

## *Streetsbrook Infant & Early Years Academy* *Pupil Premium Strategy Statement, 2021-24*

This statement details our school's use of Pupil Premium funding and the NTP funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium strategy, how we intend to spend the funding and the effect that last year's spending of Pupil Premium had within our school.

### *School Overview*

| Detail                                                                                                          | Data                                      |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| School name                                                                                                     | Streetsbrook Infant & Early Years Academy |
| Number of pupils in school                                                                                      | 180 (excluding Nursery)                   |
| Proportion (%) of pupil premium eligible pupils                                                                 | 7% (13 children) 2023-24                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | September 2021-July 2024                  |
| Date this statement was published                                                                               | 1 December 2021                           |
| Date on which it will be reviewed                                                                               | July 2024                                 |
| Statement authorised by                                                                                         | Louise Minter, Headteacher                |
| Pupil Premium Lead                                                                                              | Elsbeth Miller, Deputy Headteacher        |
| Governor / Trustee Lead                                                                                         | Ade Pierssene, PP Lead                    |

### *Funding overview*

| Detail                                                                                                                                                                      | Amount     |            |            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|------------|
|                                                                                                                                                                             | 2021-22    | 2022-23    | 2023-24    |
| Pupil premium funding allocation this academic year                                                                                                                         | £24,210.00 | £24,930.00 | £21,825.00 |
| Recovery premium funding allocation this academic year (2021-22)<br>NTP Funding (2022-23)                                                                                   | £3335.00   | £2916.00   | £2755      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0         | £0         | £0         |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £27,545.00 | £27,846.00 | £24,580.00 |

## *Part A: Pupil Premium Strategy Plan*

### *Statement of Intent*

At Streetsbrook, we strive to provide an equal chance for all to become caring, responsible citizens who lead happy and fulfilled lives, and are equipped with the knowledge, skills and abilities to shape the world they live in.

At Streetsbrook Infant & Early Years Academy, we aim for all children, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We believe in maximising the use of the Pupil Premium by utilising a long-term strategy aligned to the SIP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly

Our strategy is also integral to wider school plans for education recovery, notably targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <b>Communication &amp; Language</b><br>Baseline Assessments, observation and discussions with children indicate that attainment among disadvantaged children in CLL is significantly below that of non-disadvantaged children                                                                                                                                                                                                                                   |
| 2                | <b>Phonics &amp; Reading</b><br>Assessments, observations and discussions with children suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers; this has a significant impact on their ability to read                                                                                                                                                                                                             |
| 3                | <b>Writing</b><br>Baseline assessments, observations and discussions with children indicate that attainment among disadvantaged children in writing is significant below that of non-disadvantaged children                                                                                                                                                                                                                                                     |
| 4                | <b>Maths</b><br>Baseline assessments, observations and discussions with children indicate that attainment among disadvantaged children in maths is significant below that of non-disadvantaged children                                                                                                                                                                                                                                                         |
| 5                | <b>Self-Regulation, Managing Self, Social &amp; Emotional</b><br>Our observations, discussions with children and parents, and feedback from our Termly Inclusion Forums have identified an increasing number of children who have social and emotional needs; these challenges have a particular impact on our disadvantaged children, including their attainment and have been exacerbated by the partial school closures as a result of the COVID-19 pandemic |

## 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 ensure all of our disadvantaged children have improved communication and language skills.                                          | Children will have better communication and language skills; this will be reflected in end of year outcomes                                                         |
| To ensure all of our disadvantaged children, who do not have SEND, achieve expected outcomes in reading and phonics at the end of KS1 | All of our disadvantaged children, who do not have SEND, will achieve expected outcomes in reading and phonics at the end of KS1                                    |
| To ensure all of our disadvantaged children who do not have SEND, achieve expected outcomes in writing at the end of KS1              | All of our disadvantaged children, who do not have SEND, will achieve expected outcomes in writing at the end of KS1                                                |
| To ensure all of our disadvantaged children who do not have SEND, achieve expected outcomes in maths at the end of KS1                | All of our disadvantaged children, who do not have SEND, will achieve expected outcomes in maths at the end of KS1                                                  |
| To improve and sustain the social and emotional well-being of all children in our school, particularly our disadvantaged pupils       | Children will have good social skills and positive emotional well-being; this will be reflected in the children's behaviour around school and feedback from parents |
| To ensure any additional SEND needs of our disadvantaged children are recognised and responded to effectively.                        | Disadvantaged children with additional SEND needs will be identified and their needs responded to effectively.                                                      |

