

# Swineshead St. Mary's Pupil Premium Strategy Statement

## ‘Small Village, Big Horizons’

### School overview

Detail	Data
School name	Swineshead St Mary's CE Primary School
Number of pupils in school	262
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	Every large term
Statement authorised by	C Collett, Headteacher
Pupil Premium Lead	C Collett, Headteacher
Governor / Trustee lead	J Ellis, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,760
Recovery premium funding allocation this academic year	£4,725
Pupil premium funding carried forward from previous years	£101,564
<b>Total budget for this academic year</b>	<b>£211,049</b>

## Part A: Pupil premium strategy plan

### Statement of intent

The intent of our pupil premium strategy is to prepare the children for the future, both in education and in life.

The ambitions for our school:

- **High aspirations permeate across the school**
- **The school offers a host of cultural experiences and enrichment opportunities**
- **Our pupils develop a love of life-long reading**
- **British Values are an intrinsic part of the school**

We use the strapline, “**Small Village, Big Horizons**” to articulate our vision for the school. This is because Lincolnshire is an isolated area-in terms of transport, culture and location. We want our curriculum to expand the experiences and ambitions for all our pupils. We want our pupils to learn about local knowledge alongside national and global information.

We use pupil premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives for our pupil premium funding are to remove barriers to learning created by poverty, family circumstance and background and narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally. This is achieved by ensuring disadvantaged pupils make or exceed nationally expected progressed rates and the attainment gap between disadvantaged and non-disadvantaged is diminished. We also want to ensure we use the pupil premium funding to support our children’s health and wellbeing and to ensure all disadvantaged children have access to enrichment opportunities and cultural capital.

We will provide a holistic model of learning for our reception children through the Forest School model and provide a well-resourced pastoral support service through our Behaviour Improvement Programme Mentor.

#### **On the Road to Emmaus – Luke 24: 13 – 35**

**Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing, and challenging.**

## Challenges

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

Challenge number	Detail of challenge
1	Our pupil premium children in reception and year 1 are not making as rapid progress in their reading as non-pupil premium children and we want to improve the parental engagement in reading. We want to improve the progress in reading for all pupil premium children.
2	Narrow the gap in attainment in mathematics so that more pupil premium children achieve the exceeding standard.
3	Improve the progress in writing for pupil premium children.
4	Improve outcomes for disadvantaged SEND pupils.
5	We have an increased number of pupils with complex needs, including speech and language, poor working memory, attention difficulties, motor skills, social emotional and mental health.
6	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children have resulting in a reduction in a knowledge of the world and cultural capital.
7	Frequent behaviour difficulties within a core group of children and to improve attendance for a small group of pupil premium children
8	Food poverty is an issue for some of our pupil premium children and we want to ensure all our pupil premium children have the best possible start to the day and their attendance improves.

## Intended outcomes

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

Intended outcome	Success criteria
Progress in Reading	Achieve national average progress scores in EYFS, KS1 and KS2 Reading
Attainment in Mathematics	Attainment in mathematics at greater depth is in line with national average
Progress in Writing	Achieve national average progress scores in writing
Improve outcomes for disadvantaged SEND pupils	Ensuring good progress for SEND disadvantaged pupils across all year groups, all subjects, and all curriculum areas.
To establish a Forest School for EYFS pupils as a holistic model of developing the learning needs of the whole child.	<b>Confidence:</b> children have the freedom, time, and space to learn and demonstrate independence

<p>The development of pupils' oracy and language skills on entry to the school</p>	<p><b>Social skills:</b> children gain increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p><b>Communication:</b> language development is prompted by the children's sensory experiences</p> <p><b>Motivation:</b> the woodland fascinates the children and they develop a keenness to participate and the ability to concentrate over longer periods of time</p> <p><b>Physical skills:</b> these improvements are characterised by the development of physical stamina and gross and fine motor skills</p> <p><b>Knowledge and understanding:</b> the children develop an interest in the natural surroundings and respect for the environment</p>
<p>For pupil premium children to experience and enjoy the wide range of enrichment activities we have on offer</p>	<p>Pupil premium children have the same access to extra-curricular activities</p> <p>Subsidies in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips, visits, music lessons and residentials</p>
<p>Improved learning behaviours</p>	<p>Children can self-regulate better and there is a reduction in the number of behaviour incidents on CPOMS. Ensure attendance of disadvantaged pupils is above 95%</p>
<p>Provide a free Breakfast Club for pupil premium children</p>	<p>Improve attendance and help ensure pupils start the day engaged in their learning through a healthy breakfast, socialisation and learning support.</p>

### Activity in this academic year

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

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

Budgeted cost: £50,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Actions Achieved
<p>Release of English lead to provide ongoing staff training, support and challenge in delivering Little Wandle reading practice sessions, Little Wandle intervention packages and VIPERS reading comprehension strategies across school through intervention whole class teaching.</p> <p>Phonics leader to provide regular on-going phonics CPD and instructional coaching for teachers and TAs delivering phonics teaching (all staff complete the full Little Wandle phonics training at September INSET).</p> <p>Accelerated Reader, KS2 guided reading and reading comprehension activities to be monitored throughout the year.</p>	<p>Education Endowment Foundation (EEF)</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Effective monitoring to ensure standards are high and maintained will ensure good outcomes for pupil premium children.</p>	<p>1</p>	<p><b>Autumn 2021</b></p> <ul style="list-style-type: none"> <li>• All staff fully trained</li> <li>• Full fidelity to the scheme</li> <li>• Monitoring and support led by the English leader</li> <li>• New Accelerated Reader books</li> <li>• Library refresh</li> <li>• 88% Y2 achieved screening check with 70% within 37 – 40 marks (a very positive outcome – 79.4% LA / 40 marks being the highest score)</li> </ul> <p>Next steps</p> <ul style="list-style-type: none"> <li>• Continued work on KS2 comprehension activities</li> </ul> <p><b>Spring 2022</b></p> <ul style="list-style-type: none"> <li>• Children in KS2 who did not achieve the phonics screening check receive phonics lessons and Little Wandle reading sessions</li> <li>• KS2 Little Wandle trained</li> <li>• Continued monitoring of KS2 AR and guided reading.</li> </ul> <p><b>Next steps:</b></p> <p>Timetable considerations and whole class guided reading.</p> <p><b>Summer 2022</b></p> <ul style="list-style-type: none"> <li>• English leaders working on a KS2 guided reading action plan to be shared with staff at INSET and to form part of the 2022 – 2023 school development plan</li> <li>• 75% of EYFS pupils achieved the early learning goal in literacy</li> <li>• 81% of Year 1 pupils met the screening check (74% LA)</li> </ul> <p><b>Autumn 2022</b></p> <ul style="list-style-type: none"> <li>• Rapid Catch-Up training, fully decodable +7 books, Little Wandle resources, assessments and staffing for Y2 – Y6 pupils ready to be rolled-out from the start of Term 3</li> </ul>

