

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the academic years 2021/22 – 2023/24) 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	Darnhall Primary School
Number of pupils in school	347 R-Y6 (2021-22) 382 R-Y6 (2022-23)
Proportion (%) of pupil premium eligible pupils	41% R-Y6 (2021-22)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22, 2022/23 and 2023/24
Date this statement was published	14.10.2021
Date on which it will be reviewed	October 2022 <i>Review of 22/23</i> <i>Review of planned expenditure 23/24 – 18.05.2023</i>
Statement authorised by	Mrs Sarah Tomlinson
Pupil premium lead	Mrs Natasha Mulholland
Governor / Trustee lead	Mr Collin Meachin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188,575 (2021-22) £215,980 (2022-23) £261,810 (2023-24)
Recovery premium funding allocation this academic year	£ 20,628 to be allocated over 2 years. £10,314 (2021-22) £10,314 (2022-23)

	£19,466 (2023-24)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£198,889 (2021-22) £226,294 (2022-23) £281,276 (2023-24)

Part A: Pupil premium strategy plan

Statement of intent 2021 - 2024

At Darnhall Primary School, we recognise that supporting the well-being and mental health of our children is equally as important as raising their attainment. We aim to create an environment which fosters the whole child – raising their self-esteem, confidence and developing their resilience to ensure that behaviour is right for learning. We centre our priorities on meeting the needs of the whole child.

We believe that;

- All children should have an equal opportunity to achieve the highest standard possible and that disadvantaged pupils should be inspired to achieve the very best outcomes regardless of their starting points or barriers to learning.
- Parent and carer partnership with school is essential in supporting children and raising their standards and aspirations.
- There should be no difference in attainment or progress between those children in receipt of pupil premium, and those who are not.

What are our ultimate objectives for our disadvantaged pupils?

- For all disadvantaged pupils in school to meet or exceed their national expected progress rates in order to reach age related expectation at the end of year 6, therefore being secondary ready.
- To continue to narrow the gap between disadvantaged and non-disadvantaged pupils within school over the next three years.
- To raise the expectations and aspirations of both these pupils and their families

How does our current pupil premium strategy plan work towards achieving these objectives?

- We reduce class sizes, where possible.
- We provide specific staff with CPD for specified researched interventions to be run with targeted groups of children.
- We address non-academic barriers to attainment such as wellbeing, attendance, behaviour, expectations as well as raising aspirations.
- We have a wide range of 1-1 interventions and group interventions to support progress in key areas such as reading.
- We support funding of ELSA sessions and member of the pastoral team to provide play therapy and other forms of targeted interventions to enable the whole child to succeed academically, physically and mentally.

- We promote Holiday learning clubs to target these pupils (additional swimming lessons, summer clubs in which children develop a range of skills – including baking)
- We subsidise educational visits, workshops, and residential.
- We have Increased technology resources to support pupils in accessing learning at home through the purchase of Samsung tablets and some pupils have laptops at home which we have donated after COVID
- We provide 1-1 music tuition and specific resources so children have the opportunity to learn an instrument if they wish.
- We provide a range of after school clubs for children from EYFS to KS2 through a range of subject areas to provide enrichment and engagement to support learning new skills.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to Early Years Foundation Stage in all areas & those pupils who are in-year admissions across other year groups.
2	Poor language and communication skills
3	Stressful and complex home background/circumstances
4	Children's social and emotional wellbeing: low levels of resilience, poor self-esteem, mental health, adverse childhood experiences, retention of new concepts and insecure attachments.
5	Poor attendance, including some emotional based non-attendance and some lateness. We work in partnership with parents and carers to support daily attendance.
6	Some children living in poverty: hunger, lack of funds to pay for trips, food, uniform and school equipment.
7	Limited life experiences and opportunities. Limited opportunities for enrichment outside of school such as clubs / family trips impacting on experience and vocabulary