### *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. (\*Additional targets for 2023-24 in blue.)

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

Budgeted cost: £5000

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Communication &amp; Language</b><br>To seek effective CPD for staff to ensure they are well equipped to support and develop children's communication and language skills<br><br>To access LA Speech and Language Training in January/February 2024                                                                                                                                                                                                                                                                          | It is widely known that language provides the foundation of thinking and learning and should be prioritised<br><br><a href="#">EEF - KS1 Literacy Guidance Report</a><br><a href="#">EEF - Early Language Development</a><br><a href="#">EEF - Preparing for Literacy Guidance</a><br><a href="#">EEF- Effective Professional Development</a>                                                                                                                                                                                                                | 1, 2, 3, 5                    |
| <b>Phonics</b><br>To embed Little Wandle across the school and ensure the scheme is delivered consistently well in order to achieve the intended outcomes for our children (see SIP for further details)<br><br>To ensure children who are falling behind in phonics are part of a regular intervention                                                                                                                                                                                                                        | Systematic phonics approaches have been consistently found to be effective in supporting younger children to master the basics of reading<br><br><a href="#">EEF - KS1 Literacy Guidance Report</a><br><a href="#">EEF- Effective Professional Development</a>                                                                                                                                                                                                                                                                                               | 2                             |
| <b>Reading &amp; Writing</b><br>To embed Little Wandle across the school and ensure the scheme is delivered consistently well in order to achieve the intended outcomes for our children (see SIP for further details)<br><br>To further develop our Reading for Pleasure (RfP) provision to motivate and inspire children to develop a life-long love of reading (see SIP for further details)<br><br>To use quality texts to develop language acquisition, talk, comprehension and composition (see SIP for further details) | The ability to read, write and communicate confidently are fundamental to all learning. They unlock access to all areas of the curriculum, enabling children to discover and pursue their individual talents and interests.<br><br><a href="#">EEF - KS1 Literacy Guidance Report</a><br><a href="#">EEF- Effective Professional Development</a><br><br>Verbal methods of feedback can improve pupil attainment and is more time-efficient when compared to some forms of written feedback<br><br><a href="#">EEF - Teacher Feedback to Improve Learning</a> | 2, 3                          |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <p>To continue to hold fortnightly Phase Meetings for EYFS and KS1 which focus on our SIP quality of education priorities:</p> <ul style="list-style-type: none"> <li>• Embedding high quality phonics and reading provision using the Little Wandle programmes.</li> <li>• The successful implementation of our Reading for Pleasure development plan</li> <li>• Monitoring and evaluation of new text based writing curriculum in KS1.</li> </ul> <p>Use of CPD from the National College</p> | <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p> <p><a href="https://ourfp.org/">https://ourfp.org/</a></p>                                                                                                                                                                                                                                                                                                                                   |               |
| <p><b>Maths</b><br/>To embed the Mastering Number Programme; all staff to complete relevant training and ensure the programme is taught every day</p> <p>Ensure Maths teaching and learning reflects key recommendations of EEF research</p> <p>Reinforce the importance of high quality feedback in order to move children's learning on</p> <p>Use of CPD from National College, NCETM and White Rose Maths</p>                                                                               | <p>Developing a sound understanding of mathematics is essential. Children's early mathematical understanding is strongly associated with their later school achievement. It has, therefore, a major impact on educational progress and life outcomes.</p> <p><a href="#">EEF - Improving Mathematics in the Early Years and Key Stage 1</a></p> <p>Verbal methods of feedback can improve pupil attainment and is more time-efficient when compared to some forms of written feedback</p> <p><a href="#">EEF - Teacher Feedback to Improve Learning</a></p>                                                                   | 4             |
| <p><b>Enabling Environments</b><br/>Allocated leadership time for our EYFS lead to up-skill staff new to EYFS in how the learning environment can be more effectively used to support the children's learning across the curriculum</p> <p>Use of CPD from the National College</p>                                                                                                                                                                                                             | <p>An enabling environment plays a key role in supporting children's learning and development. Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. An enabling environment ensures that children grow and develop to be 'resilient, capable, confident and self-assured'.</p> <p><a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2</a></p> | 1, 2, 3, 4, 5 |
| <p><b>Mental Health &amp; Well-Being</b><br/>Allocated leadership time for our Headteacher to complete the Mental Health Lead training. She will then be</p>                                                                                                                                                                                                                                                                                                                                    | <p>Children need to be emotionally secure and have good mental health in order to be able to learn. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another</p>                                                                                                                                                                                                                                                                                                                                                                    | 1, 2, 3, 4, 5 |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <p>responsible for up-skilling staff so that they can more effectively support our children to have positive social and emotion well-being</p> <p>To work with the Mental Health Support Team (MHST) to develop staff knowledge and understanding about how to support children with anxiety</p> | <p>person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income</p> <p><a href="#">EEF - Improving Social and Emotional Learning</a></p> <p><a href="#">EEF- Effective Professional Development</a></p> |         |
| <p><b>Monitoring Impact</b></p> <p>Allocated leadership time for the English, Mathematics and EYFS Leaders to monitor the impact of teaching and learning on our PP children</p> <p>Use of CPD from the National College</p>                                                                     | <p>Rigorous analysis of data and assessment information enables staff to correctly identify gaps in learning; in turn this ensures interventions are tightly focused on the needs of the learner</p> <p><a href="#">EEF - Implementation Guidance</a></p>                                                                                                                                                                                                                                                                                                                                                                      | 2, 3, 4 |

