# St Gile St George Academy logoSt Giles’ and St George’s Academy Pupil Premium Strategy Statement

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

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

## School overview

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| Detail | Data |
| School name | St Giles’ and St George’s CofE Academy |
| Number of pupils in school | 314 |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/22-2024/25 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed next | December 2024 |
| Statement authorised by | C Pointon, Headteacher |
| Pupil premium lead | G Barclay, SLT |
| Governor / Trustee lead | Ms A Nisbeck |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £127,775 |
| Recovery premium funding allocation this academic year | £13,920 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £141,695 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Being a Church of England school, we are driven by our gospel values. We embed dignity, resilience, respect and hope to ensure all of our pupils, regardless of socio-economic background, achieve their full potential and make a positive contribution to society.  Our inclusive ethos is built around the gospel values that encourage all pupils to be actively involved in their own learning. We strive for all pupils to enjoy a high-quality learning experience through which their individual learning needs are met. The gospel values help to provide a safe and supportive environment where all pupils have high aspirations, thrive, both personally and academically, and succeed in being the best that they can be.  St Giles’ and St George’s C of E Academy offers a positive, safe learning environment for its learners, in which everyone has equal and individual recognition and respect. We celebrate difference and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and confidence amongst the children. Everyone within the school has an important role to play in sharing responsibility for the development of positive attitudes to learning and excellent behaviour.  Our ultimate objectives are:   * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. * For all disadvantaged pupils in school to make or exceed nationally expected progress rates. * To support our children’s health and wellbeing to enable them to access learning at an appropriate level.   **KEY PRINCIPLES**   * We have high expectations for all pupil groups and individuals. We do not equate deprivation with low ability and expectations. * We recognise that not all pupils who are eligible for the pupil premium are socially disadvantaged and that not all socially disadvantaged pupils attract pupil premium funding. We therefore focus on the needs and progress of all our pupils. * Reliable research, trialling and self-evaluation are used in order to allocate pupil premium funding to activities that are most likely to have an impact on the achievement of our pupils. * We ensure that the provision of additional support does not socially isolate pupils. Extra help is integrated into the teaching programme and it is likely that intervention groups will be a mix of pupils who are eligible for the pupil premium and those who are not. * Engagement with all parents is fundamental to promoting improved outcomes for our pupils * All pupils eligible for funding, including those who are working above ARE or those who demonstrate potential to work above ARE will access support to raise levels of progress, attainment, attendance, well-being and mental health and self-esteem and confidence. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | The attendance of our pupil premium children as a group is 1.5% lower than that of non-pupil premium children. Persistent absence is 6.8% higher than that of non-pupil premium children. |
| 2 | The gap between PP and non-PP children attainment is wider in maths, compared to reading and writing. |
| 3 | 33% of our pupil premium children also fit into another vulnerable group, such as having an additional special educational need. |
| 4 | Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children have, meaning that knowledge of the world and vocabulary acquisition is limited. |
| 5 | Poor parental engagement, especially with home reading and school support workshops. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| *1 – For attendance of our pupil premium children to be no lower than the attendance of their non-PP peers.* | * Attendance officer will promptly call who have an absent child without reason. * Attendance officer will monitor attendance and send warning letter when attendance gets below 97%. * Attendance officer will complete direct work with families and a comprehensive support plan with incentives and sanctions will be put in place for each family. * Fines given for unauthorised absences due to holidays within term time. * EWO notified when attendance gets below 90%. * Staff understand that attendance is everyone’s responsibility. Staff to monitor attendance and liaise with attendance officer. Staff to speak to parents in the first instance of a drop in attendance to offer support. * Links established with new local care home, who will enable the school to use their facilities as incentives and rewards for improved attendance/lateness. |
| 2 – The attainment gap in maths between PP and non-PP children will be below the national gap of 20% in most year groups.  The majority of PP children will meet their accelerated flightpath targets in maths. | * Regular communication with maths lead as to PP attainment, possible strategies. * Maths lead to relay maths PP data for feedback * Pupil progress meetings will highlight PP progress and identify specific catch up interventions. * PP children prioritised for catch up maths clubs. * All PP children will have an individualised support plan identifying areas of strength and areas for development with specific interventions, these are monitored for impact by class teachers and senior leaders each term. * Ready to progress curriculum adopted by all NC classes to close gaps and reinforce basic skills. * TT Rockstars club in which PP children will receive personal invites. * National Tutoring programme to target Year 5 catch up. |
| 3 – Clear, timely communication between SENCO, PP lead, head teacher and class teachers will ensure that interventions are being completed and are having a positive impact on progress. | * All class staff with be aware of the PP children in their class and create a PP support plan outlining all measures taken in addition to high quality teaching to support the child. * Discussion with SLT termly with regards to PP data and strategy updates – including head teacher and SENCO measuring outcomes and impact. * PP lead to hold all staff to account to ensure impact of provisions for PP children. * PP lead to scrutinise Class Charts termly with regards to behaviours and put in place action and support plans as required. * Liaise with attendance officer frequently with regards to attendance and lateness and families with specific needs. * SLT meeting time allocated in order to communicate between staff each week. |
| 4 – A wide range of enrichment activities are planned for across year groups throughout the year. Pupil premium children will have access and support through costings to ensure that they do not miss out. | * PP children will have the same opportunities as non-PP children to extra-curricular and real-life experiences cost will be met by the school. * Raising aspiration opportunities will be actively sought and given to PP children. * Individual PP plans will highlight opportunities for curriculum enrichment for children (music lessons etc.) which will be funded by the school. * Curriculum enrichment lead to ensure equal opportunities for PP children and liaise with PP lead with regards to attendance of PP parents to events and inclusivity of events. * Staff to keep extra-curricular club registers to monitor uptake. PP children and parents to be individually invited to clubs * Staff to take into account of children’s aspirations and interests when completing Edukey conversations, ensuring that there are opportunities throughout the year for children to enhance their interests. * Staff to liaise with PP lead for support in ensuring these experiences occur. * Links established with new local care home, who will enable the school to use their facilities, widening the enrichment opportunities the school can offer. * Forest school opportunities, both in academic and extra-curricular time will ensure extra opportunities for wellbeing, SEMH, PP children’s interests to be pursued. |
| 5 – Parents are well equipped to support their children at home.  Progress in reading will improve due to home reading frequency increasing.  Parents feel like they are a part of the school family and feel welcomed into the school, thus improving our home school partnership. | * Well-publicised and attended workshops focusing on our approach to teaching maths, reading, writing, phonics and how parents can support. * Parents invited to termly shine mornings to work alongside their child in the classroom. * Manageable homework share events to promote efforts, via Teams, Facebook and in person. * Class charts/Class dojo to ensure effective and timely communication between teacher and parent. * Frequent Facebook posts promoting great exciting learning in all year groups. * PP parents receive personal invites to Pastoral Coffee and Catch-up sessions * PP lead to work with attendance officer to host coffee morning for PP parents and professionals in parenting and attendance to attend. * Parents feel involved in the school’s decision making and that their thoughts are valued. Parent voice to highlight views on homework and school offer. |

