

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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

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

School overview

Detail	Data
School name	St Marys' Voluntary Catholic Primary School.
Number of pupils in school	199 exc Nursery 25 In Nursery
Proportion (%) of pupil premium eligible pupils	46% exc Nursery
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	June 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Ms K Lane
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	92 x £1345 = £123,740 LAC Top up of £4,000 as these children are £2345. Current Year Groups 21/22

	Year 1 = 14 Year 2 =15 Year 3= 17 Year 4= 13 Year 5= 21 Current R moving to Year 1 Sept 22= 12 Total Number= 92 Children
Recovery premium funding allocation this academic year	£145 x 92 = £13,340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,121.38
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	£146,201.38

Part A: Pupil premium strategy plan

Statement of intent

At Saint Marys' it is our intention that all pupils irrespective of their background all the challenges they face make excellent progress and a high level of achievement in all subject areas. Our pupil premium strategy is designed to support the most disadvantaged pupils so that they can achieve the best possible outcomes whether they are a low or high achiever.

We have an understanding of the challenges faced by our vulnerable pupils and we will work hard to meet the needs of all children and this may mean that additional support will be available to them in class, through additional intervention or through targeted funding to meet other needs which will in turn ensure their progress and attainment.

High quality teaching is at the heart of our approach and we consider that this is the area in which disadvantaged pupils require the most support. It is proven to have the greatest impact on closing disadvantaged attainment gap and at the same time it will also benefit the non disadvantaged pupils in our school. Because of this we forecast to spend a large percentage of our pupil premium budget on staffing and this will ensure that the needs of our most vulnerable learners are met and we can make plans for the evolving additional needs of our most vulnerable children.

Some of our work around mental health and well-being through our pastoral team will be funded through the pupil premium budget. We are a therapeutic school and we do have a number of children who will need to access a range of provisions, Due to this we will allocate part of our pupil premium grant to support this particular area.

Our approach will be responsive to the common challenges and individual needs of our learners and targeted support will be provided which is rooted in diagnostic assessment and not the assumptions about the impact of disadvantage. All of the approaches that we have adopted will complement each other to help our learners excel and to ensure that they are effective we will:

- Ensure that all of our disadvantaged pupils are set work which is relevant and challenging to their specific need and which will support them in making the next steps towards attainment and progress.*
- We will intervene quickly and act early from the point in which need is identified. Regular pupil progress meetings and pastoral meetings are held where children's academic and emotional needs are thoroughly discussed and interventions planned from this.*
- We will react quickly to specific needs which may have rapid onset.*

- *Adopt a whole school approach which staff take responsibility for pupil premium pupils outcomes and raise expectations of what they can achieve.*

Challenges

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

Challenge number	Detail of challenge
1	Low levels of Literacy – phonics, spelling, reading fluency and comprehension, writing composition
2	Poor language skills – through limited vocabulary and for some a second language
3	Low levels of Maths – lack of retention of knowledge and understanding of the basics within number
4	Poor knowledge and understanding of the wider community and world
5	Difficulties in self- awareness and self regulation- emotional wellbeing

External Factors

- Home conditions – traumatic life experiences encountered regularly
- Poor learning behaviours – struggling to self-regulate emotions and learning behaviours
- Mental well-being and anxiety – struggling to cope with life experiences and have a smooth transition from home life to school life; large number of attachment disorders

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
Increase in pupils making expected progress in Phonics	Narrowing the gap to reach expected National standard in Phonics screening
Increase in pupils making expected progress in fluency of reading and comprehension skills	Pupils engaging with books and reading for pleasure; pupils using consistent reading strategies to improve retrieval and vocabulary knowledge. Narrowing of the gap between Pupil Premium and Non Pupil Premium from 21/22 data
Improved speech and language skills, with pupils having an increased vocabulary.	Pupils improved comprehension skills. Pupils able to be more creative with their use of language in their writing.

	Pupils able to communicate more effectively between each other and adults.
Increase in pupils making expected progress in number skills in Maths	Pupils narrowing the gap to reach expected National standard in all year groups.
Pupils to be able to use calming and well-being strategies to help them cope with upsetting experiences and help support the regulation of learning behaviours	<p>Fewer pupils accessing intensive daily support on a regular basis by learning mentors and SLT.</p> <p>Pupils using calming techniques to help them to remain in class to learn.</p> <p>Behaviours for learning improves attainment and progress.</p> <p>All staff to have accessed Trauma Informed practice training.</p> <p>Children to have learnt social skills and empathy from restorative approaches</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.

