evidence that our PP Strategy is having impact over time, and that impact can be seen over a longer period of time.

By focusing on **metacognition and self-regulation approaches** ('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.

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.

Pupils can self-regulate and plan an approach to learning which will work for them.

(A1,2,3 & 4)

Continue work on embedding a growth mindset culture in children across the school. For example, 'Is this my best work?' rather than 'this will do.'

The language of growth mindset to be routinely used within all classrooms e.g. 'I can't do this....yet!'

Continued promotion of 'growth mindset' dinosaurs in EYs, promoting growth mindset in an Early years friendly way.

We have continued to embed a growth mindset ethos across the school, recognising effort rather than the end product. The language of growth mindset is firmly embedded within classrooms, as observed during informal lesson drop ins and pupil voice feedback conducted by KB. Teachers and teaching assistants feedback suggests that children are gradually becoming more resilient and will persevere with a challenging task for longer periods of time. This is still work in progress as developing resilience and building esteem takes time and is not a quick fix solution. This is closely linked with our mission statement of 'Reaching for the stars' and our core values (we are ambitious and we are courageous). Children are encouraged to enter the 'reach zone' and challenge themselves e.g. in Maths where we follow a mastery approach. More work needs to be done to ensure that the 'learning pit' is referred to and used in all classrooms, so that good practice is consistently seen across the whole school.

Zones of Regulation – these are firmly embedded within all classrooms. Teaching children to recognise their own emotions, and the strategies that they can use to support them continues across the school. Some parents have responded positively to these techniques and have replicated these in the home environment. These techniques are particularly useful for one to one

	<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.</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>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 3/1/2020.</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.</p>	<p>TAs who work with children who struggle to regulate their emotions. All one to one TAs have given positive feedback about the impact of these strategies.</p> <p>Metacognition (learning to learn) will be a focus in our next School Development Plan – Mrs Brundrett and Miss Brookes will be focusing on successful learning behaviours: what they look like and how they can be easily identified in a child friendly way.</p> <p>It is difficult to fully measure the impact of our focus on metacognition and self-regulation approaches as it is difficult to quantify. Feedback from our teaching staff has been overwhelmingly positive, with all teachers noting an improved awareness amongst pupils of their responsibility as learners and a recognition that we learn through making mistakes and that when we enter our 'reach zone', this is when deeper learning takes place. Staff have reported that pupils are becoming more resilient when faced with a challenge and that they are more likely to use the language of GM e.g. 'I can't do it ...yet.' Children have also been observed coaching their peers by using this language when entering the 'reach zone' of learning. It is hoped that the impact of a greater focus on metacognition strategies, self-regulation and Growth Mindset will be seen over time in our data. This is more of a long term view.</p>
<p>To improve the academic performance of pupils by focusing on outdoor learning. (A1,2,3 & 4).</p>	<p>Whole school focus on outdoor learning, specifically targeting PP pupils and LAC pupils in 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>Selected PP pupils in EYFS/KS 1 attended Forest School for 12 weeks.</p> <p>Selected PP pupils in KS 2 attended Forest School for 12 weeks.</p> <p>When staff were surveyed about pupils' learning behaviours in the classroom before, during and after the 12 week Forest School sessions, all reported positive outcomes at the end of the project in terms of:</p>

Forest School course leaders to come into our school to work with staff and pupils for half a term – model good practice.
Target specific PP pupils who struggle to learn within the confines of the classroom.
Target specific PP pupils who do not have access to any other forms of enrichment with PP grant.
Provide pupils with correct outdoor clothing, if not available – e.g. waterproof playsuits and wellies.
Purchase equipment for Forest Schools so that our teaching staff can continue to promote outdoor learning.

- ✓ Improved listening skills
- ✓ Improvement in ability to work as part of a team
- ✓ Improved concentration
- ✓ Increased confidence
- ✓ Greater resilience
- ✓ Greater independence

It seems that pupils were able to transfer some of the skills which they developed during Forest Schools back into the classroom.