			<p><b>Summer 2023</b></p> <table border="1" data-bbox="1038 194 1366 913"> <tr> <td>Reading</td> <td>EXS</td> </tr> <tr> <td>Y1</td> <td>72%</td> </tr> <tr> <td>Y2</td> <td>67%</td> </tr> <tr> <td>Y3</td> <td>82%</td> </tr> <tr> <td>Y4</td> <td>74%</td> </tr> <tr> <td>Y5</td> <td>75%</td> </tr> <tr> <td>Y6</td> <td>76%</td> </tr> </table> <p><b>Autumn 2023</b></p> <ul style="list-style-type: none"> <li>• Little Wandle refresher training for all staff</li> <li>• Little Wandle Bridge to Spelling training and implementation</li> <li>• Little Wandle Fluency training sessions</li> <li>• Echo and Choral reading training</li> </ul> <p><b>Spring 2024</b></p> <ul style="list-style-type: none"> <li>• 86% of PP pupils on track to achieve the phonics screening check</li> </ul>	Reading	EXS	Y1	72%	Y2	67%	Y3	82%	Y4	74%	Y5	75%	Y6	76%
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<p>Purchase Little Wandle phonics scheme, fully decodable books and e-books. The programme comes with full CPD training package and an intervention package.</p> <p>Staff deliver workshops for parents on Little Wandle and how to</p>	<p>EEF (+4 months)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes general approaches which encourage parents to support their children with, for example reading or homework.</p> <p>DfE approved scheme as schools which have a</p>	<p>1</p>	<p><b>Autumn 2021</b></p> <ul style="list-style-type: none"> <li>• Parent workshops completed</li> </ul> <p>Next steps</p> <ul style="list-style-type: none"> <li>• Evaluate parent access to e-books</li> <li>• Invest in further Little Wandle books in new budget year</li> </ul> <p><b>Spring 2022</b></p> <ul style="list-style-type: none"> <li>• £16,000 on Little Wandle books so that every child has access at home and in school</li> </ul> <p><b>Summer 2022</b></p> <ul style="list-style-type: none"> <li>• Further CPD identified for staff delivering Little Wandle phonics. To form part of INSET training and to form part of the</li> </ul>														

<p>use the books and e-books.</p>	<p>consistent approach achieve good results.</p>		<p>2022 – 2023 school development plan</p> <p><b>Autumn 2022</b></p> <ul style="list-style-type: none"> <li>• Little Wandle workshop delivered to parents with resources and guidance shared on Class Dojo for families</li> <li>• Our intent and implementation of Little Wandle updated on the school website alongside a reading progression document</li> </ul> <p><b>Autumn 2023</b></p> <ul style="list-style-type: none"> <li>• £2500 on new Little Wandle Fluency books</li> </ul>
<p>Work with the Maths Hub in our commitment to develop a teaching for mastery approach across the whole school. Delivery of maths mastery readiness programme to all staff and development of maths and curriculum leads to oversee its implementation (including working with our local maths hub). Establishment, training and release of a school maths leaders to support staff in starting to deliver our new maths mastery approach.</p>	<p>EEF (+5 months)</p> <p>The impact of mastery learning approaches is an additional five-month progress, on average, over the course of a year.</p> <p>Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.</p> <p>National Centre for Excellence in the Teaching of Mathematics: Mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject. Achieving mastery means acquiring a solid enough understanding of the maths that's been taught to enable pupils to move on to more advanced material.</p>	<p>2</p>	<p><b>Autumn 2021</b></p> <ul style="list-style-type: none"> <li>• Two teaching staff have attended two mastery training sessions including a school visit and communication with the EHT</li> <li>• Staff training session held at staff meeting</li> <li>• School on course to complete the programme. Roll-out to staff to start from Term 5/6</li> </ul> <p><b>Spring 2022</b></p> <ul style="list-style-type: none"> <li>• Maths lead release time with NCETM</li> <li>• White Rose implemented in Year 6 as part of gradual the roll-out</li> <li>• Two staff training sessions led by NCETM attendees</li> <li>• Staff implementing White Rose RPS / Mastery</li> </ul> <p><b>Summer 2022</b></p> <ul style="list-style-type: none"> <li>• Further training on the teacher resources and access for all teachers in the summer term in preparation for the SDP area for Sept 2022</li> <li>• White Rose Maths to inform the maths action plan and form part of the school development plan</li> <li>• Year 4 Multiplication Check: 18.3 against a national sample of 20</li> <li>• At the end of KS2, 69% achieved the expected standard in mathematics against 71% nationally.</li> </ul>

**Autumn 2022**

- White Rose Maths fully rolled-out with monitoring and coaching delivered by maths Leaders and the east Midlands East Maths Hub
- EYFS and Year 1 Mastery rolled-out
- Manipulatives and representatives training and resources for all staff and pupils

**Summer 2023**

- Rapid and Keep Up Little Wandle interventions fully embedded
- Progress evident for Year 1 pupils

<b>Swineshead Y1 2023</b>	<b>Local Authority 2023</b>	<b>National (2022)</b>
<b>93%</b>	<b>77.2%</b>	<b>75%</b>

**Spring 2023**

- Developed the Mastering Number programme for EYFS and KS1
- CPD for staff on variation in maths
- The school hosted the East Midlands East Maths Hub to develop plans for developing fluency within schools in the region alongside good practice being cascaded to other schools from the Maths Leader working alongside the East Midlands East Maths Coordinator