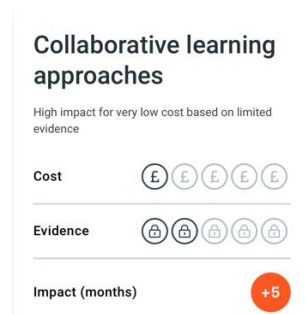
Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching – consistent teaching approach and strategies across the school.</p> <ul style="list-style-type: none"> High quality staffing Read Write Inc Talk for Writing Pivotal and TPC therapeutic training White Rose Maths Rosenshine's 12 principals of effective teaching. Sufficient staffing for Reading, writing and maths lessons to support the most vulnerable children further. Ensuring that all relevant staff access training to deliver phonics, reading, writing and maths. Read Write Inc phonics online package, curriculum maestro. <p>CPD Opportunities to ensure that staff are constantly exposed to training and the latest updates.</p>	<p>We will ensure that our learners have:</p> <p>The Read Write Inc system has been rigorously researched in relation to its benefits in the teaching of phonics through a systematic approach.</p> <p>https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbvi-ibh.pdf</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7-year old's) as they begin to read.</p> <p>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>On average, reading comprehension approaches deliver an additional six months' progress. 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>Children have struggled to recall a large amount of their learning due to Covid 19 and there is a need to ensure that they are supported in their learning through using methodologies that encourage retention and opportunity to review, repeat and recall learning whilst ensuring children</p>	1,2,3,4 and 5

	<p>who have less confidence have the scaffolding needed to access ARE curriculums despite the impact of the pandemic.</p> <p>The Rosenshines 12 effective principals for effective learning is a researched based method that maximises cognitive capacity and aids the ability to retain and recall information that is taught through the use of structures.</p> <ol style="list-style-type: none"> 1. Daily review. 2. Present new material using small steps. 3. Ask questions. 4. Provide models. 5. Guide Student practice. 6. Check for student understanding. 7. Obtain a high success rate. 8. Provide scaffolds for difficult tasks. 9. Independent practice. 10. Weekly and monthly review. <p>Rosenshine's principles have a solid evidence base to support their effectiveness. These strategies are most effective where the objective is to master a body of knowledge or key skill involving clearly laid out steps, which the children are expected to apply later. See the following document for evidence-based research information.</p> <p>Rosenshine, B. (2010). Principles of instruction; Educational practices series; Vol.:21; 2010. The International Academy of Education, 21(2010).</p> <p>http://www.ibe.unesco.org/fileadmin/user_upload/Publications/Educational_Practices/EdPractices_21.pdf</p> <p>We use the Talk 4 Writing method for the teaching of writing across the school and this is a popular and well-regarded methodology which is researched based. Information around its impact can be read here: https://www.talk4writing.com/wp-content/uploads/2019/04/Talk-for-Writing-Review-of-related-research.pdf</p> <p>Talk for writing has a strong focus around oral work and the development of vocabulary whilst exposing children to exemplar texts that they can internalise and draw up to help them be successful in their independent writing. The collaborative structure approach of Talk for Writing is beneficial as children are able to support their partners</p>	
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to develop their learning further. Teachers will receive training so that they can design tasks and activities that promote effective and efficient collaborative tasks. The EEF research suggests that collaborative approaches in learning support staff to ensure additional 5 months progress on average when staff are trained effectively.



TPC therapeutic training

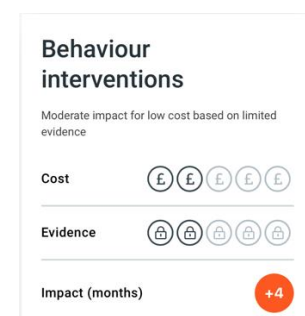
We will ensure that all of the staff are trained in and utilise consistently trauma informed practice's as these are best for the learners in our school. Through embedding these practices will be able to ensure that there is a reduction in the number of children who are in crisis or struggling to regulate effectively. The reduction of dysregulation has a positive impact on teaching and learning as children are more likely to thrive in a calm environment that allows for them to access learning.

The TPC training package and award is recommended by the DFE and links to medical/neurological research.

<https://www.tpctherapy.co.uk/our-work>

<https://link.springer.com/article/10.1007/s12310-016-9184-1%23CR14>

Trauma informed practice is not necessarily a 'behaviour intervention' for individuals but a whole school approach for all children, the EEF suggests that this will have a 4-month improvement in progress. At St Mary's we believe that the introduction of trauma informed practice has been pivotal in how well our children engage in school life and learning.



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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Interventions on same day, with pre-teaching. 	<p>White Rose Maths- Assessment for learning- Children gain additional support through the use of a fluid interventions.</p> <p>Pre and Post Learning opportunities based on accurate assessment (both summative and formative)</p> <p>Evidence of progress within books will show that children have had additional support as and when needed.</p>	3
<p><i>Read Write Inc 1:1 coaching for children who struggle with early reading skills.</i></p>	<p>The RWI programme recommends that children who are struggling to make expected progress access the 1:1 coaching materials in order for them to have further opportunity to practice their speed sounds.</p>	1,2
<ul style="list-style-type: none"> <i>Increased capacity via Covid Catch up funding so that children are able to access more interventions across the school. These are able to meet individual needs of specific learners including SEND, EAL and LAC.</i> 	<p>Working on individual targets will ensure these targets are met and therefore achieve accelerated progress. Teachers to provide gap analysis information so that interventions can be specific and targeted.</p>	1,2,3,4
<p><i>Interventions to include regular CPD, extra hours paid training on targeted intervention strategies:</i> <i>Beat Dyslexia, Fresh Start, handwriting formation, numicon support, small steps, one to one opportunities.</i></p>	<p>Working on individual targets will ensure these targets are met and therefore achieve accelerated progress. Teachers to provide gap analysis information so that interventions can be specific and targeted.</p>	1,2,3,4