This year, we held Forest School in EYFS/ KS 1 and KS 2, targetting PP/LAC and vulnerable pupils. A significant proportion of these pupils had social/emotional and behavioural needs. Staff noted how beneficial these sessions are for these challenging pupils as they have enjoyed the freedom of learning outdoors, but have also learnt about turn taking, following the rules (e.g. rules for the fire pit), sharing equipment and listening to others. Some of these skills have been transferred into the classroom where an improvement in behaviour has been noted on occasions. Another positive has been increased self-confidence and esteem.

In addition, staff also monitored pupils using PEMS (Behaviour) and the Leuven Scale (for Well-being and Involvement). An analysis of level scores awarded each week by staff show a steady increase in scores for well-being, involvement and behaviour for individual pupils.

Pupil Survey: Pupils have also responded extremely positively to their Forest School experience: 'I love doing all the activities and every week is always different in its own special way! Overall, it's probably the BEST thing I've ever done!' Year 5 pupil.

'I love going on the hammock. I enjoy learning new skills and it makes me smile.' Year 4 pupil.

'Forest Schools has given me more courage.' Year 6 pupil.

'I just love being outdoors! I love climbing trees, playing in the mud pit and swinging on the hammock.' Year 3 pupil.

'I really enjoy the different activities that we experience each week. My favourite activity is climbing trees. I think Forest School has helped me with my confidence.' Year 5 pupil.

It has been wonderful to see the children grow in confidence each week. They have all gained so much from participating in Forest School activities. They have learned new skills and have developed good friendships along the way. It has been so rewarding to see the children have so much fun by getting outdoors and appreciating the beauty of nature.' Teacher

These are comments from Catherine who runs Nature's Den:

'Mrs A couldn't believe how different the children were especially X - he was totally engaged, self reliant and joined in with the group banner- he has really settled these last few sessions, joining in with craft activities and being totally present during the sessions even sitting through fire pit times. We have had a great time with KS1 and EYFS - The children were all sad that it was the last FS session for this term.'

'We love working at Davyhulme so of course we will come back. The children are just fabulous and you are very supportive of what we do, think like us & can see the impact it has on the children.'

<p>B. To improve language and communication skills on entry and widen children's vocabulary and language across the school.</p>	<p><u>Continue</u> whole school focus on language, communication and vocabulary. English leads to attend TTSA's Virtual Vocabulary Conference in November 2022. SLT to feedback to staff and lead staff training on strategies suggested during course. Introduction of Word Walls in each classroom. Train teachers to become more knowledgeable and confident in explicit vocabulary teaching – strategies recommended in Alex Quigley's Closing the Vocabulary Gap.' Introduction of strategies to widen and develop language and vocabulary recommended by Jane Considine Inset – e.g. focus on high utility words during Book Talk, word mats, sentence stacking to highlight ambitious vocabulary. 'Shades of meaning' displays – arranging synonyms for words into low to high intensity words e.g. glimpse, look, glare. Focus on language and vocabulary during comprehension lessons – purchase of Cracking Comprehension resources.</p> <p>To specifically target language and communication skills on entry, Wellcomm toolkit to be used for ALL pupils following very successful trial last year.</p>	<p>This has continued to be a whole school focus, following on from CPD during a staff meeting based on Alex Quigley's approach to closing the vocabulary gap. As a result, the following have been successfully implemented in all classrooms: Word of the week Vocabulary wall Daily and explicit teaching of vocabulary. Use of dictionaries and thesauruses Adoption of specific vocabulary techniques e.g. Frayer models in KS 2. Vocabulary bookmarks Rigorous focus on language and vocabulary during weekly comprehension skills lessons.</p> <p>In EYFS, Wellcomm toolkit was successfully used to identify pupils at a very early stage who may benefit from speech and language support. (Impact? ask Mike for input?)</p> <p>SALT therapist PM) employed to work in school x 1 day per week to work with target pupils.</p> <p>Ongoing target.</p>
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ii. Targeted support

