

Pupil Premium Strategy Statement

Part 3 - 2023 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Christ Church CE Primary School
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 – 2022 2022 – 2023 <u>2023 – 2024</u>
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024 – Year 3 Review
Statement authorised by	Chair of Governors Michael Sellors
Pupil premium lead	Wendy McCormack Executive Headteacher
Governor / Trustee lead	David Nightingale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,153
Recovery premium funding allocation this academic year	£6,417
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£138,570

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium at Christ Church CE Primary School

Our intention is that all pupils, irrespective of their background or the challenges they face, 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.

The objectives for our disadvantage pupils:

- All children can communicate effectively and have the speaking and listening skills achieve in all areas of the curriculum.
- Progress by the end of each key stage is equitable for all children.
- All children are able to regulate their behaviours so that disruption to learning is minimal.
- All children have a wide range of experiences and opportunities to develop cultural capital.
- All children are meeting our attendance target of 96%.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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.

Challenges

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

Challenge number	Detail of challenge
1	Over 50% of children in socially deprived areas may start school with impoverished speech, language and communication skills. On average children from the poorest 20% of the population are over 17 months behind a child in the highest income group in language development at age three.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils including SEND. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers including SEND. This negatively impacts their development as readers.
4	Internal and external (where available) assessments indicate that attainment in reading, writing and mathematics in KS1 among disadvantaged pupils, including SEND, is below that of non-disadvantaged pupils.
5	Internal and external (where available) assessments indicate that attainment in reading, writing, mathematics and GPS in KS2 is too low.
6	To address issues associated with mental health and disadvantage . Our assessments (including wellbeing survey and pupil voice), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to self-esteem, and a lack of enrichment opportunities as well as first hand experiences during school closure. These challenges particularly affect disadvantaged pupils, including SEND, including their attainment.
7	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1 - 4% lower than for non-disadvantaged pupils. 7% of disadvantaged pupils have been 'persistently absent' compared to 0% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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																											
<p>Improved speech, language and communication skills among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Starting point information 2021-22</p> <table border="1" data-bbox="799 875 1390 1032"> <thead> <tr> <th>WellComm/C&L</th> <th>Sept 21</th> <th>July 22</th> </tr> </thead> <tbody> <tr> <td>Nursery (all)</td> <td>56%</td> <td>67%</td> </tr> <tr> <td>Reception (all)</td> <td>50%</td> <td>72%</td> </tr> </tbody> </table> <p>Starting point information 2022-23</p> <table border="1" data-bbox="799 1144 1390 1301"> <thead> <tr> <th>WellComm/C&L</th> <th>Sept 22</th> <th>July 23</th> </tr> </thead> <tbody> <tr> <td>Nursery (all)</td> <td>26%</td> <td>43%</td> </tr> <tr> <td>Reception (all)</td> <td>67%</td> <td>69%</td> </tr> </tbody> </table> <p>Starting point information 2023-24</p> <table border="1" data-bbox="799 1413 1390 1570"> <thead> <tr> <th>WellComm/C&L</th> <th>Sept 23</th> <th>July 24</th> </tr> </thead> <tbody> <tr> <td>Nursery (all)</td> <td>20%</td> <td></td> </tr> <tr> <td>Reception (all)</td> <td>57%</td> <td></td> </tr> </tbody> </table>	WellComm/C&L	Sept 21	July 22	Nursery (all)	56%	67%	Reception (all)	50%	72%	WellComm/C&L	Sept 22	July 23	Nursery (all)	26%	43%	Reception (all)	67%	69%	WellComm/C&L	Sept 23	July 24	Nursery (all)	20%		Reception (all)	57%	
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<p>To increase articulation and reasoning throughout school for all pupils through the use of critical thinking and vocabulary across the curriculum where the confidence levels of children in public speaking is increased.</p>	<p>Pupil talk is a high priority in all lessons and pupil feedback reflects positive engagement and enjoyment in all learning.</p> <p>Opportunities to develop an understanding of and to use high quality vocabulary is evident in all subjects.</p> <p>Feedback and questioning is used effectively in all subjects to provide challenge and deepen thinking.</p> <p>Starting point information 2023-24 <i>Talk Assessment – 6 pupils per class assessed in Autumn Term 2023. Pupils to re-assessed at the end of the Summer Term 2024.</i></p>
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Improved phonic attainment for disadvantaged pupils at the end of Year 1 and ensure gap is closed by end of Year 2 so as not to negatively impact on development as readers.