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide social and emotional support and wider opportunities</p> <ul style="list-style-type: none"> Pupils to be able to use calming and therapeutic strategies to help them cope with upsetting experiences and help support the regulation of learning behaviours. Mental health lead engaging in 'The Mental Health Award' via Leeds Carnegie School of Mental Health' Breakfast for all pupils. <p>Play therapy for specific pupils who need additional emotional support in addition to the Therapeutic strategies already in place.</p> <ul style="list-style-type: none"> Restorative practice training for new members of staff. Resources to support the Leeds Carnegie Mental Health project and the ELSA project. Trips budget enhancement so that children are able to experience the wider world. 	<p>Pupils are having to cope with various traumas, as well as lack of warm clothing and meals at home.</p> <p>Providing food and warmth will help the pupils to engage more in school.</p> <p>Many of our children have experienced childhood ACES have attachment issues meaning that they are already at disadvantage when they arrive at our setting. This means that there is a significant barrier to learning before children are ready to access learning. Many of our pupils need further nurturing to help to support their emotional well-being. Sadly, due to the Covid 19 pandemic more of our learners have been exposed to the childhood Ace's and our expenditure with PP will reflect this.</p> <p>Overview of ACEs- Adverse Childhood Experiences</p> <ul style="list-style-type: none"> domestic violence. parental abandonment through separation or divorce. a parent with a mental health condition. being the victim of abuse (physical, sexual and/or emotional) being the victim of neglect (physical and emotional) a member of the household being in prison. growing up in a household in which there are adults experiencing alcohol and drug use problems. <p>ACEs have been found to have lifelong impacts on health and behaviour and they are relevant to all sectors and involve all of us in society. An ACE survey with adults (2019) found that compared to people with no ACEs, those with 4 or more ACEs are more likely to</p> <ul style="list-style-type: none"> have been in prison develop heart disease frequently visit the GP 	4,5

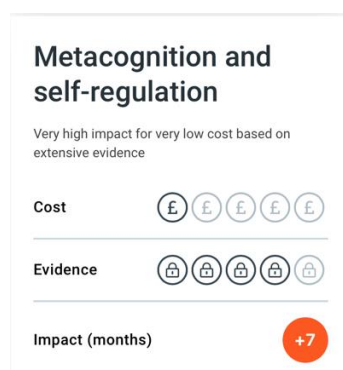
- develop type 2 diabetes
- have committed violence in the last 12 months
- have health-harming behaviours (high-risk drinking, smoking, drug use).

When children are exposed to adverse and stressful experiences, it can have a long-lasting impact on their ability to think, interact with others and on their learning.

At St Mary's we believe that ensuring that we meet our learners SEMH needs is critical to support them in being able to access learning. The introduction to trauma Informed practice through our work with TPC will continue as we work towards an award. All new staff will be exposed to the training materials.

Pupil Premium monies will also be spent on developing our setting so that we have a low level of arousal in our environment. All classrooms follow a non-negotiable checklist which includes low level lighting, neutral and pastel colour themes. Staff ensure that wall displays do not have too much information on them to prevent cognitive overload. Our children have access to regulation resources which are sensory, and all classes have a box of these resources. A number of children who have a higher level of need have individual resources.

Ensuring that our learners have the ability to self-regulate and have a basic understanding of metacognition has on average 7 months of progress according to EEF research.



Timetabled and focused support for wellbeing is evident within the school and we have a range of wave 2 and 3 SEMH interventions to support the needs of our learners.

On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.

Social and emotional learning

Moderate impact for very low cost based on very limited evidence

Cost £ £ £ £ £

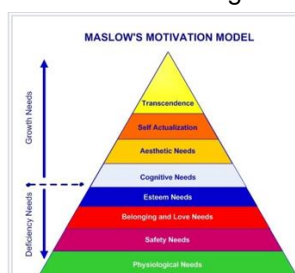
Evidence [Evidence icons]

Impact (months) +4

Support to buy school uniform if necessary is available to our families. By doing this we make sure that our children's basic needs are met.

We provide our children with breakfast every morning from a small portion of our pupil premium budget to ensure that our pupils basic needs are met. Breakfast club for all children mostly paid through funding from Greggs.