**Summer 2023**

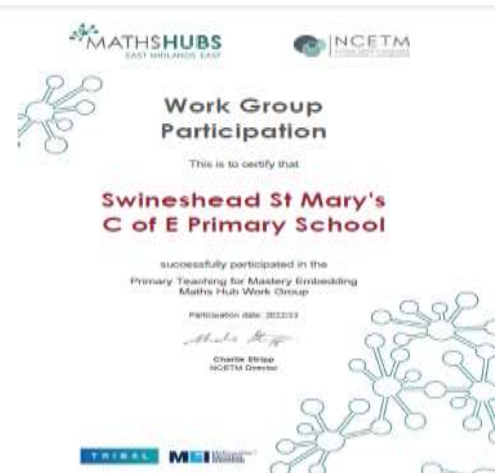
Maths	EXS
Y1	73%



Y2	64%
Y3	63%
Y4	77%
Y5	66%
Y6	71%

**Y4 Multiplication Check**

Mean average score	19.8/25
National mean average score (2022)	19.8/25



**Autumn 2023**

- Maths Fluency training

**Spring 2024**

- Maths interventions for Year 6 PP pupils
- Continued training for the maths leader through the Maths HUB which is then cascaded to all staff
- Manipulatives and other maths resources purchased to support

			children in interventions and through pre and post interventions with support staff
<p>Refresher training for all staff on the effective delivery of our 'Text Based Writing' and release of English lead and Phase Leaders to provide ongoing support and challenge in its delivery.</p> <p>Federation Head of School to review our writing curriculum against the school scheme of work to ensure key components of grammar, punctuation and spelling are a key component of the daily first quality teaching of writing.</p> <p>Work closely with the Local Authority on moderations and use LA assessment sheets and best practice resources.</p>	<p>EEF Guidance Reports</p> <p><b>Improving Literacy in Key Stage 1</b></p> <p>Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer.</p> <p>These include: pre-writing activities; structuring text; sentence combination; summarising; drafting, editing and revising; and sharing.</p> <p><b>Improving Literacy in Key Stage 2</b></p> <p>Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. Purposeful activities include: reading books aloud and discussing them; activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes;</p>	3	<p><b>Autumn 2021</b></p> <ul style="list-style-type: none"> <li>EHT led a training session for teaching staff and provided exemplars and plans for staff</li> <li>English Leader created a GPS progression map linked to our English writing curriculum and shared with staff</li> <li>LA moderation of Y1 and Y5 in preparation for summer 2022 assessments</li> <li>Y2 moderation training for a KS1 teacher</li> </ul> <p><b>Spring 2022</b></p> <ul style="list-style-type: none"> <li>Moderation of writing, including vulnerable children.</li> </ul> <p><b>Summer 2022</b></p> <ul style="list-style-type: none"> <li>To review the grammar and punctuation schemes of work for teachers to ensure sufficient challenge and progress is evident and all pupils achieve well. School to invest in Classroom Secrets from September 2022 and training to be provided to staff at INSET and form part of the English action plan.</li> </ul> <p><b>Autumn 2022</b></p> <ul style="list-style-type: none"> <li>GPS is part of the SDP with the intent that it is taught daily using a revised scheme</li> <li>A new reading progression document</li> <li>Further VIPERS training and increased monitoring and coaching to ensure good progression through a range of texts that are challenging and expose pupils to a range of genres</li> </ul> <p><b>Summer 2023</b></p>

	structured questioning to develop reading comprehension; teachers modelling inference-making by thinking aloud; and pupils articulating their ideas verbally before they start writing.		<table border="1"> <tr> <td>Writing</td> <td>EXS</td> </tr> <tr> <td>Y1</td> <td>93%</td> </tr> <tr> <td>Y2</td> <td>61%</td> </tr> <tr> <td>Y3</td> <td>71%</td> </tr> <tr> <td>Y4</td> <td>78%</td> </tr> <tr> <td>Y5</td> <td>55%</td> </tr> <tr> <td>Y6</td> <td>66%</td> </tr> </table>	Writing	EXS	Y1	93%	Y2	61%	Y3	71%	Y4	78%	Y5	55%	Y6	66%
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<p>Lincolnshire Educational Needs Support programme (LENS) is a focussed school improvement Programme with a TSA which targets <b>“Improving outcomes for pupils with SEND in mainstream schools.”</b></p> <p>It enables the school to identify areas for improvement within existing SEND provision through a full and thorough audit of provision (SEND Review).</p> <p>Equip those supporting school improvements to review and create robust improvement plans for SEND provision, with clear indicators for improvement.</p> <p>Help embed a focus on SEND into everyday school improvement practice.</p> <p>Evaluate impact, notably with regard to embedding</p>	<p>EEF (+ 7 months)</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>	4	<p><b>Autumn 2021</b></p> <ul style="list-style-type: none"> <li>• HoS, EHT and SBM have attended training sessions and given feedback to colleagues and improved school systems</li> <li>• LENS school audit led by NLE regarding SEND provision</li> <li>• School has bought-in B Squared – a SEND target setting and data management package to support pupils</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• EHT to set-up the software and train staff in term 3</li> </ul> <p><b>Spring 2022</b></p> <ul style="list-style-type: none"> <li>• Pre and over learning for pupils - Catch-the-Bus</li> <li>• B Squared purchased for pupils to ensure tighter monitoring and target setting which then informs support</li> </ul> <p><b>Summer 2022</b></p> <ul style="list-style-type: none"> <li>• Precise SEND targets to form part of SDP</li> <li>• 45 children on the SEND register, this is a total of 17.04% of school (national of 14.9%) and 4.5% of school population have an EHCP (2.1% national).</li> <li>• Year 6 SEND scaled score outcomes: reading – 99.8; maths – 97.2 and GPS – 94</li> </ul> <p><b>Autumn 2022</b></p>														