## Key:

Red – updated actions for year 2022/23.

Purple – updated actions for year 2023/24

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *25,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Appointment of Senior Leader to oversee PP strategy | The EEF’s guide “Putting Evidence to Work, A Guide for Implementation” (Sharples, Albers, & Fraser, 2018) – highlights the importance of building leadership capacity to deliver school improvement  EEF Implementation Guide states that ‘school leaders play a central role in improving education practices through high-quality implementation’ by ‘defining both a vision for, and standards of, desirable implementation’. |  |
| INSET day looking at the use of Edukey Provision Mapping tool | Building an ongoing holistic understanding of pupils and their needs  *EEF Special educational needs in mainstream schools* | 2 |
| Purchase a Provision mapping tool and train up staff members to use this | Building an ongoing holistic understanding of pupils and their needs  *EEF Special educational needs in mainstream schools* | 2 |
| The teacher in charge of SEND and the PP champion will work together to identify any support staff who would benefit from further CPD | Staff who feel skilled and confident leading an intervention will see better progress from the children.  We hope to see LSAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.  Complement high quality teaching with carefully selected small-group and one to one interventions.  *EEF Special educational needs in mainstream schools*  *Small group tuition +4 months* | 3 |
| CPD for PP lead to ensure robust tracking systems are in place which are monitored and impact reviewed. | The EEF’s guide “Putting Evidence to Work, A Guide for Implementation” (Sharples, Albers, & Fraser, 2018) – highlights the importance of building teams such as “data teams” to improve leadership capacity and deliver school improvement |  |
| Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. | Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.  Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g.  Interleaving and questioning +7 Months  Assessment for learning / feedback + 6 Months | 2 |
| Regular assessments to identify underperforming students and to signpost interventions. | Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e.+7 months impact | 2 |
| Pupil progress meetings led by PP lead and HT to provide developmental feedback, identify training needs and to share best practice. | DFE guidance on Teacher Standards states that ‘Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development’.  Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice. | 2 |