We are very aware that when children's basic needs are met, they are less likely to be able to access their learning. Maslow's hierarchy of needs (1943) clearly shows that we must ensure that our learners have their basic and emotional needs need to be met before we can access learning and cognition.



The ELSA project and the Mental Health Award which was funded by Pupil Premium money will ensure that policy and procedures meet best practice and ensure the best opportunities and experiences for our learners in relation to SEMH and wellbeing. Additional details of the coverage of the projects can be found in the links below.

The Mental Health Award

<https://www.leedsbeckett.ac.uk/research/carnegie-centre-of-excellence-for-mental-health-in-schools/>

ELSA

<http://www.nottinghamcity.gov.uk/media/456142/2017-elsa-information.pdf>

Total budgeted cost: £ 150,000

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 2021 to 2022 academic year.

Our Lent term internal assessments show that the gap between Pupil Premium children and Non Pupil Premium is generally narrowing across the school. See the data included below. Although the gap often remains wider than 10% there are some significant reductions that we will hope to continue to make into 2022/23. We have found that in Year 4 Pupil Premium children outperform Non Pupil Premium children in R, W and M. In Year 3 Pupil premium children outperformed Non PP children in Maths.

Y1 Pupil Premium V Non Pupil Premium

Reading	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	35.7% 5/14	33.1%	68.8% 11/16
	42.9% 6/14	25.9%	68.8% 11/16
Writing	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	35.7% 5/14	26.8%	62.5% 10/16
	42.9% 6/14	13.4%	56.3% 9/16
Maths	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	50% 7/14	6.3%	56.3% 9/16
	50% 7/14	12.5%	62.5% 10/16

Year 1 Analysis Pupil Premium v Non Pupil Premium

Reading

Non PP children outperformed PP children at Advent and Lent however the gap has diminished by 7.2%.

Writing

Non PP children outperformed PP children at Advent and Lent however the gap has diminished by 13.4%.

Maths

Non PP children outperformed PP children at Advent and Lent and the gap has widened by 6.2%

Externally provided programmes

Y2 Pupil Premium V Non Pupil Premium

Reading	Pupil Premium	Gap	Non Pupil Premium
	Advent 46.7%. 7/15	13.3%	60% 9/15
	Lent 46.7% 7/15	13.3%	60% 9/15
Writing	Pupil Premium	Gap	Non Pupil Premium
	Advent 53.3%. 8/15	0%	53.3% 8/15
	Lent 53.3% 8/15	0%	53.3% 8/15
Maths	Pupil Premium	Gap	Non Pupil Premium
	Advent 60% 9/15	13.3%	46.7%. 7/15
	Lent 60% 9/15	13.3%	46.7% 7/15

Year 2 Analysis Pupil Premium v Non Pupil Premium

Reading

Non PP children outperformed PP children at Advent and Lent and the gap has remained the same at 13.3%

Writing

PP and Non PP children performed equally at 53.3%- a gap of 0%

Maths

PP children outperformed Non PP children at Advent and Lent with a gap of 13.3%

Y3 Pupil Premium V Non Pupil Premium

Reading	Pupil Premium	Gap	Non Pupil Premium
	Advent 47.1% 8/17	30.7%	77.8% 7/9
	Lent 58.8% 10/17	11.2%	70% 7/10
Writing	Pupil Premium	Gap	Non Pupil Premium
	Advent 35.3% 6/17	20.3%	55.6% 5/9
	Lent 47.1% 8/17	12.9%	60% 6/10
Maths	Pupil Premium	Gap	Non Pupil Premium
	Advent 52.9% 9/17	2.7%	55.6% 5/9
	Lent 52.9% 9/17	2.9%	50%. 5/10

Year 3 Analysis Pupil Premium v Non Pupil Premium

Reading

Non PP children outperformed PP children at both Advent and Lent however the gap has diminished by 19.5%

Writing

Non PP children outperformed PP at both Advent and Lent however the gap has diminished by 7.4%

Maths

At Advent Non PP children out performed PP children with a gap of 2.7% However at Lent PP children outperformed Non PP children by 2.9%.

Y4 Pupil Premium V Non Pupil Premium

Reading

Pupil Premium	Gap	Non Pupil Premium
Advent 61.5% 8/13	11.5%	50% 8/16
Lent 69.2% 9/13	4.5%	64.7% 8/16

Writing

Pupil Premium	Gap	Non Pupil Premium
Advent 30.8% 4/13	1.3%	31.3% 5/16
Lent 46.2% 6/13	5%	41.2% 7/17

Maths

Pupil Premium	Gap	Non Pupil Premium
Advent 53.8% 7/13	8.7%	62.5% 10/16
Lent 69.2% 9/13	10.4%	58.8% 10/17

Year 4 Analysis Pupil Premium v Non Pupil Premium

Reading

At Advent and Lent PP children outperformed Non PP. At Advent PP outperformed Non PP with a gap of 11.5%. However Non PP children made progress and the gap reduced to 4.5%

Writing

At Advent Non PP children outperformed PP by 1.3%. By Lent PP had caught up and outperformed Non PP children by 5%.