<p>change in classroom practice and pupil outcomes.</p>			<ul style="list-style-type: none"> <li>• Ongoing support through SALT for identified pupils</li> <li>• Implementation of the LEAD early Vocabulary Project</li> <li>• SENCO training for TA staff on Speech and Language: An introduction to speech, language and communication</li> </ul> <p><b>Spring 2023</b></p> <ul style="list-style-type: none"> <li>• Colourful Semantics training for all staff</li> </ul> <p><b>Summer 2023</b></p> <ul style="list-style-type: none"> <li>• IPEPs to feature attendance and pupil voice</li> <li>• New ELSA tracking – SEND tracking split into 4 areas of SEND with a new tracking system for SEMH</li> </ul>
<p>Deliver Forest School sessions per week to children in EYFS. The Forest School to plan provision to meet the needs of pupil premium children with difficulties with speech and language, poor working memory, attention difficulties, motor skills, social emotional and mental health problems. The Foundations of Best practice are used to monitor and evaluate provision.</p> <p>Forest School practitioners undertake training through the Forest School Alliance.</p>	<p>EEF</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p>	<p>5</p>	<p><b>Autumn 2021</b></p> <ul style="list-style-type: none"> <li>• Successful roll-out with children accessing three sessions per week</li> <li>• Foundations of Best Practice used to evaluate provision</li> <li>• Visits to another provider and federated school</li> <li>• Teacher and EHT have almost/completed training ready for submission</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Submit accreditation before 1<sup>st</sup> April 2022.</li> </ul> <p><b>Spring 2022</b></p> <ul style="list-style-type: none"> <li>• £2500 on Forest School resources and training</li> </ul> <p><b>Summer 2022</b></p> <ul style="list-style-type: none"> <li>• Forest School leaders to have all completed training by Term 1 2022</li> <li>• EYFS ELGs:</li> <li>• Communication and Language: 88%</li> <li>• Personal, Social and Emotional Development: 93%</li> <li>• Physical Development: 93%</li> <li>• Understanding the World: 83%</li> <li>• GLD: 73% (Lincolnshire average – 64%)</li> </ul> <p><b>Autumn 2022</b></p>

			<ul style="list-style-type: none"> <li>• A new Foundations of Best Practice implemented for Forest School</li> <li>• Revised EYFS termly plan which incorporates Forest School</li> <li>• Work with the LA to review short-term plans resulting in improved Forest School plans which reflect our EYFS curriculum</li> <li>• I Can statements in place so that staff know what to plan and assess against and ensure good progress</li> </ul> <p><b>Spring 2023</b></p> <ul style="list-style-type: none"> <li>• Forest School action plan is implemented in full and the learning follows the curriculum plans</li> <li>• Subject leader staff training on Forest School learning and how it supports different curriculum areas</li> </ul> <p><b>Summer 2023</b></p> <table border="1"> <tr> <td><b>C&amp;L</b></td> <td><b>PSE</b></td> <td><b>Phys</b></td> <td></td> </tr> <tr> <td>91.9%</td> <td>97.3%</td> <td>89.2%</td> <td></td> </tr> <tr> <td><b>Lit</b></td> <td><b>Maths</b></td> <td><b>UtW</b></td> <td><b>Exp Arts &amp; Des</b></td> </tr> <tr> <td>81.1%</td> <td>91.9%</td> <td>97.3%</td> <td>97.3%</td> </tr> </table> <p><b>Autumn 2023 &amp; Spring 2024</b></p> <ul style="list-style-type: none"> <li>• Continued additional staffing costs to enable the delivery of the sessions</li> </ul>	<b>C&amp;L</b>	<b>PSE</b>	<b>Phys</b>		91.9%	97.3%	89.2%		<b>Lit</b>	<b>Maths</b>	<b>UtW</b>	<b>Exp Arts &amp; Des</b>	81.1%	91.9%	97.3%	97.3%
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £103,343

Activity	Evidence that supports this approach	Challenge number(s) addressed	Actions Achieved
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<p>Ensure staff deliver the Little Wandle phonics scheme effectively, including using the Collins Little Wandle fully decodable phonics books for practice reading sessions and the catch-up intervention programme.</p>	<p>EEF (+5 months)</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	<p>1</p>	<p><b>Autumn 2021</b></p> <ul style="list-style-type: none"> <li>• Target met and year 2 phonics screening outcomes reflect the effectiveness of the programme</li> </ul> <p>Next Steps</p> <ul style="list-style-type: none"> <li>• Continue to monitor and evaluate provision and ensure fidelity to the scheme so that similar rates of effective progress and outcomes is made for pupils undertaking phonics up to Phase 5 and for Year 1 pupils taking their phonics screening check</li> </ul> <p><b>Spring 2022</b></p> <ul style="list-style-type: none"> <li>• Monitoring identifies effective practice with good progress for pupils.</li> <li>• English Lr provides highly effective leadership to support identified pupils, including disadvantaged pupils.</li> </ul> <p><b>Summer 2022</b></p> <ul style="list-style-type: none"> <li>• 81.3% of Year 1 pupils met the screening check (74% LA)</li> </ul> <p><b>Autumn 2022</b></p> <ul style="list-style-type: none"> <li>• Little Wandle Rapid Catch-Up books, resources and training so that it can be rolled out in January.</li> <li>• All staff received refresher Little Wandle training</li> <li>• Increase in monitoring, coaching and support resulting in good progress overall</li> </ul>
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			<ul style="list-style-type: none"> <li>• Rapid Catch-Up training, fully decodable +7 books, Little Wandle resources, assessments and staffing for Y2 – Y6 pupils ready to be rolled-out from the start of Term 3</li> <li>• Phonics audit from the English Hub</li> </ul> <p><b>Spring 2023</b></p> <ul style="list-style-type: none"> <li>• A very positive phonics audit with all actions from the previous phonics audit implemented</li> <li>• Clearer tracking to ensure assessment is used to identify and fill gaps, particularly for vulnerable pupils</li> <li>• Increase in monitoring and coaching for staff with effective systems in place</li> <li>• Good progress in phonics evident</li> </ul> <p><b>Summer 2023</b></p> <ul style="list-style-type: none"> <li>• See impact for challenge area 1</li> </ul> <p><b>Autumn 2023</b></p> <ul style="list-style-type: none"> <li>• Fluency intervention and Rapid Catch-Up reading books and Grown the Code resources</li> </ul> <p><b>Spring 2024</b></p> <ul style="list-style-type: none"> <li>• 86% of PP pupils on track to achieve the phonics screening check</li> </ul>
Accelerated Reader for all pupils from Phase 6 onwards.	Education Endowment Foundation (EEF) research for a 22-week programme: whole school – 3 months additional progress/ pupil premium children – 5 months additional progress.	1	<p><b>Autumn 2021</b></p> <ul style="list-style-type: none"> <li>• Accelerated Reader analysis reports identifies effective progress for most pupils</li> </ul> <p><b>Next Steps</b></p>