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

Budgeted cost: £ *86,500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group tuition using National Tutor Programme | EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months | 2 |
| Catch up interventions will take place at the end of the school day | EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months  This is supported by the EEF Toolkit (2021) which reports that extending school day has an effect of + 3 Months. | 2 |
| Providing subject specific intervention sessions. E.g. In school & lunchtime sessions  Providing specific intervention programmes | Engagement scores for PP students during lockdown was lower than that of their peers, suggesting larger gaps in knowledge.  In house assessment data suggests that targeted academic intervention of pupils has had a significant impact on attainment. This is supported by the EEF teaching and learning Toolkit (2021) which reports that small group tuition has an effect of +4 months | 2 |

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

Budgeted cost: £ *30,195*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide high quality pastoral care including mentoring and support of vulnerable students by ELSA’s via ‘The Hive’ | EEF Toolkit (2021) reports that mentoring has a +2 months benefit to students  Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77. | 1, 3, 5 |
| Targeted attendance activities, including:   * Review and update attendance policy * Incorporate attendance into transition planning * Work with PP parents and students to identify specific barriers to attendance   Target support based on specific barriers | Research presented by organisations such as Welsh Assembly Government (2011) *&* Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP student | 1 |
| Work with partners (DFE, BG etc) to provide laptops and ICT access for all students | Wider literature e.g. Colman (2021) shows that PP students significantly affected by digital divide, especially during pandemic. | 2 |
| Increase Pupil Premium parental engagement   * Develop early online booking for PP parents * Where PP parents have not attended, encourage alternative contact via class teacher * PP parents to receive personal invites to events | Current anecdotal evidence suggests that many PP parents unaware of parents evening resulting in poorer attendance (approx.10% gap)  EEF Toolkit (2021) reports that that effective parental engagement can have +2 months benefit to student progress | 5 |
| Ensure that students can access full taught and extra curriculum | EEF’s tool kit reports +2 months benefit from both arts and sports participation | 4 |