Desired Outcomes	Chosen Action / Approach	Measured Impact of Outcomes
<p>To ensure that pupils from the most vulnerable and disadvantaged backgrounds are not adversely affected by the disruption to their education, caused by Covid-19. (X)</p>	<p>Focus on social/emotional needs and wellbeing of our PP/LAC pupils – PSHE scheme (Jigsaw), mindfulness, Circle Time, Values, use of Sensory/Nurture room.</p> <p>Identify target PP pupils to take part in keep up intervention programmes to provide additional, targeted support in English/Maths – intervention for target pupils working below age related expectation in Summer 2022</p>	<p>We have continued to monitor the progress, attainment and wellbeing of our vulnerable/disadvantaged pupils. See individual case studies for further details. Internal and external data indicates that attainment and progress has returned to similar %s as they were pre-pandemic.</p>

Employ tutor/teacher for keep up intervention using additional PP funding – Doyenne Assist.

KB to research most effective catch up strategies - see the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#)

Gaps in learning to be identified and support programme put in place to ensure rapid progress is made.

Measure impact - Data pre/post intervention shows good progression and improved levels of attainment – evidence of gaps in learning being addressed.

A1.To raise attainment of PP children in Key Stage 2 (Year Six) data – **targeted intervention in Maths and English.**

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.

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.

PP children receive targeted intervention in Reading, Writing and Maths led by Deputy Head teacher.

Use pre-teach/pre-learn interventions and daily catch up strategies.

Deputy Head teacher to 'check in' daily with PP pupils to monitor attendance, well-being, homework and reading.

Comparison of attainment data off PP pupils at the end of Year 5 (2021-2022) and at the end of Year 6 (2022-2023) shows significant improvement, particularly in Maths:

Year 7: 10 pupils		Missing Assessment No. (%)	On Track or Higher	
Reading	No. (%)		Sum2 21-22	Sum2 22-23
All Pupils	10 (100%)	1 (10.0%)	66.7%	77.8%
Change:			11.1	

Year 7: 10 pupils		Missing Assessment No. (%)	On Track or Higher	
Writing	No. (%)		Sum2 21-22	Sum2 22-23
All Pupils	10 (100%)	1 (10.0%)	33.3%	44.4%
Change:			11.1	

Year 7: 10 pupils		Missing Assessment No. (%)	On Track or Higher	
Mathematics	No. (%)		Sum2 21-22	Sum2 22-23
All Pupils	10 (100%)	1 (10.0%)	33.3%	66.7%
Change:			33.4	

Change Key: Increase in % Decrease in % Unchanged

This indicates that the targeted intervention (as outlined in column 2) has had the necessary impact. Continue this approach next year.