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
To increase the % of pupil premium pupils who are working at age-related expectations in reading so that it is in line with non-pupil premium children at Darnhall Primary.	The % of pupil premium pupils working at ARE in reading will be in line with that of non pupil premium pupils by 2024/25
To increase the % of pupil premium pupils who are working at age-related expectations in writing so that it is in line with non-pupil premium children at Darnhall Primary.	The % of pupil premium pupils working at ARE in writing will be in line with that of non pupil premium pupils by 2024/25.
To increase the % of pupil premium pupils who are working at age-related expectations in maths so that it is in line with non-pupil premium children at Darnhall Primary.	The % of pupil premium pupils working at ARE in maths will be in line with that of non pupil premium pupils by 2024/25.
To improve the attendance of disadvantaged pupils.	Improve attendance of disadvantaged pupils to LA minimum standard of 96%.
To improve enrichment opportunities for disadvantaged pupils to ensure they are not negatively impacted upon due to financial difficulties.	Improve pupil experience and aspirations by supporting enrichment.

Activity in academic year 2021/2022

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: £80,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller classes sizes in Key Stage 1 – 2 additional KS1 teachers to prevent mixed aged classes in years 1 and 2. 2x M2 Teachers: £79,428	EEF Toolkit – Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.	1, 2
Phonics (Read, Write, Inc. training, schemes and resources) £1142	EEF Toolkit – phonics has a positive impact (+ 5 months) and is an important component in the development of early reading skills.	1, 2
Release time for phonics lead to mentor and monitor the successful implementation of the RWI programme	EEF Toolkit – phonics has a positive impact (+ 5 months) and is an important component in the development of early reading skills.	1, 2
Ongoing CPD to ensure Quality First Teaching for all.	EEF Guide to Pupil Premium- tiered approach – teaching is the top priority including CPD. EEF Toolkit- Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.	1, 2, 4

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

Budgeted cost: £62,447

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistants allocated to classes to support the delivery of pre-planned, bespoke intervention programmes and ad hoc interventions based on assessment for learning.</p> <p>£ 2x Grade 5 teaching assistants £37,590</p>	<p>EEF Toolkit: +4 months: 'Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.'</p>	<p>1, 2</p>
<p>2x Teaching assistants to teach recovery specific group interventions – bespoke to children's needs.</p> <p>£21,059</p>	<p>EEF Toolkit: +4 months: 'Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.'</p>	<p>1, 2</p>
<p>ELSA 2 ELSA trained staff delivering programme for identified pupils.</p> <p>£3,798</p>	<p>EEF- 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year'.</p>	<p>4, 5</p>

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

Budgeted cost: £55,872

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Building upon children’s cultural capital - Extending their life experiences and opportunities. Enrichment outside of school such as subsidising residential trips.</p> <p>£584</p>	<p>EEF Outdoor Adventure Learning ‘There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes’</p>	<p>4, 6 and 7</p>
<p>Family support worker and school attendance officer</p> <p>£46,388</p>	<p>Employment of a family support worker enables focused support for key individual pupils and families. She also supports engagement with the EWO – which allows us access to support with absence and punctuality.</p> <p>Family support worker develops positive relationships with pupils, parents/carers.</p> <p><i>EEF Toolkit: Parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</i></p> <p><i>EEF Toolkit: Levels of parental engagement are consistently associated with improved academic outcomes</i></p>	<p>4, 5, 6</p>
<p>School uniform</p> <p>£5000</p>	<p>EEF - Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy</p>	<p>6</p>

	should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.	
<p>Breakfast club (staffing and food)</p> <p>2 x Grade 5 TA's 30 minutes per day – 38 weeks a year - £767.00 + food costs approx. £50 a week = £1900 a year</p>	Providing an affordable breakfast club has had a positive impact on both punctuality and attendance.	6
<p>Purchase of games, therapy resources £2,000</p>	EEF- 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year'.	3, 4

Total budgeted cost: £198,889

Pupil premium strategy outcomes

Review of Pupil Premium strategy for the academic year 2021/2022

This details the impact that our Pupil Premium strategy had had on pupils in the **2021 to 2022** academic year.

The COVID-19 recovery programme was strategically planned over the summer of 2020, implemented in September 2020 and continued until July 2022. The recovery programme was designed to accelerate progress as well as addressing gaps in learning which were a result of the National lockdowns.

In 2021/22, the tutoring programme, using existing, qualified school staff, was implemented to target identified pupils who were at risk of not meeting their predicted outcomes. These pupils received additional lessons twice weekly, which were above and beyond their standard teaching entitlement.