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

Budgeted cost: £16,080

| Activity                                                                                                                                              | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                            | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Purchase of Language Link to screen, identify and improve listening, narrative and vocabulary skills for children who have weak oral language skills. | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">EEF - Oral Language Interventions</a></p>                                                                                                                                               | 1, 2, 3                       |
| Use of support staff to enable children who struggle most to have as much time with the teacher as others                                             | <p>EEF research recommends the use of TAs to add value to what teachers do, the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others.</p> <p><a href="#">EEF - Making Best Use Of Teaching Assistants</a></p> |                               |
| Teachers and Teaching Assistants to work in partnership to provide high quality structured 1:1 and                                                    | Using high quality structured interventions effectively supports children who are struggling.                                                                                                                                                                                                                                                                                                                   | 1, 2, 3, 4, 5                 |

|                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <p>small group interventions with the priority being on:</p> <ul style="list-style-type: none"> <li>• communication and language</li> <li>• phonics</li> <li>• reading</li> <li>• early writing skills</li> <li>• emotional, mental health and well-being</li> <li>• maths</li> </ul> | <p>Research on TAs delivering targeted high quality structured interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress</p> <p><a href="#">EEF - KS1 Literacy Guidance Report</a></p> <p><a href="#">EEF - Preparing for Literacy Guidance</a></p> <p><a href="#">EEF - Making Best Use Of Teaching Assistants</a></p> <p><a href="#">EEF - Teacher Feedback to Improve Learning</a></p> <p><a href="#">EEF - Improving Mathematics in the Early Years and Key Stage 1</a></p> |                      |
| <p>In-class mentoring and support by TAs</p>                                                                                                                                                                                                                                          | <p>Evidence suggests that assigning TAs to particular children or groups of children – usually those with difficulties connected to learning, behaviour or attention – can help them develop confidence and motivation, good working habits and the willingness to finish a task.</p> <p>Other research has identified the benefits of TAs in terms of the range of learning experiences provided and the effects on pupil motivation, confidence and self-esteem.</p> <p><a href="#">EEF - Making Best Use Of Teaching Assistants</a></p>                                   | <p>1, 2, 3, 4, 5</p> |
| <p>SEND support through external agencies</p>                                                                                                                                                                                                                                         | <p>Children with additional needs related to the following broad areas of need, may need additional support in line with a graduated response</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, Emotion and Mental Health Difficulties</li> <li>• Sensory and/or Physical Needs</li> </ul>                                                                                                                                                                                                     | <p>1, 2, 3, 4, 5</p> |

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

Budgeted cost: £3,500

| Activity                                                                                                               | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>School to undertake Nurture Training to support the implementation of nurture provision for identified children</p> | <p>Children need to be emotionally secure and have good mental health in order to be able to learn. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for</p> | <p>1, 2, 3, 4, 5</p>          |

|                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                         |      |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
|                                                                                                                               | <p>children's development, support effective learning, and are linked to positive outcomes in later life. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income</p> <p><a href="#">EEF - Improving Social and Emotional Learning</a></p> |      |
| Financial support with costs of free school meals, educational visits, uniform, learning materials and extra-curricular clubs | Disadvantaged families may need additional support (partial or full) to cover the cost of activities which enrich the curriculum                                                                                                                                                                                                                                                                                                        | 1, 5 |

*Total budgeted cost:*

- £27,545 (2021-22)
- £27,846 (2022-23)
- £24,580 (2023-24)