**Total budgeted cost: £ 141,695**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

**Quality of teaching for all**

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| **Desired outcome** | **Chosen action / approach** | **Impact/Review** |
| Achieve the best outcomes for PP eligible pupils in  **Reception Class** to ensure  the attainment gap closes and their complex needs supported. | Additional Teaching Assistants to ensure smaller numbers of pupils receive targeted teaching Additional staff will ensure quality first teaching across the Phase and provide targeted  intervention  Adaptation of the provision to match pupil need & purchasing of resources to support the needs of the SEND pupils.  Purchasing of an increased range of reading books and reading packs made for home support.  Promote additional outdoor learning opps to improve engagement and language/communication skills  Stoke speaks Out provide CPD for staff, small group work, 1- 1 support for identified EYFS children including KS1 children.  EYFS parent communication to support the early years development  Early identification of learning difficulties for early years pupils and targeted outside agencies contacted to support  AEN funding applications made where appropriate  Miss Snape has been successful in leading on the Stoke Speaks Out project – This is now combined with Wellcomm to provide effective Speech and Language support  15 DA Reception children with significant speech & language delay are targeted for support from Speech and Language team  All pupils targeted are EHCP or vulnerable in addition to being DA. | In September 22, the PP gap between children on track to get a GLD at the end of Reception was -28%. By June 23, the PP gap between children who achieved a GLD was -6%, showing a decrease by 22% and well below the national gap of -21%.  Interventions put in place, such as Time2Talk, More Time2Talk and SSPF interventions ensured that the PP gap in reading closed by 8% for children reaching ARE.  Adaptations to provision to match need and the continuation of Squiggle whilst you wiggle, as well as introducing the earlier Wiggle me into a squiggle ensured that the writing/Physical Development PP gap by the end of Reception narrowed by 22% for children reaching ARE.  Maximising outdoor learning opportunities, outdoor learning training, adapting the writing journey and expectations and prioritising physical development ensured that more children were ‘writing ready’, thus contributing to the narrowing of the writing gap.  The maths PP gap by the end of Reception had closed by 14% for children reaching ARE, which is now a positive gap at +4%.  All PP were screened for additional needs leading to appropriate interventions being put in place earlier and extra funding found where appropriate to support pupils in the classroom, e.g. ECS, Squiggle whilst you wiggle, T2T, MT2T, T2L.  3 successful SALT applications resulting in individualised targeted support above and beyond C&L interventions. The PP gap in speaking by the end of Reception had narrowed from -5% to +6%, now a positive gap. |
| Ensure an increased number of pupils eligible for the grant make accelerated progress leading to more  disadvantaged pupils achieving **above the age** related expectation | High quality CPD based on quality first teaching.  Introduction of new higher level text based reading.  .  Purchasing of more on-line learning r  sources for home usage Feedback provided to promote next steps.  Reasoning promotes understanding and children are challenged up more swiftly. | 97% of parents now engaging with the school and their child’s learning through Class Dojo an increase of 2% from last year, thus maintaining our high parental engagement standards.  DA children are targeted for boostering, where intervention will both target gaps and reinforce classroom teaching.  **Appendix 1** progress table shows the positive impact our interventions have had this year. In most year groups, the progress gap between PP and non-PP pupils is below the national gap of -0.6 or now a positive gap.  Where the mentoring initiative took place, gaps are all below national average or have been closed in all areas and gaps based on targets have been exceeded. In Year 5, where gaps are above NA in maths and writing, smaller, single age group classes are in place.  Where small group tuition took place with Year 6, gaps have been closed for all subjects and positive gaps for all three core subjects. A particular success story is writing, with a positive gap of +2.8%. |
| Ensure that in **Y1-6 the attainment gap** between pupils eligible for the grant and other pupils closes in reading, writing and maths | Improve the opportunities for phonic CPD.  Development of reading opportunities through the school, supported through the SDP.  Increase the opportunities for application of writing and across the curriculum and for pleasure. Access and CPD to LAP toolkits to enhance progress – for phonics, writing and maths.  Focussed additional support from TAs working with small groups to secure the basic skills are built on progressively through QFT | Learning walks, data and OFSTED report March 23 indicate phonic teaching is effective throughout the school.  Teaching of phonics is now 100% good or better an improvement from 75% last year. All PP children are taught phonics by the most experienced teacher in each year group. Assessment and tracking is thorough and timely, interventions and systems are consistent and books fully matched to scheme’s progressive pathway.  Continuation of employment for KS2 EHCP 1-1 TA supports the learning of the SEN, 3 DA pupils continue to gain from this appointment. This appointment also allows the 2 TAs for focus on the needs of the LAPS.  KS2 TA’s per class support the learning of the LAPs. This has meant that the PP gap in Year 6 has closed in reading, writing and maths and in Year 4, reading and maths. The Year 3 gap in reading has closed and the writing and maths gap is below national average of -0.6%. Year 6 2022/23 will be targeted next year through smaller class sizes and single age classes. |