	<p>Purchase additional intervention resources (CPG booster materials).</p> <p>PP TAs to provide some additional intervention for target PP pupils (BQ and BW).</p>																																																	
<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 to provide targeted intervention for PP pupils to close gaps in learning and to raise attainment and progress.</p>	<p>Analysis of data from Summer 2021-2022 compared to Summer 2022-2023 shows the attainment of PP children in English and Maths has been raised:</p> <table border="1" data-bbox="1043 359 1951 528"> <thead> <tr> <th colspan="2">Year 3: 5 pupils</th> <th colspan="2">On Track or Higher</th> </tr> <tr> <th>Reading</th> <th>No. (%)</th> <th>Sum2 21-22</th> <th>Sum2 22-23</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>5 (100%)</td> <td>100%</td> <td>100%</td> </tr> <tr> <td colspan="2"></td> <td colspan="2">Change: 0.0</td> </tr> </tbody> </table> <table border="1" data-bbox="1043 555 1951 724"> <thead> <tr> <th colspan="2">Year 3: 5 pupils</th> <th colspan="2">On Track or Higher</th> </tr> <tr> <th>Writing</th> <th>No. (%)</th> <th>Sum2 21-22</th> <th>Sum2 22-23</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>5 (100%)</td> <td>60.0%</td> <td>100%</td> </tr> <tr> <td colspan="2"></td> <td colspan="2">Change: 40.0</td> </tr> </tbody> </table> <table border="1" data-bbox="1043 751 1951 920"> <thead> <tr> <th colspan="2">Year 3: 5 pupils</th> <th colspan="2">On Track or Higher</th> </tr> <tr> <th>Mathematics</th> <th>No. (%)</th> <th>Sum2 21-22</th> <th>Sum2 22-23</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>5 (100%)</td> <td>80.0%</td> <td>100%</td> </tr> <tr> <td colspan="2"></td> <td colspan="2">Change: 20.0</td> </tr> </tbody> </table> <p>Change Key: Increase in % Decrease in % Unchanged</p> <p>This indicates the targeted intervention of these pupils has been successfully in terms of pupil outcomes. This will continue next year.</p>	Year 3: 5 pupils		On Track or Higher		Reading	No. (%)	Sum2 21-22	Sum2 22-23	All Pupils	5 (100%)	100%	100%			Change: 0.0		Year 3: 5 pupils		On Track or Higher		Writing	No. (%)	Sum2 21-22	Sum2 22-23	All Pupils	5 (100%)	60.0%	100%			Change: 40.0		Year 3: 5 pupils		On Track or Higher		Mathematics	No. (%)	Sum2 21-22	Sum2 22-23	All Pupils	5 (100%)	80.0%	100%			Change: 20.0	
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<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. Refresh training on using Clicker 8 (whole school licence) . Purchase of online subscription to Project X (reading intervention). Boosting Reading at Primary intervention to target some of our PP pupils. Targeted intervention/support given by T.A.s. including: intervention groups, 1 to 1 Precision Teaching and support during lessons To implement the termly use of assessments for those PP children on the SEN register as an accurate measure of progress – termly NFER/PIRA/PUMA assessments. Use pre-learn/pre-teach/over learning strategies and same day, 'in the moment' catch up sessions. Rigorous tracking of SENAS pupils' progress on Target Tracker (termly) by SENCo. Focus of termly Pupil Progress meetings.</p>	<p>We will focus on progress of PP and SEND pupils as the end of KS 1 and the end of KS 2 as an indicator:</p> <p>In Year 2, there are no PP pupils who are also SEND. In Year 6, there are 6 pupils who are both PP and SEND. Expected progress in one academic year is 6 steps or more on Target Tracker, our internal tracking system.</p> <p>Reading: 5 pupils (83%) progressed by 6 steps or more. The one pupil who did not secure expected progress in Reading is a pupil with significant learning needs as well as social and emotional needs. She has an EHC plan and works with a one to one TA. She secured 4 steps progress which we consider good personal progress for her.</p> <p>Writing: 4 pupils (67%) progressed by 6 steps or more. The remaining two pupils progressed by 4 steps which, although below expected progress, is good personal progress for those individuals: one has EHC plan and significant need; the other has significant issues at home which impact learning. See individual case study.</p> <p>Maths: 4 pupils (67%) progressed by 6 steps or more. The remaining two pupils progressed by 4 steps which, although below expected progress, is good personal progress for those individuals: one has EHC plan and significant need; the other has significant issues at home which impact learning. See individual case study.</p> <p>This data suggests that pupils who are PP and SEND generally make expected progress or better. Where this is not possible, there is usually a story for that individual child and this is where case studies are particularly useful.</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 (Doyenne Assist).</p>	<p>This continues to be an ongoing challenge. Mrs Quinn and Miss Williams (TA) have continued to work throughout the year with PP pupils working at expected and above to try to challenge and extend their learning. We have also targeted some of these pupils for one to one tuition. End of Key Stage SATs results continue to show a difference in attainment at the higher level between PP and not PP. This data is not validated at the moment as we are currently waiting for the IDSR to be published. This is based on internal data:</p> <p>Year 6 – Key Stage 2 % of pupils attaining greater depth: Reading – PP: 22.2% Not PP: 48.3% Writing - PP: 0% Not PP: 18.3% Maths: - PP: 0% Not PP : 36.7%</p> <p>Year 2 - Key Stage 1: % of pupils attaining greater depth: Reading – PP: 40% Not PP: 29.7% (this is particularly impressive) Writing - PP: 0% Not PP: 15.6% Maths: - PP: 20% Not PP : 29.7%</p>