Data Outcomes 2021/2022

Phonics

The implementation of the Read, Write Inc. programme has seen an improvement in reading and writing in Key Stage 1.

- The last published phonics data in 2019 was 57% for year 1 and 61% cumulative.
- Data 2019/2020, showed 59% pass rate for year 1 and 73% cumulative.
- **Data 2021/2022, showed 69% pass rate for year 1 and 95% cumulative** (or 100% if removing the 2 children who did not pass originally who did not resit as they had left the school.)

PP Specific outcomes

Internal school data shows that although the % of children working at age related expectations (ARE) or above in reading, writing and maths is below national, the percentage of pupils achieving ARE or above in reading and writing in particular, has increased from 2020/21 – 2021/22.

The percentage of pupil premium pupils working at ARE or above is closer in line with non pupil premium pupils in reading and writing in most year groups.

Attendance

Last year, at the end of September 2021, we had 51 persistent absentees (under the 90% mark). Through the continued support of both the family support worker and attendance officer, 26 of these children improved their attendance throughout the year and their attendance was over 90% by July 2022.

The Family Support Worker and Attendance Officer targeted any children with low attendance, building strong relationships with families in order to support parents and carers in getting children into school. Support extended from communication over the phone, to home visits and providing transport into school.

Well-being

The employment of a full time Family Support Worker, and trained ELSA staff members has ensured that the emotional well-being of children has been supported at all times have found that ELSA strategies have had a positive impact on pupils' behaviour and well-being across the school.

Teachers reported that children who attended Breakfast Club, demonstrated improved concentration during lessons and specific persistent absentees attended school more often. Parents and carer feedback outlined how valuable this support was for them in giving them respite and allowing them to work - therefore provide a more stable home environment.

Externally provided programmes 2021/2022

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
Pathways to Read	The Literacy Company
RWI Phonic programme	Ruth Miskin

Activity in this academic year 2022/2023

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the **challenges listed above on page 3 of the PP strategy** plan.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100,204

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1 additional KS1 teachers to prevent mixed aged classes in years 1 and 2.</p> <p>1 Additional Y5 teacher to raise standards within this year group.</p> <p>2x M2 Teachers: £80,000</p>	EEF Toolkit – Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.	1, 2
<p>Phonics (Read, Write, Inc. training, schemes and resources) £2,350</p>	EEF Toolkit – phonics has a positive impact (+ 5 months) and is an important component in the development of early reading skills.	1, 2

<p>Pupil Premium Tracking System £700</p>	<p>EEF Toolkit - Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data.</p>	<p>1, 2</p>
<p>Ongoing CPD to ensure Quality First Teaching for all. £10,000 – subject leader development.</p> <p><u>*Recovery Premium*</u> National College membership £1,000</p>	<p>EEF Toolkit - Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise.</p> <p>EEF Guide to Pupil Premium- tiered approach – teaching is the top priority including CPD.</p> <p>EEF Toolkit- Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</p>	<p>1, 2, 4</p>
<p><u>*Recovery Premium*</u> CPD – Staff to work alongside ECM consultant James Marsh – subject leader development.</p> <p>£678 per day x 5 = £3,390</p>	<p>EEF Toolkit - Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise.</p> <p>EEF Guide to Pupil Premium- tiered approach – teaching is the top priority including CPD.</p> <p>EEF Toolkit- Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</p>	<p>1, 2, 4</p>
<p>Individual Samsung tablets. Knox Licences for Samsung Tablets £16 per tablet - currently 340 tablets (48% of costing allocated towards this due to 48% of pupils being PP) (£2,764)</p>	<p>EEF Toolkit - Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy.</p>	<p>1</p>

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

Budgeted cost: £65,382

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Targeted academic support</u> Teaching assistants allocated to classes to support the delivery of pre-planned, bespoke intervention programmes and ad hoc interventions based on assessment for learning.</p> <p>2x12hrs per week (£20,500) (CE and AL)</p>	<p>EEF Toolkit: Tuition is very effective at improving pupil outcomes, particularly those identified as having low prior attainment, or those who are struggling in a particular area.</p> <p>EEF Toolkit: 'Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.'</p>	1, 2
<p><u>*Recovery Premium*</u> ELSA Training Course £800</p>	<p>EEF Toolkit- 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year'.</p>	4,5
<p>ELSA & Nurture Assistant ELSA trained staff delivering programme for identified pupils. £10,914 x 2 = £21,828</p>	<p>EEF Toolkit- 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year'.</p>	4, 5
<p>Dyslexia Assessments - £150 each x 1 per half term = 6 per year £900</p>	<p>EEF Toolkit: Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for struggling readers.</p>	1, 2