**Targeted support**

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| **Desired outcome** | **Chosen action / approach** | **Impact/Review** |
| Ensure an increase number of pupils eligible for the grant make accelerated progress leading to more  disadvantaged pupils achieving **above**  **the age** related expectation | Provide additional small group work/intervention for highest ability PP eligible pupils.  On line learning resources promote further learning opportunities. | 1 pupil working above in Y3 in Reading  In Y5 a good proportion of the DA working above:- R – 5 W – 2, M – 3  In Reception, the PP gap between GD children is now positive in reading, writing and maths.  In Year 1, the GD gap is below national average in all core areas.  In Years 2-6, the GD gap is below national average in writing and maths.  The gap has closed for GD pupils in Year 4 for reading and writing. |
| Ensure that in **Y1-6 the attainment gap** between pupils eligible for the grant and other pupils closes in reading, writing and maths | Experienced Teachers and support staff identified to lead smaller group teaching of core areas. This ensures ‘quality first’ teaching.  TA small groups – secure basic skills are embedded together with new learning. Implement some formal/non-formal interventions to support specific need.  Apply the strategies from the toolkits and make the reasonable adjustments | DA children targeted for additional support in KS1 by intervention from TA’s  Interventions and strategies put in place across KS1 and 2 have ensured that the attainment gap in Years 3 and 5 between PP and NPP has narrowed by up to 14% for children at ARE+ for reading.  Also, the attainment gap in Year 3 between PP and NPP for maths has narrowed by 6% for children at ARE+. |
| Access to the wide range of SEHM interventions both internally and externally, thus improving pupil’s  mental health well-being and this being indicated on the Triple A audit tool. | New Pastoral Lead to overhaul the provision for SEMH children and line manage the work of the in school counsellor.  In school counsellor to support children with mental health needs  Mental health team to support families with availability online  Forest school to support mental health wellbeing  Create links with new care home to increase resource capacity. | Children and parents are identified and signposted to the relevant support as soon as possible.  Assemblies are targeted to support the PSHE curriculum and SEHM strategies – classroom strategies also support with a culture of community and shared responsibility.  All pupils with child protection concerns have core group and conferences remotely to ensure consistent levels of communication. Necessary information is shared with relevant staff. Improvements have been made as to My Concern policy and shared with staff. SMT have weekly meetings where safeguarding cases and issues are discussed.  The Hive provision has been up and running for a year, providing a multitude of interventions, behaviour and SEMH support for in excess of 80 children in school. Assistant SENCO role has been successful in providing wellbeing, pastoral and behaviour support for whole school.  OFSTED 2023 quoted on our Hive:  “The specialist Hive provision is a sanctuary for pupils who become overwhelmed or need extra support. This highly effective provision helps pupils to manage their emotions really well. Harriet, the school’s therapy dog, complements the excellent provision on offer in the specialist base.”  “The Hive provision provides bespoke support for any pupil who needs it. Its unique offer ensures success and achievement for all who attend it.” |
| **Total budgeted cost** | | **£6,000** |

**Other Approaches**

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| **Desired outcome** | **Chosen action / approach** | | **Impact/Review** |
| Significantly close the attendance gap between PP and NPP pupils | Daily contact/monitoring Support clinics  Accessibility to support online, face to face and paper based Target focus families for intense support  Increase face-to-face contact calls with families of concern  Attendance expectations and procedures reiterated to parents every year via Dojo. Expectations set on new to school ‘show arounds’ and in welcome packs. | | The attendance gap for DA/non-DA at the end of the academic year 2022/23 was -1.5%, lower than the national gap of -4%.  