Parents/Carers will feel fully supported during their child's early reading journey from EYFS to Y1. All applicable staff members will teach RWI to a consistent high standard. Parents will be provided with home learning resources to develop Phonics. Pupils will be able to decode in line with their Year group expectations. Consistency in books is evident across all subjects in all year groups. KS2 reading outcomes in 2024/25 show that more than X%* of disadvantaged pupils met the expected standard.

Starting point information 2021-22

Phonics screen	Nov 21	June 22
Year 1 (all)	N/A	56%
Year 1 (all)	72%	83%

Starting point information 2022-23

Phonics screen	Nov 22	June 23
Year 1 (all)	64%	83%
Year 2 (all)	56%	79%
Year 3 (all)	83%	86%

Starting point information 2023-24

Phonics screen	Nov 23	June 24
Year 1 (all)	67%	
Year 2 (all)	90%	
Year 3 (all)	83%	



To close the gap between disadvantaged and non-disadvantaged in KS1 in reading, writing and Mathematics.

KS1 reading, writing and maths outcomes in 2024/25 show that more than X%* of disadvantaged pupils met the expected standard.

Starting point information 2021-22

July '22	Rd	Wr	Ma
Year 2(all)	59%	66%	76%
Year 3 (all)	33%	46%	62%

Starting point information 2022-23

July '23	Rd	Wr	Ma
Year 2(all)	52%	55%	69%
Year 3 (all)	27%	27%	36%

Starting point information 2023-24

July '24	Rd	Wr	Ma
Year 2(all)			
Year 3 (all)			

To raise the attainment and progress of all pupils, disadvantaged and non-disadvantaged in reading, writing, mathematics and GPS by the end of KS2 at both the 'expected' standard and 'greater depth'.

KS2 reading, writing, GPS and maths outcomes in 2024/25 show that more than X%* of disadvantaged pupils met the expected standard.

Starting point information 2021-22

July '22	Rd	Wr	Ma	GPS
Year 6 (all)	65% (15%)	50% (8%)	58% (15%)	65% (15%)
Year 6 (D)	65% (12%)	47% (6%)	47% (18%)	53% (12%)

Starting point information 2022-23

July '23	Rd	Wr	Ma	GPS
Year 6 (all)	63%	30%	48%	63%
Year 6 (D)	50%	10%	20%	50%



Starting point information 2023-24				
July '24	Rd	Wr	Ma	GPS
Year 6 (all)				
Year 6 (D)				



To address children's emotional, behavioural and mental health needs at an early stage in order to remove barriers to learning and lay the foundations for making healthy life choices in teenage and adult years.

Boxall assess all pupils to accurately target and provide emotional and therapeutic support to identified pupils and families of target PPG.

Pupil voice shows that pupils are happy to attend school, feel safe and ready to learn.

Pupils are able to achieve their potential as they are ready to learn.

Starting point information 2021-22

Boxall	Summer '21	Summer '22
All	74%	
D Pupils	49%	

Starting point information 2022-24

CORDS	Autumn '23	Summer '24
All	28%	
D Pupils	24%	

Boxall assessments not taken as system to be replaced with CORDS in Autumn 2023.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Sustained high attendance from 2024/25 demonstrated by:

The overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 8%.