<p>Play Therapist £150 x 38 weeks = £5700</p>	<p>EEF Toolkit - Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p>	<p>4</p>
<p>Education Psychology assessments - £500 each x 1 per month for 11 months - £5,500</p>	<p>EEF Toolkit - Intensive individual support, either one to one or as a small group, can support pupil learning. Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies.</p>	<p>4</p>
<p>Purchase of equipment to support those with specific SEND needs</p> <p>C-pen readers £270 x 4 = £1,080</p> <p>Dyscalculia resources</p> <p>Kit robots</p> <p>Speech and language resources</p>	<p>EEF Toolkit - Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology</p>	<p>1, 2</p>
<p>15% SENDCO time (% of PP pupils are also on the SEND register)</p> <p>£9,074</p>	<p>EEF Toolkit - Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology</p>	<p>1, 2, 3</p>

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

Budgeted cost: £60,708

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Building upon children's cultural capital - Extending their life experiences and opportunities. Enrichment outside of school such as subsidising residential trips.</p> <p>£2,800</p>	<p>EEF Outdoor Adventure Learning 'There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes'</p>	<p>4, 6 and 7</p>
<p>Family support worker and school attendance officer</p> <p>£46,541</p> <p><u>*Recovery Premium*</u> £5,124 offset for emotional based attendance support</p>	<p>Employment of a family support worker enables focused support for key individual pupils and families. She also supports engagement with the EWO – which allows us access to support with absence and punctuality.</p> <p>Family support worker develops positive relationships with pupils, parents/carers.</p> <p><i>EEF Toolkit: Parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</i></p> <p><i>EEF Toolkit: Levels of parental engagement are consistently associated with improved academic outcomes</i></p>	<p>4, 5, 6</p>

School uniform £7,000 (Forest School and PE kit)	EEF - Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.	6
Breakfast club (staffing and food) 4 x Grade 5 TA's 30 minutes per day – 38 weeks a year - £1,534 + food costs approx. £50 a week = £2,667 a year	Providing an affordable breakfast club has had a positive impact on both punctuality and attendance.	6
Purchase of games, therapy resources £1,700	EEF- 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year'.	3, 4

Total budgeted cost: £226, 294

Externally provided programmes 2022/2023

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
White Rose Maths workbooks	White Rose Maths
Pathways to Read	The Literacy Company
RWI Phonic programme	Ruth Miskin

Activity in academic year 2023/2024

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the **challenges listed on page 3 of the PP strategy** plan.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £77,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1 Additional teacher in KS2 to prevent mixed aged classes</p> <p>1x M4 teacher £34,178</p> <p>1 Additional KS1 nurture teacher £26,620</p>	<p>EEF Toolkit – Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</p>	1, 2
<p>Phonics (Read, Write, Inc. training, schemes and resources) £2,350</p>	<p>EEF Toolkit – phonics has a positive impact (+ 5 months) and is an important component in the development of early reading skills.</p>	1, 2
<p>White Rose membership – Teaching resources and workbooks to improve standards in mathematics. (£4,000)</p>	<p>EEF Toolkit – Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</p>	1,2
<p>Ongoing CPD to ensure Quality First Teaching for all.</p> <p><u>*Recovery Premium*</u></p>	<p>EEF Guide to Pupil Premium- tiered approach – teaching is the top priority including CPD.</p> <p>EEF Toolkit- Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</p>	1, 2, 4

<p>National College membership £1,500</p> <p>Jason Bangbala – Behaviour for learning training for all staff £1,500</p>		
<p><u>*Recovery Premium*</u> CPD – Staff to work alongside ECM consultant James Marsh – subject leader development. £678 per day x 5 = £3,390</p>	<p>EEF Toolkit - Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise.</p> <p>EEF Guide to Pupil Premium- tiered approach – teaching is the top priority including CPD.</p> <p>EEF Toolkit- Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</p>	<p>1, 2, 4</p>
<p>Pupil Premium Tracking System £700</p>	<p>EEF Toolkit - Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data.</p>	<p>1, 2</p>
<p>Individual Samsung tablets. Knox Licences for Samsung Tablets £16 per tablet - currently 340 tablets (48% of costing allocated towards this due to 48% of pupils being PP) (£2,764)</p> <p>Samsung Tablets New tablets for incoming PP children - 30% of annual spend (£2,400)</p>	<p>EEF Toolkit - Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy.</p>	<p>1</p>