		<p>We have seen an increase in the % of pupils working at the higher standard in Reading from the end of the previous academic year in both Year 2 and also in in Year 6. For example, at the end of Year 6, 2 pupils achieved the higher standard in Reading compared to 0 pupils in the previous year. Similarly, at the end of Year 2, 40% of pupils achieved the higher standard in reading, compared to only 20% of pupils at the end of Year 1. In Maths, 20% of pupils achieved the higher standard in Maths at the end of Year 2, compared to 0% at the end of Year 1. This suggests that although there is still a significant difference in the % of pupils who achieve the higher standard when we compare PP to not PP, data does suggest that more PP pupils are achieving the higher standard than in previous years. This is particularly significant in Y6, where 6 out of 10 PP pupils are also SEND.</p> <p>The need to increase the % of PP pupils working at the higher standard remains.</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 & 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>We currently have 4 LAC pupils. This is a summary of individual attainment and progress (expected progress is 6 steps on Target Tracker):</p> <p>Year 6 pupil: Reading – Expected standard and 7 steps progress (better than expected progress) Writing – Just below expected standard (working towards) and 8 steps progress Maths – At risk (low end of expected standard) and 8 steps progress</p> <p>Year 4 pupils (x3 pupils) Pupil 1 (SEND: EHC): Reading – Working towards and 8 steps progress Writing – Working towards and 5 steps progress Maths – Working towards and 5 steps progress</p> <p>Pupil 2: Reading – At risk (lower end of expected standard) and 6 steps progress Writing – Working towards and 3 steps progress Maths – At risk (lower end of expected standard) and 7 steps progress</p> <p>Pupil 3: Reading – Expected standard and 6 steps progress Writing – At risk (lower end of expected standard) and 7 steps progress Maths – Expected standard and 7 steps progress</p>
<p>iii. Other approaches</p>		
<p>Desired Outcomes</p>	<p>Chosen Action / Approach</p>	<p>Measured Impact of Outcomes</p>
<p>C.To increase parental engagement/empowerment</p>	<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.</p>	<p>This remains an ongoing target and is very much work in progress as we constantly seek to improve and refine our systems to maximise parental engagement. We conducted 2 parental surveys this year and we are using this feedback to make improvements/refinements in order to</p>

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. Parents will read regularly with their child and Deputy Head teacher will monitor this. Increased contact with previously disengaged families. Mrs Sanderson (Pastoral Lead/Family Liaison) to offer additional support to target families. Support vulnerable children with family routines: a good breakfast, uniform, access to residential visit, the curriculum and pastoral support. All teaching staff to focus on home-school communication with PP parents, e.g. careful monitoring of pupils' Planners. Ensure parents attend Parents' Evening and follow up non-attenders. Use of Seesaw – home/school learning platform. Facebook/school website. Play and Stay sessions in EYFS. Subscribe to Learning with Parents website.

improve parental engagement, for example, we will reintroduce our Meet the Teacher evenings early in September 2023 in order to engage with parents, enable them to meet teachers in an informal setting, make expectations clear, inform parents about what their child is learning etc. We will also hold more workshops in order to engage parents in their children's learning e.g. during Autumn 2, we will hold a consultation on the RSE curriculum and invite parents to a workshop so they understand more clearly what their child will be learning, and the rationale for it.