Maths

At Advent Non PP outperformed PP by 8.7%. By Lent PP children outperformed Non PP children with a positive gap of 10.4%

Y5 Pupil Premium V Non Pupil Premium

Reading	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	Advent 42.9%. 9/21	42.8%	85.7%. 6/7
	Lent 47.6% 10/21	27.4%	75% 6/8

Writing	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	Advent 47.6% 10/21	23.8%	71.4% 5/7
	Lent 52.4% 11/21	10.1%	62.5% 5/8

Maths	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	Advent 47.6% 10/21	38.1%	85.7% 6/7
	Lent 52.4%. 11/21	22.6%	75% 6/8

Year 5 Analysis Pupil Premium v Non Pupil Premium

Reading

At Advent and Lent Non PP children outperformed PP children however the gap has diminished by 15.8%

Writing

At Advent and Lent Non PP children outperformed PP children however the gap has diminished by 13.7%.

Maths

At Advent and Lent Non PP children outperformed PP children however the gap has diminished by 15.5%

Y6 Pupil Premium V Non Pupil Premium

Reading	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	Advent 62.5% 10/16	8.9%	71.4% 5/7
	Lent 62.5% 10/16	23.2%	85.7%. 6/7

Writing	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	Advent 50% 8/16	21.4%	71.4% 5/7
	Lent 56.3% 9/16	15.1%	71.4% 5/7

Maths	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	Advent 68.8% 11/16	16.9%	85.7% 6/7
	Lent 43.8%. 7/16	13.3%	57.1% 4/7

Year 6 Analysis

Pupil Premium v Non Pupil Premium

Reading

At Advent and Lent Non PP outperformed PP and **the gap has widened by 14.3%**

Writing

At Advent and Lent Non PP children outperformed PP **however the gap has reduced by 6.3%.**

Maths

At Advent and Lent Non PP children outperformed PP **however the gap has reduced by 3.6%**

Subject	Pupil Premium	Non Pupil Premium
Reading	53/97 54.6%	49/72 68.1%
Writing	48/97 49.5%	40/72 55.6%
Maths	52/97 53.6%	42/72 58.3%

In some circumstances, it has become evident that as part of the pupil premium strategy for 22/23 we will need to give focus to some of the year groups specifically.

2022/23 Year 2 Maths Pupil Premium Children- The gap has widened for Pupil Premium children and we will need to ensure that we put further intervention and support into place to prevent the gap further widening.

2022/23 Year 3 Reading, Writing and Maths Pupil Premium children have not made significant progress and there has been a stall in movement that will need close monitoring and additional intervention and support.

We believe that we have outcome gaps between Pupil Premium and Non Pupil Premium children due to the

Covid 19 pandemic which disrupted learning in all areas in varying degrees. We consider that many of our PP children did not always have the support at home and they did not benefit from the Pupil Premium strategy and budget during this time in the way in which was intended and this had a detrimental effect on the progress that they made and of course, made the gap between PP and Non PP be more likely to widen.

When looking at the whole school data we have found that Non Pupil Premium children out perform Pupil Premium children in Reading, Writing and Maths with the widest gap in Reading. Due to this data we will need to ensure that we focus funding into intervention for reading.

A large amount of our Pupil Premium budget has been spent on additional staffing so that we can ensure that we are providing our most vulnerable children with the most effective support to access our curriculum either in class or/and through intervention. See following table for expenditure.

Pupil behaviour, wellbeing and mental health has been impacted significantly over the past few years and we have recognised that this would also be an issue for our young people without the additional problem of Covid 19.

We monitored our Pupil Premium data closely at the end of Pentecost and this will be factored into our strategy for 22/23.

We used Pupil Premium funding to provide wellbeing support for all pupils and also targeted support to our most vulnerable. We will continue to build upon this with the 22/23 plan.

EYFS Pentecost PP Data

EYFS20 | Good Level of Development Tracking

Reception | EOY | All Pupils

Report Description:

This report displays the number and percentage of pupils achieving their expectations for GLD Aspects. This is grouped by key contextual groups.

There is an option to drill down in the report (+) which will show individual pupil's attainment within the EOY and a Mode (Most frequent result) column based on the number of aspects displayed.

Colour Key: Below target, At target and Above target.