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

Budgeted cost: £90,982

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>School led tutoring programme</u></p> <p>(£30,000 75% school contribution towards government school-led tutoring grant)</p>	<p>EEF Toolkit: Tuition is very effective at improving pupil outcomes, particularly those identified as having low prior attainment, or those who are struggling in a particular area.</p> <p>EEF Toolkit: 'Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.'</p>	<p>1, 2</p>
<p><u>Targeted academic support</u></p> <p>Teaching assistants allocated to classes to support the delivery of pre-planned, bespoke intervention programmes and ad hoc interventions based on assessment for learning.</p> <p>2x16hrs per week (£22,376 DE & SH)</p>	<p>EEF Toolkit: Tuition is very effective at improving pupil outcomes, particularly those identified as having low prior attainment, or those who are struggling in a particular area.</p> <p>EEF Toolkit: 'Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.'</p>	<p>1, 2</p>
<p>2 trained ELSA & Nurture Assistants</p>	<p>EEF Toolkit- 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic</p>	<p>4, 5</p>

<p>ELSA trained staff delivering programme for identified pupils.</p> <p>(50% of salary – £10,914 JS)</p> <p>(50% of KS salary *£5,296 <u>Recovery Premium*</u> (£5,296 - PP)</p>	<p>outcomes over the course of an academic year’.</p>	
<p>Dyslexia Assessments - £150 each x 1 per half term = 6 per year £900</p>	<p>EEF Toolkit: Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for struggling readers.</p>	<p>1, 2</p>
<p>Play Therapist £150 x 38 weeks = £5700</p>	<p>EEF Toolkit - Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p>	<p>4</p>
<p>Education Psychology assessments - £500 each x 1 per month for 11 months - £5,500</p>	<p>EEF Toolkit - Intensive individual support, either one to one or as a small group, can support pupil learning.</p> <p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies.</p>	<p>4</p>
<p>Contribution towards the Shine Grant to employ a speech and language therapist (£5,000)</p>	<p>EEF Toolkit - Intensive individual support, either one to one or as a small group, can support pupil learning.</p> <p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies.</p>	<p>1, 2</p>

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

Budgeted cost: £112,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Building upon children’s cultural capital - Extending their life experiences and opportunities. Enrichment outside of school such as subsidising residential trips. (Year 2, 4 and 6 residential) £5,300</p>	<p>EEF Outdoor Adventure Learning ‘There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes’</p>	<p>4, 6 and 7</p>
<p>Family support worker and school attendance officer</p> <p>KS1 FSW salary- £10,867</p> <p>KS2 FSW salary £31,262</p> <p>Attendance officer salary, including emotional-based non-attendance £15,320 (7,780 PP <u>*£7,540 – Recovery Premium*</u>)</p>	<p>Employment of a family support worker enables focused support for key individual pupils and families. She also supports engagement with the EWO – which allows us access to support with absence and punctuality.</p> <p>Family support worker develops positive relationships with pupils, parents/carers.</p> <p><i>EEF Toolkit: Parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</i></p> <p><i>EEF Toolkit: Levels of parental engagement are consistently associated with improved academic outcomes</i></p>	<p>4, 5, 6</p>
<p>School uniform £7,509</p>	<p>EEF - Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending</p>	<p>6</p>

	to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.	
Breakfast club and after school provision (staffing and food) £12,134	Providing an affordable breakfast club has had a positive impact on both punctuality and attendance.	6
Purchase of resources throughout the year to support PP wider opportunities, music lessons, therapy resources etc £30,000	EEF- 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year'.	3, 4, 6 and 7

Total budgeted cost: £281,276

Externally provided programmes 2023/2024

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
White Rose Maths workbooks	White Rose Maths
RWI Phonic programme	Ruth Miskin