DA Persistent Absenteeism figure is below national by 20.7% (School 14.4% and National 35.1%)  During 2022/23, we appointed a welfare officer and assistant SENCO in order to tackle attendance and pastoral challenges. Our ‘Hive’ provision continued to provide support to reduce persistent absence and support the children pastorally, going above and beyond to give them what they needed to succeed in school. Our new attendance officer now has a hierarchical flow chart of action in place in order to increase attendance from a parent’s perspective ranging from letters of support, meetings with the Head teacher to EWO referrals and when these need to happen.  Flow chart has been updated and staff meeting has taken place to ensure that teachers are more involved in the first instance with pupil attendance, providing first face to face meetings and incentives to help reduce escalations.  New attendance officer has created a system whereby teachers and AO can work together in collaboration, sharing information.  This will be in place from September 2023 and positive impact of this will be shown through termly improvements to overall attendance and individual persistent absentees. |
|  | Provide breakfast club  Provide for basic needs- clothes /equipment Support from Learning Support mentor  Selected strategies to promote good attendance in school – eg – Pupil Leadership attendance officer role, rewarding & reporting good attendance, attendance assemblies | During the academic year 2022/23, 27% of our PP children have had access to breakfast through our breakfast and books club or through free breakfast provided on entry to school.  During 2022/23, PP lead has been liaising with attendance officer to action rewards for improved attendance on an individualised basis.  Since July 2022, attendance of PP children has improved by 1.5% as of July 2023. | |
| Improve both parental and **pupil**  **engagement** and support for the parents of pupils eligible for PP | To ensure that all children are able to attend all visits by subsidising these and providing enrichment opportunities such as music lessons and additional extended school provision.  When able and covid safe ensure a range of clubs are offered throughout the school day and many without a cost attached  Increase the impact of the leadership roles for DA children to provide a sense of responsibility and raise self-esteem  Become more involved with community events, when safe to do so. | Pupil leadership roles are in place and their voices are being heard through minutes and assemblies. DA children will fulfil a role to deepen pupil engagement.  OFSTED 2023 quoted on our children:  “Opportunities to develop personal development are deeply embedded into the curriculum and are of an exceptional quality.”  “Pupils see how their classroom learning is translated into fulfilling careers.”  Curriculum enrichment lead liaises with PP Lead, which ensured that all children have equal opportunities to experiences and events. 74% of PP parents attended workshops and shine events last year. We are now aiming for 90% this academic year.  Through Edukey PP plans, all staff are aware of the PP children in their class and can demonstrate how we go above and beyond raise aspirations and enhance experiences. These provisions are added and children added as the year progresses.  Through liaison with music lead, 7 PP children have now taken up learning a musical instrument due to funding for lessons.  41 PP children now have leadership roles within the classroom to provide a sense of responsibility, which is an increase of 23 on last year. | |
| Improve both **parental** and pupil **engagement** and support for the parents of pupils eligible for PP | Ensure all PP parents have access to written and verbal communication- in a variety of forms which best suits their needs.  Select parents for trip helps – don’t ask for volunteers. New email for parents to contact teachers  Parent engagement days – when safe to do so Refer to agencies for help –eg Home Start. | Through persistence, individual invites and offers of alternative dates of ways of communication, engagement with parents meetings went from 54% to 72%, an increase of 18%, which we endeavour to improve on in the coming years.  Academic year 2022/23 saw engagement of PP parents in parents meetings at 81%, a further increase of 9% on the previous year.  In 2022/23, all teachers and parents were linked to Class Dojo, to ensure better and more timely communication, as well as ease of reminders and personal invites for events. This has proven invaluable as a resource for communication, especially in UKS2 whereby parents aren’t seen as frequently. | |
| **Total budgeted cost** | | **£2,680** | |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Edukey | TES |
|  |  |
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# Further information