The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

Starting point information 2021-22

Attendance	Aut '21	Sum '22
Attendance (all)	93.5%	93.3%
Attendance (D)	92.8%	91.4%
PA (all)	26%	22%
PA (D)	12%	11%

**Starting point information 2022-23**

Attendance	Aut '22	Sum '23
Attendance (all)	93%	93.9%
Attendance (D)	91.6%	92.2%
PA (all)	32%	20%
PA (D)	17%	10.2%

Starting point information 2023-24

Attendance	Aut '23	Sum '24
Attendance (all)	93%	
Attendance (D)	92.9%	
PA (all)	21%	
PA (D)	11%	

* This will be updated when we have accurate assessment information for disadvantage and non-disadvantage.

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.

Green – what we are currently doing.

Orange – what we intend to add to our offer.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <ul style="list-style-type: none"> • High Quality CPD/staff training supports the development of teaching and learning. • Shared PPA across the Partnership supports the development of planning within all curriculum areas in all year groups. • LSAs have access to planning time. • Lesson enquiry; team teaching e.g. RWInc and peer observations enable teachers to develop their own pedagogy, e.g. P4C/TALK. • Moderation activities across Partnership; Cluster and wider LA. <p><i>Opportunity to develop this further within Cluster.</i></p> <ul style="list-style-type: none"> • PiXL resources used for assessment; 	<p>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, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. • Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers. 	<p>1, 2, 3 & 4</p>



<p>QLAs and targeted interventions.</p> <p><i>Moving to NFER for standardized scores to show progress and to tailor assessments into next steps/precision teaching.</i></p> <ul style="list-style-type: none"> • Key Priorities are written to ensure development of high quality teaching for all learners. A KP for ‘the wider curriculum and assessment’ written to ensure clear next steps can be looked at for all learners. 		
<p>Professional development on evidence-based approaches, e.g. feedback; metacognition; reading comprehension; phonics or mastery learning</p> <ul style="list-style-type: none"> • Talk and P4C training remains a high priority for all staff. • Maths Mastery training delivered through NCETM/Maths Hub/Maths No Problem; cluster events and in-house support. <i>Introduction of White Rose Maths to eradicate gaps in knowledge.</i> • RWInc phonics training supports teachers and LSAs to deliver exactly what the pupils need. • P4C training in place for all new teachers and LSAs to support TALK. 	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the</p> <p>best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit and guidance reports. • The EEF’s ‘Effective Professional Development’ guidance report offers support in designing and delivering PD and selecting external PD. • The EEF has developed support tools to go alongside the ‘Effective Professional Development’ guidance, such as ‘Considering a balanced design’, and more here. 	<p>1, 2, 3, 4 & 5</p>



- Staff attend Cluster meetings across all subjects to share key messages and approaches.

<ul style="list-style-type: none"> • <i>CPD for all staff and pupils in in Metacognition and self-regulation to be explored.</i> • <i>Further focus on Feedback – written/verbal and when and how this is delivered to pupils.</i> 		
<p>Mentoring and coaching</p> <ul style="list-style-type: none"> • Coaching - planned programme of coaching – Part 1; 2 or 3. • Senior Leadership team coaching. • All ECTs have a trained mentor with regular weekly meetings scheduled and termly progress reviews where coaching conversations are used to reflect on practice and develop further. • Ensure all ECT mentors have completed coaching level 1 and 2. • Continue to ensure that the 10% (ECT1) and 5% (ECT2) have coaching opportunities built within these sessions. 	<p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective. 	<p>1, 2, 3, 4, 5 & 6</p>

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

Budgeted cost: £40,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development; literacy and numeracy</p> <ul style="list-style-type: none"> • LSAs/teachers support with targeted interventions that feed into next steps in learning from QFT. • LSA3s have an area where they lead – WellComm; Speech & Language (EYFS); phonics; speech bubbles; RWI phonic catch up. • Extend this for maths interventions. • Tutor Trust tutors deliver School Led tutoring. • Phonics groups are assessed and streamed according to stage; groups delivered daily by class teachers and LSAs; groups changed half-termly. 	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's ‘Selecting Interventions’ tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy. 	1
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p> <ul style="list-style-type: none"> • SENDCo provides support/advice to all staff, parents/carers and attends all A4A meetings. • A4A meetings allow achievement and progress of these pupils to be 	<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, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:</p> <p>The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND</p>	1, 2, 3, 4, 5 & 6