## 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 **2023 to 2024** academic year.

| Intended outcome                                                                                                                      | Success criteria                                                                                                                 | Impact of pupil premium strategy on pupils in the 2023 to 2024 academic year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To ensure all of our disadvantaged children have improved communication and language skills.                                          | Children will have better communication and language skills; this will be reflected in end of year outcomes                      | <p>Staff have prioritised providing a language-rich environment purposefully designed to provide the necessary stimulus to develop all children's language skills effectively</p> <p>All teaching and support staff have accessed the following CPD and carried key learning into their practice</p> <ul style="list-style-type: none"> <li>• An introduction to Gestalt Language Processing</li> <li>• Understanding and supporting speech, language and communication needs (SLCN) within the primary classroom. (SISS-Communication and Learning Difficulties)</li> </ul> <p><b>Reception End of Year Outcomes</b><br/>% of the cohort achieved C&amp;L Early Learning Goal<br/>Listening and Attention 82%<br/>Speaking 85%</p> <p><b>End of KS1 Outcomes</b><br/>Pupil Premium with no identified SEND (5)<br/>80% (4) achieved Expected + in Speaking and Listening</p> |
| To ensure all of our disadvantaged children, who do not have SEND, achieve expected outcomes in reading and phonics at the end of KS1 | All of our disadvantaged children, who do not have SEND, will achieve expected outcomes in reading and phonics at the end of KS1 | <p><b>SIP priorities for 2023-24</b></p> <ul style="list-style-type: none"> <li>• To secure good quality first teaching throughout the school</li> <li>• To implement the 'Little Wandle' Phonics and Reading Scheme and the 'Mastering Number' programme in order to improve outcomes in English and Maths</li> </ul> <p><b>Outcomes for children</b><br/><b>Phonics Year 1</b><br/>86% (6 out of 7) PP children passed the Phonic Screening Check at the end of Year 1<br/><b>Phonics Year 2</b><br/>100% (6 out of 6) PP children passed the Phonic Screening Check at the end of Year 1, so no PP children were required to re-sit at the end of Year 2</p> <p><b>End of KS1 Outcomes</b><br/>Pupil Premium with no identified SEND (5)<br/><b>Reading</b><br/>80% (4) achieved Expected +</p>                                                                            |

|                                                                                                                                 |                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                 |                                                                                                                                                                     | 40% (2) achieved Greater depth<br>40% (2) achieved Expected<br>20% (1) achieved Working towards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| To ensure all of our disadvantaged children who do not have SEND, achieve expected outcomes in writing at the end of KS1        | All of our disadvantaged children, who do not have SEND, will achieve expected outcomes in writing at the end of KS1                                                | <b>End of KS1 Outcomes</b><br>Pupil Premium with no identified SEND (5)<br><b>Writing</b><br>60% (3) achieved Expected +<br>20% (1) achieved Greater depth<br>40% (2) achieved Expected<br>40% (2) achieved Working towards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| To ensure all of our disadvantaged children who do not have SEND, achieve expected outcomes in maths at the end of KS1          | All of our disadvantaged children, who do not have SEND, will achieve expected outcomes in maths at the end of KS1                                                  | <b>End of KS1 Outcomes</b><br>Pupil Premium with no identified SEND (6)<br><b>Maths</b><br>100% (5) achieved Expected +<br>20% (1) achieved Greater depth<br>80% (4) achieved Expected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| To improve and sustain the social and emotional well-being of all children in our school, particularly our disadvantaged pupils | Children will have good social skills and positive emotional well-being; this will be reflected in the children's behaviour around school and feedback from parents | Characteristics of Effective Learning have been embedded into KS1 teaching and learning, to support age appropriate understanding of the attributes needed to be an effective, confident learner. An annual circus themed parental workshop for Nursery parents relating to CofEL is established<br>Half termly 'Reminder' Assemblies covering aspects of H&S, Behaviour, and Wellbeing have been established.<br>Pupil Voice - Pupil Wellbeing is established consistent agenda item at half termly School Council meetings.<br>A H&S/ Safeguarding sub team has been established.<br>All PP children in KS1 have had opportunities to participate in small group Nurture sessions. 'The Nest'<br>Some PP children have accessed extra-curricular opportunities at no cost.<br>All PP children have accesses an additional one to one reading session weekly.<br>All PP children have accessed Educational Visits at no cost.<br>All PP children have accessed swimming lessons at no cost<br>A universal free school meal and 'cool milk' has been funded for all PP children |
| To ensure any additional SEND needs of our disadvantaged children are recognised and responded to effectively.                  | Disadvantaged children with additional SEND needs will be identified and their needs responded to effectively.                                                      | <b>Year 2</b><br>Pupil Premium with identified SEND (1)<br>A Personalised Learning Plan is in place, this has been reviewed and updated at least termly.<br><br><b>Year 1</b><br>Pupil Premium with identified SEND (2)<br>1 child has an EHCP plan.<br>Personalised Learning Plans are in place, these have been reviewed and updated at least termly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## 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 |
|-----------|----------|
| N/A       |          |
|           |          |