Pupil Premium	Listening, Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading	Writing	Number	Numerical Patterns	On Track for GLD	Mode	Below Target	% of Aspects At or Above GLD ARE	Above Target
Abena Afrifa PP	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	Yes	Rec OT	0%	100%	0%
Harry Clark PP	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecNO	RecOT	RecOT	RecNO	RecOT	RecOT	No	Rec OT	16.67%	83.33%	0%
Violet Denholm PP	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	Yes	Rec OT	0%	100%	0%
Samuel Dunks PP	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	Yes	Rec OT	0%	100%	0%
Elouise Fraser PP	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	Yes	Rec OT	0%	100%	0%
Jacob Hansen PPS	RecNO	RecNO	RecOT	RecOT	RecOT	RecOT	RecNO	RecNO	RecNO	RecNO	RecNO	RecNO	No	Rec NO	66.67%	33.33%	0%
Casper Johnson PPS	RecNO	RecNO	RecNO	RecNO	RecNO	RecNO	RecNO	RecNO	RecNO	RecNO	RecNO	RecNO	No	Rec NO	100%	0%	0%
Skyia McLaughlan PP	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	Yes	Rec OT	0%	100%	0%
Ella Rogers PP	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	Yes	Rec OT	0%	100%	0%
Kady-Mai Skelley PP	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecNO	RecNO	RecOT	RecOT	No	Rec OT	16.67%	83.33%	0%
Dagan-Rose Smith PP	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	Yes	Rec OT	0%	100%	0%
Jemimah Wallis PP	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	RecOT	Yes	Rec OT	0%	100%	0%

EYFS Pentecost PP Data Analysis

EYFS20 | Good Level of Development Tracking

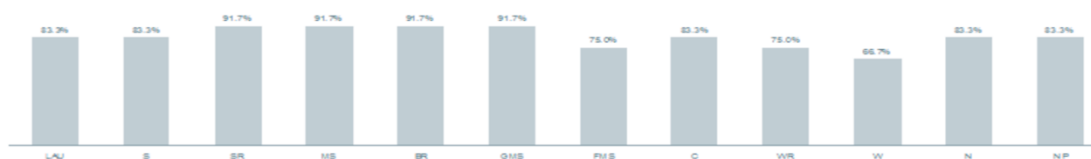
Reception | EOY | All Pupils

Report Description:

This report displays the number and percentage of pupils achieving their expectations for GLD Aspects. This is grouped by key contextual groups.

There is an option to drill down in the report (+) which will show individual pupil's attainment within the EOY and a Mode (Most frequent result) column based on the number of aspects displayed.

Chart Displays Percentage of Pupils AT and ABOVE GLD



	Listening, Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading	Writing	Number	Numerical Patterns	Totals
% Below GLD	16.7%	16.7%	8.3%	8.3%	8.3%	8.3%	25.0%	16.7%	25.0%	33.3%	16.7%	16.7%	33.3%
% At and Above GLD	83.3%	83.3%	91.7%	91.7%	91.7%	91.7%	75.0%	83.3%	75.0%	66.7%	83.3%	83.3%	66.7%
% On Track for Above GLD	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

8 pupils (66.7%) are On Track for 'Expected' Good Level of Development, of which 0 pupils (0.0%) are 'Above the Expected'. 4 pupils (33.3%) are not On Track.

Y2 Pupil Premium V Non Pupil Premium

Reading	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	Advent 46.7% 7/15	13.3%	60% 9/15
	Lent 46.7% 7/15	13.3%	60% 9/15
	Pentecost 62.5% 10/16	5.4%	57.1% 8/14
Writing	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	Advent 53.3% 8/15	0%	53.3% 8/15
	Lent 53.3% 8/15	0%	53.3% 8/15
	Pentecost 37.5% 6/16	5.4%	42.9% 6/14
Maths	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	Advent 60% 9/15	13.3%	46.7% 7/15
	Lent 60% 9/15	13.3%	46.7% 7/15
	Pentecost 62.5% 10/16	12.5%	50% 7/14

Year 1 Analysis Pentecost Pupil Premium v Non Pupil Premium

Reading

Non PP children outperformed PP children at Advent and Lent however the gap diminished by 7.2%. At Pentecost the gap had further diminished by 7.1%.

Writing

Non PP children outperformed PP children at Advent and Lent however the gap has diminished by 13.4%. The gap further decreased by 0.9% by Pentecost.

Maths

Non PP children outperformed PP children at Advent and Lent and by Pentecost the the gap has further diminished by 7.1%

Y2 Pupil Premium V Non Pupil Premium

Reading	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	Advent 46.7% 7/15	13.3%	60% 9/15
	Lent 46.7% 7/15	13.3%	60% 9/15
	Pentecost 62.5% 10/16	5.4%	57.1% 8/14
Writing	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	Advent 53.3% 8/15	0%	53.3% 8/15
	Lent 53.3% 8/15	0%	53.3% 8/15
	Pentecost 37.5% 6/16	5.4%	42.9% 6/14
Maths	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	Advent 60% 9/15	13.3%	46.7% 7/15
	Lent 60% 9/15	13.3%	46.7% 7/15
	Pentecost 62.5% 10/16	12.5%	50% 7/14

Year 2 Analysis Pentecost Pupil Premium v Non Pupil Premium

Reading

Non PP children outperformed PP children at Lent but by Pentecost the gap has reduced by 18.7% and now PP children outperform Non PP Children