**References**

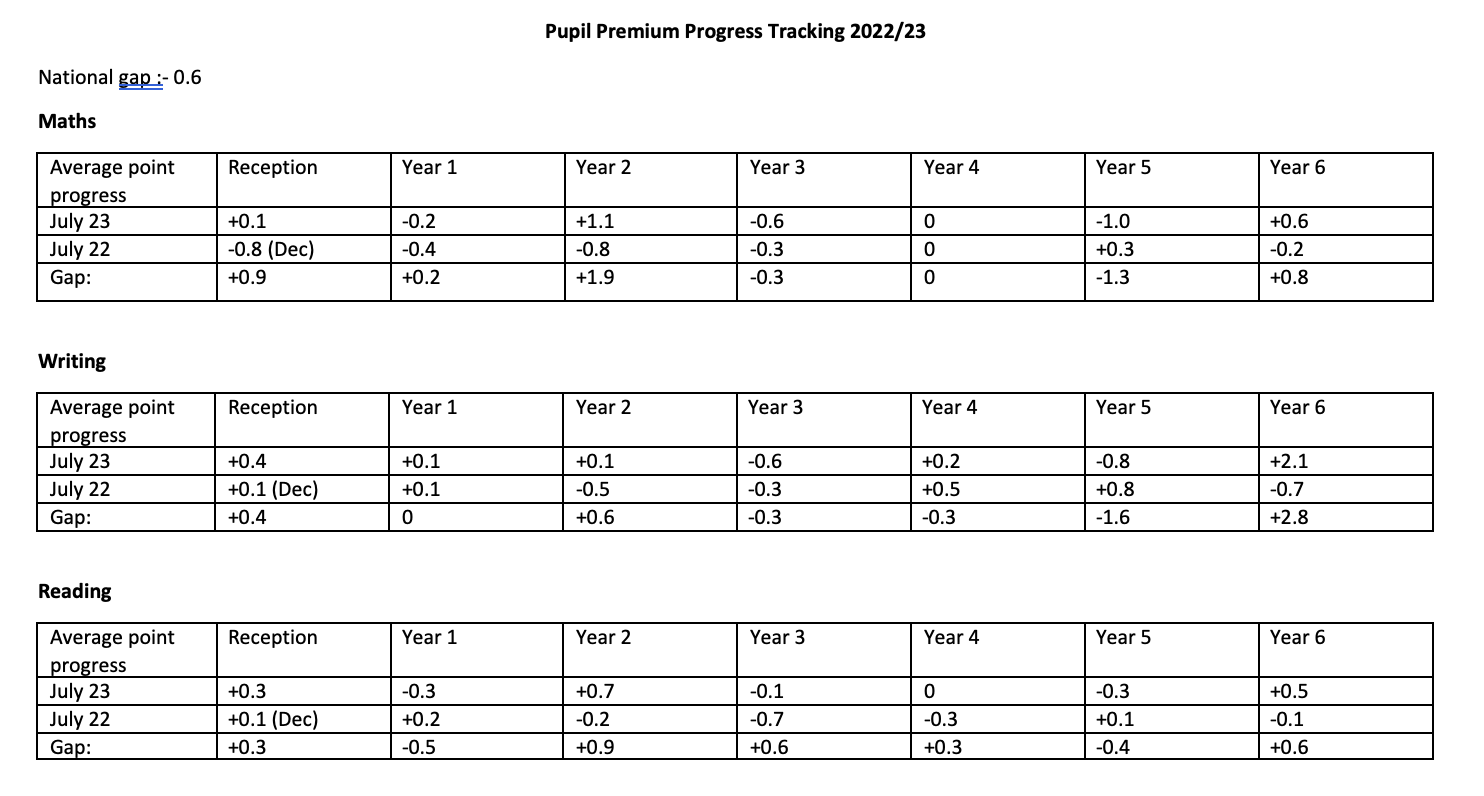
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| **DfE** | PPG allocations – how much money you will get and eligibility | <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-academies-and-free-schools> |
| **DfE** | Using Pupil Premium: guidance for school leaders  How school leaders can use their pupil premium funding effectively, complete their strategy statement and information about pupil premium payments. | <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#strategy-statement-template> |
| **Derby Research School** | Marc Rowland – Pupil Premium Strategy Planning - recording of whole seminar | <https://drive.google.com/file/d/1ySQ1xqmNh5m5gJ1_IpBVO46q3dKyK2gP/view> |
| **DfE** | Recovery Premium Funding | <https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding> |
| **EEF** | School Improvement Planning | <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning> |
| **EEF** | Putting Evidence to Work – a School’s Guide to Implementation | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation> |
| **EEF** | Teaching and Learning Toolkit | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit> |
| **EEF** | Using your pupil premium funding effectively | <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium> |
| **EEF** | How to compare your data to other similar schools | <https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/?fbclid=IwAR2YpVxXYfYCZxRQp-prkwsxD1i2N8Y2GBtaxmrD0M8JqCtG8hIRbwbqhu8> |
| **The Key** | Pupil Premium: How to spend it wisely | <https://schoolleaders.thekeysupport.com/curriculum-and-learning/raising-attainment/pupil-premium-support-learning/pupil-premium-how-spend-it-wisely/> |
| **Book:** | Addressing Educational Disadvantage. The Essex Way.  Marc Rowland | <https://www.amazon.co.uk/Addressing-Educational-Disadvantage-Schools-Colleges/dp/1913622452/ref=sr_1_1?crid=1EWXOS6J2EHQ3&dchild=1&keywords=addressing+educational+disadvantage+the+essex+way&qid=1635602633&sprefix=addressing+edu%2Caps%2C169&sr=8-1> |

Year 2023-24 Focus

During the academic year 2022-23, our focus will be on:

* Expansion of our EYFS provision to maximise the number of children who have access to our high-quality provision.
* Appointment of a Curriculum Enrichment lead to help tackle Challenges 4 and 5.
* Continued development of Edukey to ensure that all PP children have a high-quality individualised plan to show ‘above and beyond’ provision for all. (Challenges 3 and 4).
* Attendance lead to work with and support new attendance officer to reduce persistent absence gap (Challenge 1).
* Embedding of metacognitive strategies in all lessons to develop independence and resilience.
* Ensure same high levels of expectations for PP children across the school. (Challenge 2)
* To ensure small steps of learning are clearly identified in all subjects. (Challenge 2)
* Raise attainment in writing and Maths in LKS2 in line with the National Average. (Challenge 2)
* Year 6 maths and writing progress gaps.

**Appendix 1:**

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