			<ul style="list-style-type: none"> <li>• Continue monitoring and evaluation</li> <li>• Continue to expand Accelerated Reader reading books, particularly books for lower ability readers</li> </ul> <p><b>Spring 2022</b></p> <ul style="list-style-type: none"> <li>• Continued of AR progress</li> </ul> <p><b>Summer 2022</b></p> <ul style="list-style-type: none"> <li>• Action plan to set out whole class guided reading and AR</li> </ul> <p><b>Autumn 2022</b></p> <ul style="list-style-type: none"> <li>• Whole class guided reading rolled out using VIPERS supported by training, a new intent and implementation plan and monitoring.</li> <li>• New Accelerated Reader books to improve the range for lower ability readers</li> </ul> <p><b>Spring 2023</b></p> <ul style="list-style-type: none"> <li>• Chris Quigley KS2 reading fluency training</li> </ul> <p><b>Summer 2023</b></p> <ul style="list-style-type: none"> <li>• See impact for challenge area 1</li> </ul> <p><b>Autumn 2023</b></p> <ul style="list-style-type: none"> <li>• 60 new Ipads to ensure children's progress is not inhibited through a lack of resources</li> </ul>
School led maths tutoring	EEF (+4 months) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach	2	<p><b>Spring 2022</b></p> <ul style="list-style-type: none"> <li>• Swineshead regional finalists in Sum Dog competition</li> </ul> <p><b>Summer 2022</b></p> <ul style="list-style-type: none"> <li>• Year 4 Multiplication Check: 18.3</li> <li>• At the end of KS2, 69% achieved the expected standard in mathematics against 71% nationally</li> </ul>



	<p>challenging topics or skills, including the implementation of the maths mastery approach.</p>		<p><b>Autumn 2022</b></p> <ul style="list-style-type: none"> <li>• White Rose Maths in place for all classes and our intent, implementation and progression documents reflect this.</li> <li>• Investment in manipulatives and representatives to teach the Mastery approach</li> </ul> <p><b>Summer 2023</b></p> <ul style="list-style-type: none"> <li>• See impact for challenge area 2</li> </ul> <p><b>Spring 2024</b></p> <ul style="list-style-type: none"> <li>• Maths interventions x2 per week for Y6 pupils</li> </ul>
<p>School led writing tutoring using text-based writing and school scheme of work to ensure writing is vocabulary rich and has the key components of grammar, punctuation and spelling and child can effectively edit and improve their work.</p>	<p>EEF (+4 months)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>3</p>	<p><b>Autumn 2021</b></p> <ul style="list-style-type: none"> <li>• Small group tuition has taken place during the Autumn Term</li> </ul> <p>Next Steps</p> <ul style="list-style-type: none"> <li>• Further tuition required in Term 3 – Term 6 due to the gaps in writing for Pupil Premium children due to Covid and existing differences in attainment.</li> </ul> <p><b>Summer 2022</b></p> <ul style="list-style-type: none"> <li>• LA moderation of Year 2 writing: 53% (Lincolnshire average: 53%)</li> <li>• Grammar, punctuation and spelling (GPS) is an area for improvement. A new scheme of work will be put in place from September. Leaders have evaluated the current scheme and investigated resources that will improve the teaching</li> </ul>

			<p>of GPS. This will form part of the English leader's action plan for 2022 – 2023 and the school development plan for 2022 – 2023 with training given at INSET. Fidelity to the action plan by all staff is key</p> <p><b>Spring 2023</b></p> <ul style="list-style-type: none"> <li>• HoS providing GPS/writing interventions 2 sessions per week</li> <li>• Rollama GPS resource to support learners</li> </ul> <p><b>Summer 2023</b></p> <ul style="list-style-type: none"> <li>• See impact for challenge area 3</li> </ul>
<p>'Catch-the-Bus' same day / in-class interventions for pupils including 1-1 and small group tuition as needed.</p> <p>Employment of class TAs to provide same day interventions and support for pupils across the curriculum</p>	<p>EEF (4+ months)</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>4</p>	<p><b>Autumn 2021</b></p> <ul style="list-style-type: none"> <li>• TAs providing intervention although some disruption caused by Covid related staffing issues</li> </ul> <p>Next Steps</p> <ul style="list-style-type: none"> <li>• Training sessions for TAs on effective support during lesson time</li> </ul> <p><b>Spring 2022</b></p> <ul style="list-style-type: none"> <li>• Pre and over learning for pupils - Catch-the-Bus</li> <li>• B Squared purchased for pupils to ensure tighter monitoring and target setting which then informs support</li> </ul> <p><b>Summer 2022</b></p> <ul style="list-style-type: none"> <li>• Year 6 Reading, Writing and Maths – 62% (national 59%)</li> </ul> <p><b>Autumn 2022</b></p> <ul style="list-style-type: none"> <li>• TA staff work with teaching staff on target setting using B Squared to ensure</li> </ul>

			<p>the support given targets the area of need</p> <p><b>Spring 2023</b></p> <ul style="list-style-type: none"> <li>Monitoring and checks and further training for TA staff on effective support within the classroom</li> </ul> <p><b>Autumn 2023</b></p> <ul style="list-style-type: none"> <li>SEND quality intervention training for support staff at INSET</li> <li>Increased monitoring, direct feedback and follow up work on Catch-the-Bus and effective TA support.</li> </ul> <p><b>Spring 2024</b></p> <ul style="list-style-type: none"> <li>A key focus area for support staff and teachers on effective pre and over learning support with increased monitoring, feedback, support and training.</li> <li>New whiteboard resources to support pre and over learning.</li> </ul>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Actions Achieved
Completion with the Governing Body of the DfE Wellbeing Charter Mark to support the emotional wellbeing and mental health of pupils	<ul style="list-style-type: none"> <li>Toolkit for schools to create, and publicly commit to, our wellbeing strategies</li> <li>Declaration to protect, promote and enhance the wellbeing and mental health of everyone</li> <li>12 commitments on education staff wellbeing by DfE and Ofsted</li> <li>5 principles of shared understanding on the meaning and importance of wellbeing</li> </ul>	5	<p>Autumn 2021</p> <ul style="list-style-type: none"> <li>DfE Wellbeing Charter has been signed-up to</li> <li>Staff training sessions at staff meetings in Term 1 and Term 2</li> <li>Mental Health first aid staff across federation</li> <li>Additional emotional and wellbeing</li> </ul>