The Head teacher and Deputy Head teacher successfully met with all parents of Year 6 Pupil Premium pupils on an individual basis. This was a lengthy process, but one that paid dividends as we were able to reiterate the importance of daily reading at home, of ensuring that homework is completed in a quiet, calm space and to reinforce the home/school link. The meetings were all very positive and all parents were appreciative of the additional support/intervention which was going to be put in place in Maths and English, led by the Deputy Head teacher. Clear targets for improvement were drawn up and shared with parents and these were focused on during twice weekly sessions in small, focus groups with the Deputy Head teacher and also in small groups led by the HLTA in Year 6. Daily check ins with these pupils by Deputy Head showed that all PP pupils in Year 6 were reading regularly at home, completing their homework and remembering to bring their planners into school every day.

We continue to make good use of our online learning platform, **Seesaw**, to forge links between home/school. This has included setting home learning tasks, but also saw a significant increase in home/school communication as parents are able to message teachers directly and vice versa. We also have continued to make good use of Planners to communicate with parents, to record home reading and homework, and to deliver key messages about the day to day running of the school. Whole school messages are conveyed via Parent Pay. All channels of communication were explained again to parents in letter that was sent out this year in order to simplify methods of communication.

Our school website continues to be a source of a wealth of useful information for parents and is regularly updated by Mr Reynolds. Key information about learning and the curriculum is shared via termly curriculum newsletters so that parents are fully informed about what their children will be learning and how to best support at home. Next year, we plan to share Knowledge Organisers with parents/carers on Seesaw to ensure that more parents access information about what their child is learning. Feedback consistently shows that this is the area that parents feel that they would like to know more about.

EYFS have held regularly parent drop ins/workshops and Play & Stay sessions.

Mental Health – website continue to be kept up-to-date to signpost and support parents with all aspects of mental health and wellbeing, including notice boards in the parent waiting areas.

Mrs Sanderson has continued to liaise closely with families of our vulnerable pupils, establishing strong, positive relationships with these families in order to provide any necessary support and also to promote the importance of education. This has helped to 'break down' some barriers and improve relationships between home and school.

All parents/carers of PP pupils attended Parents' Evening (via School Cloud and face to face).

We continue to subscribe to website 'Learning with Parents' which aims to set small, manageable

but engaging tasks for parents/cares to do at home with their child to reinforce and support learning at home. Uptake is mixed, and we continue to work hard to promote this with our parents.

Moving forward, we now plan to hold more 'face to face' events. We would like to arrange coffee mornings to invite parents into school on an informal basis so that they are able to chat with staff and to discuss any concerns etc. in a more informal manner.

SLT/Mrs Sanderson are always visible and available on the school gates every morning.

D.To improve attendance/punctuality of those target PP pupils (target pupils with attendance below 96%).

Whole school attendance of 96% is achieved for all groups.

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.
Daily 'check in' of Year 6 PP pupils by Deputy Head teacher.
Swift referral to E.W.O. of persistent absenteeism.
Increased parental contact with vulnerable families (see above).

Mrs Sanderson, Mrs Sales, Mrs Gilligan and the rest of the admin. team have continued to monitor attendance and punctuality of vulnerable pupils and also PP/LAC pupils whose attendance we are specifically targeting.