Writing

Non PP children outperform PP and the gap has widened from being equal to having a gap of 5.4%

Maths

PP children outperformed Non PP children by 12.5%. The gap between Non PP and PP between Lent and Pentecost has decreased by 0.8%

Y3 Pupil Premium v Non Pupil Premium

Reading	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	Advent 47.1% 8/17	30.7%	77.8% 7/9
	Lent 58.8% 10/17	11.2%	70% 7/10
	Pentecost 58.8% 10/17	31.2%	90% 9/10
Writing	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	Advent 35.3% 6/17	20.3%	55.6% 5/9
	Lent 47.1% 8/17	12.9%	60% 6/10
	Pentecost 41.2% 7/17	1.2%	40% 4/10
Maths	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	Advent 52.9% 9/17	2.7%	55.6% 5/9
	Lent 52.9% 9/17	2.9%	50% 5/10
	Pentecost 58.8% 10/17	1.2%	60% 6/10

Year 3 Analysis Pentecost Pupil Premium v Non Pupil Premium

Reading

Non PP children outperformed PP children at both Advent and Lent however the gap has diminished by 19.5%. At Pentecost Non PP children outperformed PP by 31.2% and the gap has grown by 20%.

Writing

Non PP children outperformed PP at both Advent and Lent however the gap has diminished by 7.4%. At Pentecost PP children outperformed Non PP by 1.2%. The gap has diminished by 14.1%.

Maths

At Advent Non PP children out performed PP children with a gap of 2.7% However at Lent PP children outperformed Non PP children by 2.9%. At Pentecost Non PP children outperformed PP by 1.2% and the gap has widened by 4.1% since Lent.

Y4 Pupil Premium V Non Pupil Premium

Reading	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	Advent 61.5% 8/13	11.5%	50% 8/16
	Lent 69.2% 9/13	4.5%	64.7% 8/16
	Pentecost 69.2% 9/13	4.5%	64.7% 11/17
Writing	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	Advent 30.8% 4/13	1.3%	31.3% 5/16
	Lent 46.2% 6/13	5%	41.2% 7/17
	Pentecost 46.2% 6/13	0.9%	47.1% 8/17
Maths	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	Advent 53.8% 7/13	8.7%	62.5% 10/16
	Lent 69.2% 9/13	10.4%	58.8% 10/17
	Pentecost 69.2% 9/13	4.5%	64.7% 11/17

Year 4 Analysis Pentecost Pupil Premium v Non Pupil Premium

Reading

At Advent and Lent PP children outperformed Non PP. At Advent PP outperformed Non PP with a gap of 11.5%. However Non PP children made progress and the gap reduced to 4.5% At Pentecost PP children outperform Non PP by 4.5% The gap remained the same.

Writing

At Advent Non PP children outperformed PP by 1.3%. By Lent PP had caught up and outperformed Non PP children by 5%. At Pentecost Non PP children outperform PP children by 0.9% The gap increased by 4.1%.

Maths

At Advent Non PP outperformed PP by 8.7%. By Lent PP children outperformed Non PP children with a positive gap of 10.4% At Pentecost PP children outperform Non PP children by 4.3%. The gap increased by 5.9%

Y6 Pupil Premium V Non Pupil Premium

Reading

Pupil Premium	Gap	<u>Non Pupil</u> Premium
Advent 62.5% 10/16	8.9%	71.4% 5/7
Lent 62.5% 10/16	23.2%	85.7% 6/7
Pentecost 68.8% 11/16	16.9%	85.7% 6/7

Writing

Pupil Premium	Gap	<u>Non Pupil</u> Premium
Advent 50% 8/16	21.4%	71.4% 5/7
Lent 56.3% 9/16	15.1%	71.4% 5/7
Pentecost 62.5% 10/16	8.9%	71.4% 5/7

Maths

Pupil Premium	Gap	<u>Non Pupil</u> Premium
Advent 68.8% 11/16	16.9%	85.7% 6/7
Lent 43.8% 7/16	13.3%	57.1% 4/7
Pentecost 56.3% 9/16	0.8%	57.1% 4/7

Pupil Premium

Year 5 Analysis Pentecost Pupil Premium v Non Pupil Premium

Reading

At Advent and Lent Non PP children outperformed PP children however by Lent the gap has diminished by 15.8%. At Pentecost Non PP outperform PP children by 24.4% Since Lent the gap has further reduced by 3%

Writing

At Advent and Lent Non PP children outperformed PP children however the gap has diminished by 13.7%. At Pentecost Non PP children outperformed PP by 19.6% Since Lent the gap has grown by 9.5%

Maths

At Advent and Lent Non PP children outperformed PP children however the gap has diminished by 15.5%. At Pentecost Non PP outperformed PP by 41.7%. Since Lent this gap has grown by 19.1%.