	<p>and everyone's roles and responsibilities</p> <ul style="list-style-type: none"> <li>• A clear message to everyone working in school that their wellbeing and mental health matters</li> <li>• To improve wellbeing in school by encouraging debate and accountability</li> </ul>	<p>support through a new healthcare package</p> <p>Next Steps</p> <ul style="list-style-type: none"> <li>• Continued training and support for colleagues</li> </ul> <p><b>Spring 2022</b></p> <ul style="list-style-type: none"> <li>• Continued area of focus at staff meetings and governor meetings</li> <li>• Year 6 Positive Relationship Workshop</li> <li>• Mental Health Awareness Day and assembly</li> <li>• Mini Police</li> <li>• Y6 E-Safety Workshop</li> </ul> <p><b>Summer 2022</b></p> <ul style="list-style-type: none"> <li>• Embedding the principles of good practice set out in the DfE's <i>Wellbeing Charter</i></li> </ul> <p><b>Autumn 2022</b></p> <ul style="list-style-type: none"> <li>• Wellbeing Champion in school</li> </ul> <p><b>Spring 2023</b></p> <ul style="list-style-type: none"> <li>• Assemblies led by the School Council on wellbeing</li> <li>• Enterprise Club leading on pupil enterprise matters, including life skills, budgeting, business awareness and simple economics</li> </ul> <p><b>Autumn 2023</b></p> <ul style="list-style-type: none"> <li>• Mental Health First Aider within the federation</li> <li>• Staff training on wellbeing including an audit on support required for both pupils, families and staff</li> </ul> <p><b>Spring 2024</b></p>
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			<ul style="list-style-type: none"> <li>Wellbeing training for staff</li> </ul>
<p>Extracurricular clubs provided by the school (not private businesses) are provided free of charge to ensure access and attendance.</p> <p>50% educational visit subsidies for PP children to ensure equal access, including to residential.</p> <p>50% subsidy for music tuition in school.</p> <p>Provide curriculum 'hooks' and experiences for our disadvantaged children through funded themed days in school</p> <p>50% subsidy for school trips and visits.</p> <p>Use of technology to enhance and deepen learning for all pupils - Virtual Reality IT is matched to our curriculum plans to deepen learning and ensure all children can fully experience and participate in enriched learning</p>	<p>EEF (+3 months)</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p> <p>If the aim of the arts approach is to improve academic attainment it is important to identify the link between your chosen arts intervention and the outcomes you want to improve.</p> <p>Arts-based approaches may offer a route to re-engage older pupils in learning.</p>	6	<p><b>Autumn 2021</b></p> <ul style="list-style-type: none"> <li>Comprehensive range of clubs on offer to pupils</li> <li>Discounted music tuition, residential fees and visits</li> <li>VR headsets allow all children to experience enrichment</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>Further staff training on effectively using VR headsets to enhance learning experiences (further training led by ICT Lrs and Ark)</li> <li>Support staff in putting Covid-safe measures in place during Term 3 due to high infection levels and the need for the school to remain operational and safe</li> </ul> <p><b>Spring 2022</b></p> <ul style="list-style-type: none"> <li>VR training for staff</li> <li>£6000 on VR headsets so that ALL pupils can fully experience an enriched curriculum and cultural capital</li> <li>Subsidised music tuition for a pupil taking music lessons</li> </ul> <p><b>Summer 2022</b></p> <ul style="list-style-type: none"> <li>Year 6 PGL residential trip subsidy for disadvantaged pupils</li> <li>Further VR training for staff at INSET and teaching staff to then plan the use of VR into lesson planning</li> </ul> <p><b>Autumn 2022</b></p>

		<ul style="list-style-type: none"> <li>• A wide range of free or heavily subsidised clubs that are well attended by disadvantaged pupils</li> <li>• 3-D printer to enhance the DT curriculum and by the Enterprise Club</li> <li>• Further investment in technology such as data logging resources</li> <li>• Whole class music tuition</li> <li>• Subsidised pantomime visit for all disadvantaged pupils</li> </ul> <p><b>Spring 2023</b></p> <ul style="list-style-type: none"> <li>• A range of free or heavily subsidised clubs that are well attended by disadvantaged pupils, including Taekwondo</li> <li>• Whole class music tuition</li> <li>• Subsidised music tuition for disadvantaged pupils</li> <li>• Planetarium visit subsidised for PP pupils</li> </ul> <p><b>Summer 2023</b></p> <ul style="list-style-type: none"> <li>• Year 6 residential 50% subsidy for PP</li> <li>• KS1 50% subsidy for seaside and visit to an aquarium</li> <li>• Year 3 subsidised trip to Lincoln</li> <li>• Year 5 subsidised trip to Sing Station</li> </ul> <p><b>Autumn 2023</b></p> <ul style="list-style-type: none"> <li>• £3234 subsidy for Y6 PP residential</li> <li>• Boston choral singing project for three KS2 classes</li> </ul>
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			<ul style="list-style-type: none"> <li>• Whole class music tuition from Lincolnshire Music Service</li> <li>• Comprehensive range of clubs on offer to pupils</li> <li>• Discounted music tuition, taekwondo and visits (Tattershall Castle, Lincoln, Skegness Aquarium, Ferry Meadows)</li> </ul> <p><b>Spring 2024</b></p> <ul style="list-style-type: none"> <li>• Boston Year 6 Big Sing</li> <li>• Young Voices</li> <li>• Trips and visits</li> <li>• Whole class music tuition</li> </ul>
<p>Therapeutic support for pupils with emotional, behavioural, mental and social needs through a Behaviour Improvement Programme Mentor. The role of the BIP mentor is to target help and support as part of a coordinated response by the school and other agencies for identified “at risk” pupils where behaviour and attendance issues are the causal factors of concern. The intention being to bring about sustainable changes with individual pupils and contribute to the improvement of behaviour and attendance throughout the school as part of the whole school strategies</p> <p>SIAS Moodtracker and Energy Wall for September 2023.</p>	<p>EEF (+4 months)</p> <p>Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time.</p>	7	<p><b>Autumn 2021</b></p> <ul style="list-style-type: none"> <li>• BIP mentor providing effective support</li> <li>• Decrease in behaviour incidents</li> <li>• School has a strong package of support for children who need support with emotional, mental health or social needs</li> <li>• Attendance is in-line with national</li> </ul> <p><b>Spring 2022</b></p> <ul style="list-style-type: none"> <li>• Escalation of incidents for two children with high level needs. Targeted support from Behaviour Improvement Mentor working closely with a very small number of children with very high needs</li> </ul> <p><b>Summer 2022</b></p> <ul style="list-style-type: none"> <li>• Reduction of incidents due to an intervention placement. Request for an additional</li> </ul>