Daily check ins of target PP pupils by Mrs Quinn and Miss Williams has been successful. Below is Attendance Report for PP pupils, followed by not PP pupils:

Tracker

Total % Attendance

Y1, Y2, Y3, Y4, Y5, Y6, Y7 - Pupil Premium (46 pupils)

Year Group	No. of Pupils	Nur %	Rec %	Y1 %	Y2 %	Y3 %	Y4 %	Y5 %	Y6 %	Y7 %
Year 1	4	85.4%	98.7%	-	-	-	-	-	-	-
Year 2	3	95.3%	91.6%	87.0%	-	-	-	-	-	-
Year 3	5	95.1%	97.1%	90.1%	92.7%	-	-	-	-	-
Year 4	5	93.9%	95.9%	95.4%	93.0%	93.7%	-	-	-	-
Year 5	10	91.3%	97.1%	94.8%	96.9%	95.7%	95.8%	-	-	-
Year 6	9	98.8%	96.5%	96.5%	95.9%	98.7%	94.8%	94.3%	-	-
Year 7	10	96.1%	92.8%	94.5%	96.6%	96.7%	94.9%	94.6%	95.8%	-

Tracker

Total % Attendance

Y1, Y2, Y3, Y4, Y5, Y6, Y7 - Not Pupil Premium (440 pupils)

Year Group	No. of Pupils	Nur %	Rec %	Y1 %	Y2 %	Y3 %	Y4 %	Y5 %	Y6 %	Y7 %
Year 1	66	91.1%	95.8%	-	-	-	-	-	-	-
Year 2	65	97.5%	97.1%	97.6%	-	-	-	-	-	-
Year 3	65	94.8%	98.1%	96.5%	97.3%	-	-	-	-	-
Year 4	64	97.2%	97.5%	98.8%	97.5%	97.9%	-	-	-	-
Year 5	59	96.2%	97.4%	97.6%	98.8%	97.4%	97.9%	-	-	-
Year 6	61	94.8%	97.1%	97.9%	98.1%	98.3%	97.4%	96.5%	-	-
Year 7	60	96.0%	97.4%	97.5%	97.8%	97.7%	98.3%	95.9%	95.3%	-

The target for whole school attendance for PP pupils to be at least 96% has not quite been achieved in all year groups (Figures fall slightly below this in some cohorts...it is a mixed picture

		<p>across the school, depending very much on the attendance of individual pupils). Rigorous monitoring of individual pupils and being aware of their history is key to success in this area. Pupils who consistently fall below 96% attendance will continue to be monitored and tracked closely. See individual case studies.</p>
<p>E. To support PP children with social and emotional barriers to learning to ensure that they feel happy, safe and ready to learn.</p> <p>To ensure pupils have access to targeted support for mental health and wellbeing.</p>	<p>Pastoral Leads/Family Liaisons Lead to ensure: Increased contact with parents of targeted PP pupils. Sensory/Nurture Room to be used to support target pupils. Close monitoring of attendance and punctuality. Use of: Circle Time Social Stories Play Therapy Nurture Group Sensory Room Listening Room Continual review of class and lunchtime behaviour policies – SLT Setting up of lunchtime nurture club 'Crafty Club' for Y3/4 & Y5/6 pupils led by HM. Approaches to managing feelings through Social Stories - SENCo to support staff in understanding of social Stories. Lunchtime supervision of Listening Room by Pastoral Leads. Continued promotion of Circle Time – refresh staff training. Mindfulness sessions in class – PSHE scheme 'Anxiety Gremlin' project during Fabulous Friday sessions. Zones of Regulation strategies/training 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>Our pastoral leads, Mrs Sanderson and Mrs Sales, continue to lead in this area. They work closely with any pupils who are identified as a cause for concern by teaching staff and/or parents. KB attended and completed Senior Mental Health Lead course with Creative Education. Mental Health Policy written and shared with all staff and Governors. Mental Health Governor appointed – Dr Hawkins. Mental Health action plan created. Whole school Inset led on Mental Health and wellbeing to ensure that it is a whole school priority and focus. Signposting documents for staff/parents/pupils shared with staff. Focus on mindfulness in all classrooms and anxiety gremlin workshops LS and DS have continued to work closely with targeted pupils – daily check ins, one to one sessions, Play Therapy. See individual case studies to measure impact. Regular timetabling of Circle Time sessions has ensured that dedicated time is given to talk about issues and also to develop the skills of listening, empathy etc. Positive feedback of the impact of these sessions has been given by all staff. Weekly PSHE lessons delivered The positive impact on children's mental health, wellbeing and social/emotional skills has also been monitored during Forest School sessions – see PEMS (Behaviour) and the Leuven Scale (for Well-being and Involvement). Worry Boxes have continued to be used into all classrooms and common areas and the Lunch/PlayTime Policies have been reviewed and updated to include a focus on assertive discipline and also an awareness of children's social/emotional needs. Zones of Regulation introduced in all classes. Sensory/Nurture Room created and is regularly used by TAs to support social and emotional needs of target pupils. Mental health and wellbeing is a recurring theme in Assemblies. We used PP funding to organise mental health and transition workshops for Year 6 pupils. Crafty Club (lunchtime intervention) has been very successful in Key Stage 2 for pupils who struggle with anxiety and friendship issues.</p>
<p>F. To support enrichment activities for PP children.</p> <p>To ensure all PP pupils have opportunities to attend enrichment activities to further aspirations</p>	<p>Music tuition; Forest Schools; Tactile Arts Club Magic Skills for Schools</p>	<p>Ensuring all PP pupils have the opportunity to participate in an enriched curriculum remains a key priority. Mrs Quinn has continued to work closely with Miss Brookes to monitor and organise provision to ensure that ALL PP pupils have the opportunity to access at least one enrichment activity.</p>