Y6 Pupil Premium V Non Pupil Premium

Reading	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	Advent 62.5% 10/16	8.9%	71.4% 5/7
	Lent 62.5% 10/16	23.2%	85.7% 6/7
	Pentecost 68.8% 11/16	16.9%	85.7% 6/7
Writing	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	Advent 50% 8/16	21.4%	71.4% 5/7
	Lent 56.3% 9/16	15.1%	71.4% 5/7
	Pentecost 62.5% 10/16	8.9%	71.4% 5/7
Maths	Pupil Premium	Gap	<u>Non Pupil</u> Premium
	Advent 68.8% 11/16	16.9%	85.7% 6/7
	Lent 43.8% 7/16	13.3%	57.1% 4/7
	Pentecost 56.3% 9/16	0.8%	57.1% 4/7

Year 6 Analysis Pentecost Pupil Premium v Non Pupil Premium

Reading

At Advent and Lent Non PP outperformed PP and the gap has widened by 14.3%. At Pentecost Non PP children outperform PP by 16.9% but the gap has diminished by 6.3%

Writing

At Advent and Lent Non PP children outperformed PP however the gap has reduced by 6.3%. At Pentecost Non PP children outperformed PP 8.9% but the gap has diminished by 6.2%

Maths

At Advent and Lent Non PP children outperformed PP however the gap has reduced by 3.6%. At Pentecost Non PP children outperformed PP by 0.8% but the gap diminished by 12.5%

Our Pentecost analysis has show us that we are generally diminishing the gap between Pupil Premium children and Non Pupil Premium children however there are some circumstances where we will focus intervention and staffing.

Year 2 – Writing gap between PP and Non PP has widened by 5.4%

Year 3- Reading – the gap between PP and Non PP has widened by 20%

Maths- the gap between PP and Non PP has widened by 4.1%

Year 5 - Writing gap between PP and Non PP has grown by 9.5%

Maths – the gap between PP and Non PP has grown by 19.1%.

It should be noted that Year 5 have 21 PP children.

Our people premium strategy has been supplemented by additional activity which has not been funded by the pupil premium or recovery premium and this has included:

- Utilising a DfE grant to train a senior mental health lead . The training we have selected will focus on the training needs identified from the online tool to develop our understanding of our pupils needs, give pupils a voice and how we address well-being and support more effective collaboration with parents.*

We used the EEF's implementation guidance to help us develop our strategy.

<i>Area of development</i>	<i>Expenditure</i>
<p>Teaching</p> <p>Quality first teaching – consistent teaching approach and strategies across the school.</p> <ul style="list-style-type: none"> • Read Write Inc • Talk for Writing • Pivotal and TPC therapeutic training • White Rose Maths • Rosenshine's 12 principals of effective teaching. • Sufficient staffing for Reading, writing and maths lessons to support the most vulnerable children further. • Ensuring that all relevant staff access training to deliver phonics, reading, writing and maths. • Read Write Inc phonics online package, curriculum maestro. • Support staff training in the relevant <p>CPD Opportunities to ensure that staff are constantly exposed to training and the latest updates.</p>	<p>£135,107.63</p> <p><i>Talk for Writing Training £600</i></p> <p><i>White Rose Maths Resources £500</i></p>
<p>Targetted Academic Support</p> <ul style="list-style-type: none"> • Interventions on same day, with pre-teaching. 	<p>£3,259.50</p>

<ul style="list-style-type: none"> • <i>Read Write Inc 1:1 coaching for children who struggle with early reading skills.</i> • <i>Increased capacity via Covid Catch up funding so that children are able to access more interventions across the school. These are able to meet individual needs of specific learners including SEND, EAL and LAC.</i> <i>Interventions to include regular CPD, extra hours paid training on targeted intervention strategies:</i> • <i>Beat Dyslexia, Fresh Start, handwriting formation, numicon support, small steps, one to one opportunities.</i> 	
<p><i>Wider Strategies</i></p> <p>Provide social and emotional support and wider opportunities</p> <ul style="list-style-type: none"> • Pupils to be able to use calming and therapeutic strategies to help them cope with upsetting experiences and help support the regulation of learning behaviours. • Gardening used as a therapy across school. • Pastoral team engaging in the ELSA Project. • Mental health lead engaging in 'The Mental Health Award' via Leeds Carnegie School of Mental Health' • Breakfast for all pupils. <ul style="list-style-type: none"> • Play therapy for specific pupils who need additional emotional support in addition to the Therapeutic strategies already in place. • Monies to support trips 	<p><i>Trips £6000</i></p> <p><i>Mental Health Award £200</i></p> <p><i>Uniform: £1000</i></p> <p><i>Pastoral resources to support behaviour, wellbeing and mental health £470.99</i></p> <p><i>Total within category:</i></p> <p><i>£7,670.99</i></p>
<p><i>Total Expenditure:</i></p>	<p><i>£143,878.62</i></p> <p><i>Original budget:£149,000 inc Recovery Budget</i></p> <p><i>Carry over to 22/23 :£5, 121.38</i></p>