		<p>placement for another child with high level needs. Healthy Minds and WWT providing additional support. Decrease in the number of incidents on CPOMS due to effective support from the behaviour Improvement Mentor</p> <p><b>Spring 2023</b></p> <ul style="list-style-type: none"> <li>• Continued fidelity to the behaviour policy</li> <li>• New resources for the Quiet Room – dak den, sensory equipment, craft items, matting</li> </ul> <p><b>Summer 2023</b></p> <ul style="list-style-type: none"> <li>• Lego Therapy is used to support with positive social interactions, discussion time, problem-solving and inclusivity.</li> <li>• BIP mentor work is now predominantly therapeutic intervention and crisis response has significantly reduced.</li> <li>• BIP mentor resources, packages and schemes for support,</li> </ul> <p><b>Autumn 2023</b></p> <ul style="list-style-type: none"> <li>• In September, we roll-out an 'Energy Wall' – it enables all ages and abilities to play and take part in fun, interactive fitness exercise and will accompany our sensory circuits work. It is designed to better manage physical and mental health and wellbeing.</li> <li>• We have also invested in 'Moodtrackers' – an</li> </ul>
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			<p>interactive software package for children to log their feelings using modern technology within the classroom</p> <p><b>Spring 2024</b></p> <ul style="list-style-type: none"> <li>• Art Therapy training and implementation for identified children in receipt of PP</li> <li>• New therapeutic intervention resources</li> </ul>
<p>Provide Growing Acorns lunchtime activities and provision to engage positive behaviours and interactions between children and support good emotional, behavioural, social, mental and physical health.</p>	<p>EEF (+4 months) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on academic or cognitive elements of learning.</p>	7	<p><b>Autumn 2021</b></p> <ul style="list-style-type: none"> <li>• Growing Acorns available every day and pupil voice about the provision is highly positive</li> </ul> <p><b>Spring 2022</b></p> <ul style="list-style-type: none"> <li>• Growing Acorns continues to provide invaluable support to all, including some of our disadvantaged pupils (ref behaviour impact monitoring report for the spring term)</li> <li>• Delivered 5 times a week using the Boxall Strands of Development with a group for KS1 and KS2</li> </ul> <p><b>Summer 2022</b></p> <ul style="list-style-type: none"> <li>• SENCo to review the provision for Growing Acorns to ensure it is engaging and enables nurture</li> </ul> <p><b>Autumn 2022</b></p> <ul style="list-style-type: none"> <li>• Growing Acorns delivered five lunchtimes per week</li> </ul> <p><b>Summer 2023</b></p> <ul style="list-style-type: none"> <li>• Sensory circuits continue to benefit the children that need this. Growing Acorns (the lunchtime nurture club) is also</li> </ul>

			<p>running five times a week for two sessions per day led by TA's, following the needs of the children using the Boxall strands of development.</p> <p><b>Autumn 2023</b></p> <ul style="list-style-type: none"> <li>• New Growing Acorns timetable with directed activities</li> <li>• Resources for Little FiSH lunchtime theological group</li> </ul> <p><b>Spring 2024</b></p> <ul style="list-style-type: none"> <li>• Growing Acorns continues to provide high level lunchtime nurture and pastoral support</li> </ul>
<p>Ensure disadvantaged pupils have access to the Breakfast Club to improve attendance and help ensure pupils start the day engaged in their learning through a healthy breakfast, socialisation and learning support.</p>	<p>EEF</p> <p>For Key Stage 1 outcomes, the impact rating is +2 months.</p> <p>The revised report finds that pupil behaviour, as measured by a teacher survey, improved in breakfast club schools. Attendance at school also improved for children in breakfast club schools, resulting in about 26 fewer half-days of absence per year for a class of 30.</p>	8	<p><b>Autumn 2021</b></p> <ul style="list-style-type: none"> <li>• Breakfast Club provides a healthy, nutritious, and filling breakfast, social support and help with homework or learning if required</li> </ul> <p><b>Summer 2022</b></p> <ul style="list-style-type: none"> <li>• Additional staffing due to an increase in parents requesting Breakfast Club</li> <li>• Additional training for Breakfast Club staff member to ensure support for disadvantaged pupils is always effective</li> </ul> <p><b>Autumn 2022</b></p> <ul style="list-style-type: none"> <li>• Additional staff member due to the need of this facility</li> </ul> <p><b>Spring 2023</b></p> <ul style="list-style-type: none"> <li>• Additional staffing due to increase in uptake resulting in an increase in staffing costs and breakfast supplies</li> </ul> <p><b>Summer 2023</b></p>

			<ul style="list-style-type: none"> <li>Resources for Breakfast Club</li> </ul> <p><b>Autumn 2023</b></p> <ul style="list-style-type: none"> <li>New play equipment for Breakfast Club</li> </ul> <p><b>Spring 2024</b></p> <ul style="list-style-type: none"> <li>Free Breakfast Club provision for SPP</li> <li>Additional funds spent on new Breakfast Club supplies</li> </ul>
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**Total budgeted cost: £188,843**

## 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 2022 to 2023 academic year.

Aim	Outcome		
To increase attainment for all Pupil Premium children in reading, writing, maths at the end of KS2	<b>Key Stage Two 2021 - 2022</b>		
		<b>School 2021 - 22</b>	<b>2022 National Average</b>
	<b>Reading Expected</b>	<b>77%</b>	74%
	<b>Reading Exceeded</b>	33%	
	<b>Reading FSM6 and FSM Eligible Expected</b>	38%	Local Authority 56%
	<b>Reading Progress</b>	<b>2.07</b>	Local Authority -0.6
	<b>Reading Progress FSM6 and FSM Eligible</b>	<b>0.84</b>	Local Authority -1.7
	<b>Writing Expected</b>	<b>72%</b>	69%
	<b>Writing Exceeded</b>	18%	
	<b>Writing FSM6 and FSM Eligible Expected</b>	<b>50%</b>	Local Authority 49%

	<b>Writing Progress</b>	<b>1.55</b>	Local Authority -0.5
	<b>Progress FSM6 and FSM Eligible</b>	<b>0.8</b>	-1.7
	<b>Grammar, Punctuation and Spelling Expected</b>	<b>74%</b>	72%
	<b>Grammar, Punctuation and Spelling Exceeded</b>	10%	
	<b>Mathematics Expected</b>	69%	71%
	<b>Mathematics Exceeded</b>	21%	
	<b>Mathematics FSM6 and FSM Eligible Expected</b>	50%	Local Authority 52%
	<b>Mathematics Progress</b>	-0.07	Local Authority -0.4
	<b>Mathematics Progress FSM6 and FSM Eligible</b>	<b>0.16</b>	Local Authority -1.5
	<b>Key Stage Two 2022 - 2023</b>		
<i>Year 6 31.7% PP</i>	<b>School 2022 - 23</b>	<b>2022 – 23 National Average</b>	