<p>and widen their horizons which will impact positively on life experiences that can be used in learning.</p> <p>To increase involvement in extra-curricular activities on offer in school.</p> <p>To ensure all PP pupils have equal access to a broad and balanced curriculum.</p> <p>To widen the 'cultural capital' of our PP pupils by exploring the rich artistic, cultural, spiritual and social heritage of the UK.</p>	<p>School of Sport – extra curricular sports clubs</p> <p>Dance (maypole dancing for Jubilee) and Dance Club</p> <p>Contribution to Year 6 Residential; Funding school trips for some PP pupils that will provide a stimulus for learning;</p> <p>Access to after school clubs;</p> <p>Weekly access to First News newspapers for children – target PP pupils</p> <p>11 + tuition for target PP pupils</p> <p>Subscription to Book Trust Book Packs for LAC pupils.</p> <p>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.</p> <p>Provision Maps to identify/target key PP pupils.</p> <p>Discussion with parents about support available. Office staff to ensure payments are made from PP fund.</p>	<p>Provision Maps for PP pupils have been created for all PP/LAC pupils across the school and these are carefully monitored and updated to ensure that all of our PP pupils are receiving additional support/intervention and/or access to enrichment activities e.g. Forest School sessions were provided for target PP pupils in KS 2 and this was extended to EYFS/KS 1 this year as well.</p> <p>We have sent a letter out to all PP parents to reach out to them to ask which clubs their child would like to attend. Mrs Quinn has had to do a lot of chasing up of parents and pupils to return these. Uptake on some of these amazing opportunities (e.g. free guitar lessons and guitar) has not been as positive as we would hope. We need to keep working on trying to find ways to encourage some parents to buy-in to the importance and value of an enriched curriculum. This is an ongoing challenge at times.</p> <p>As always, the PP grant has been used to pay for residential trips, day trips, attendance at after school clubs e.g. Art Club, Holiday Clubs and also to fund uniform for targeted PP pupils. This is reviewed on a case by case basis.</p> <p>We will continue to target pupils when/where we feel they will benefit from additional support/intervention and/or access to enrichment activities and experiences.</p> <p>Miss Williams has provided weekly enrichment sessions for PP pupils who are working at expected standard or above and who do not require academic intervention. She has worked hard to establish positive relationships with these pupils and has tailored sessions to meet their individual interests e.g. Science, Dance etc.</p>
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