	<b>Reading Expected</b>	<b>75.6%</b>	72%
	<b>Reading Exceeded</b>	<b>48.8%</b>	LA 24.9%
	<b>Reading FSM6 and FSM Eligible Expected</b>	46.2%	Local Authority 54.9%
	<b>Reading FSM6 and FSM Eligible Exceeded</b>	<b>23.1%</b>	Local Authority 15.2%
	<b>Reading Progress</b>	<b>3.94</b>	Local Authority -0.36
	<b>Reading FSM6 and FSM Eligible Progress</b>	<b>2.20</b>	Local Authority -1.25
	<b>Writing Expected</b>	<b>65.9%</b>	71%
	<b>Writing Exceeded</b>	<b>17.1%</b>	Local Authority 11.8%
	<b>Writing FSM6 and FSM Eligible Expected</b>	30.8%	Local Authority 54.4%
	<b>Writing FSM6 and FSM Eligible Exceeded</b>	0.0%	5.5%
	<b>Writing Progress</b>	<b>1.30</b>	Local Authority -0.11

	<b>Writing FSM6 and FSM Eligible Progress</b>	-1.64	-1.02
	<b>Mathematics Expected</b>	70.7%	73%
	<b>Mathematics Exceeded</b>	46.3%	Local Authority 18.7
	<b>Mathematics FSM6 and FSM Eligible Expected</b>	38.5%	Local Authority 54.7%
	<b>Mathematics FSM6 and FSM Eligible Exceeded</b>	23.1%	10.1%
	<b>Mathematics Progress</b>	2.90	Local Authority -0.50
	<b>Mathematics FSM6 and FSM Eligible Progress</b>	0.52	Local Authority -1.46
	<b>Reading, Writing and Maths Expected</b>	65.9%	Local Authority 55.2%
	<b>Reading, Writing and Maths Exceeded</b>	17.1%	Local Authority 6%
	<b>Reading, Writing and Maths FSM6 and FSM Eligible Expected</b>	30.8%	Local Authority 37.9%

	<b>Reading, Writing and Maths FSM6 and FSM Eligible Exceeded</b>	0%	Local Authority 2.4%
To improve the quality of teaching and learning for children in receipt of Pupil Premium	All pupil premium children had full access to technology. Digital phonics books and reading books for all pupils. The school also offers access to Accelerated Reader and Little Wandle E-Books.		
To increase the support for pupils with social, emotional and behaviour problems so that this is not a barrier to learning	<p>Behaviour Improvement Mentor working with pupils for 25 hours per week.</p> <p>Access to Behaviour Outreach Support Service (BOSS) for individual pupils and BOSS and sensory circuits training for staff.</p> <p>Growing Acorns lunchtime pastoral club</p> <p>Breakfast Club</p> <p>Nurture Room with therapeutic interventions</p> <p>Sensory Circuits</p> <p>Lego Therapy</p> <p>A new SEMH tracker called ELSA was rolled out in Summer 2023 and the impact of the therapeutic intervention will be measured in the Autumn Term.</p> <p>The SEMH tracker will also be able to measure the impact of the (new for September 2023) Energy Wall and Moodtracker.</p>		

### Externally provided programmes

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

Programme	Provider
Sumdog	Sumdog
CPOMS	CPOMS Systems Limited
Twinkl	Twinkl Education Company
Testbase	AQA
Accelerated Reader	Renaissance
Little Wandle	Little Wandle Letters and Sounds
MARK/NTS/PIRA	Hodder Education



Tapestry	Tapestry
Music Express/Busy Ant Maths	Collins
B Squared	B Squared
OTrack	Optimum
Classroom Secrets	Classroom Secrets
Nessy: Literacy support for dyslexia	Nessy
Class VR	Class VR for Education
Perspective Report	Angel Solutions
ELSA	Elsa Network Org

### Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We received £670</p> <p>The SPP supports pastoral support for Service children.</p> <p>We provide a variety of means of support including counselling provision with our BIP mentor and nurture groups through Growing Acorns.</p> <p>If required the school can offer Zoom or Teams calls with support staff help children to develop scrapbooks and diaries that they can show their parents on their return, highlighting their achievements and day to day school life.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Both pupils achieved age related expectations in all areas with one child achieving exceeding in reading.</p>

## Further information

Area	Challenge
Teaching	<p>Regular monitoring of the quality of teaching and learning by phase leaders, the Head of School, the Executive Headteacher using the Foundations of Best Practice.</p> <p>Lesson Studies work carried out by the KS2 phase leader.</p> <p>Ongoing coaching and CPD activities for teaching staff.</p> <p>Leadership monitoring activities in line with the areas of focus in the school development plan and the school's monitoring cycle shared in the staff meeting agenda.</p> <p>Quality of teaching is a regular item on SLT agendas.</p> <p>Data tracking and gaps analysis to ensure impact and identify gaps in learning.</p> <p>PP governor to meet termly with PP leads and provide feedback to governors.</p> <p>CPD records</p> <p>Analysis of data / tracking.</p> <p>SLT Leadership and Monitoring records.</p>
Targeted support	<p>Regular monitoring of interventions by subject leaders, phase leaders, the Head of School, the Executive Headteacher and Governors to ensure quality provision.</p> <p>End of term (x3) tracking and gaps analysis to ensure impact of interventions and identify gaps in learning / next steps.</p> <p>Pupil Progress Meeting led by the Head of School and the class teacher to identify pupils who are not making expected progress and to identify interventions.</p> <p>Boxall profiles to assess impact of pastoral interventions / provision for individual pupils (BIP mentor/SENCo).</p> <p>Impact of interventions is a regular item on SLT agendas.</p>
Wider strategies	<p>Attendance data and analysis, focusing on disadvantaged pupils.</p> <p>Ongoing behaviour and safeguarding analysis to identify numbers of incidents and pupils requiring further support (BIP and SENCo).</p> <p>Nurture room to provide support for pupils.</p> <p>SIAS Moodtracker and Energy Wall</p> <p>Behaviour Improvement Mentor</p>

	Forest School ELSA SEMH tracker alongside B Squared
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