<p>discussed and next steps to be identified.</p> <ul style="list-style-type: none"> • SALT assessment and intervention supported by Speech Therapists. • Play therapy for targeted pupils. • Timetabled access to Sensory room for children across all year groups as required. • Intervention support from Primary Inclusion Team. • Access to advice and support from EP. • <i>Continue to liaise with specialist teachers and agencies and explore further support available.</i> • <i>Explore use of technology to support SEND children.</i> 		
<p>Teaching assistant deployment and interventions</p> <ul style="list-style-type: none"> • LSAs have timetables that support all learners within the class/identified groups. • <i>Continued training for LSA's, supporting within precision teaching/therapies.</i> 	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. • The EEF Toolkit has a strand on teaching assistant interventions. 	<p>1, 2, 3, 4, 5 & 6</p>

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

Budgeted cost: £35,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs</p> <ul style="list-style-type: none"> • Whole school CPD – attachment training; emotion coaching; trauma informed practice and behaviour (PIT Team). • SDQs (CORDS) to identify specific needs and targets, e.g. Sensory resources; Messy Play; PIT team interventions. • Access to Place2 Be and CAMHS I-Reach. • Updated behaviour policy and introduction of Class Dojo. • INSET day focused on behaviour training and all staff had input into the behaviour policy. • <i>Continue new behaviour approach - Class Dojo with regular reviews and staff/pupil voice.</i> • <i>Training for staff and pupils in Self-regulation and self-calming techniques.</i> • <i>Social stories – training for new staff in using and writing.</i> • <i>Introduce planned Attachment Play into daily Chat & Play for all pupils.</i> • <i>Introduce Fishing Therapy for Year 5 pupils.</i> 	<p>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>Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. <p>The EEF Toolkit has a strand on social and emotional learning and behaviour interventions</p>	6
Supporting attendance	There are a range of approaches which aim to improve school attendance. Some parental communication approaches and	7



<ul style="list-style-type: none"> • CFO in place and works closely with EWO on attendance; and home visits. • <i>Further develop parent workshops led by the CFO with a link to life skills.</i> • Process for escalation in place. • Support/interventions for parents/carers. • Attendance and Punctuality rewards celebrated. • <i>Consider new evidenced based initiatives to promote improved attendance.</i> • <i>Review Attendance Hub (good practice) to review own procedures.</i> • <i>Include on Governance Development programme with named Governor.</i> 	<p>targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:</p> <p>The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance</p>	
<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</p> <ul style="list-style-type: none"> • Range of after school clubs take place Mon-Thurs offering wellbeing, arts, music and reading. • <i>Continually monitor clubs on offer – ensuring a range on other than sports and that children would like including lunchtime clubs.</i> • <i>Trial 'no fee' clubs and measure impact.</i> • Trips and visitors planned in to enhance the curriculum. 	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on arts participation. 	<p>1, 2, 3, 4, 5 & 6</p>



- *Continue to explore new visits and visitors. All to visit a museum/music venue during primary school years.*
- Residential in place for Year 6 – Lledr Hall.
- Shared Mini-bus to support sporting fixtures and competitions.



<ul style="list-style-type: none"> • MAPAS events and WCIT lessons. • Chess lessons and Chess Club. • Sporting Competitions. • Fundraising /charity events e.g. Discos; Bingo and fairs. 		
<p>Extended school time, including summer schools</p> <ul style="list-style-type: none"> • Foundation92 holiday clubs. • Summer school / camps – Tutor Trust and Salford Life Centre. 	<p>Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on extending school time, summer schools, and homework. 	5 & 6
<p>Communicating with and supporting parents</p> <ul style="list-style-type: none"> • Leaders and CFO on school gates in the morning. • All teachers are available at the end of the day to speak to families. • Website; Seesaw; ParentApp; letters; newsletters and emails. • Learner review days twice per year. • Annual Report for parents. • Home visits for ALL new starters. • Stay and play sessions for new to EYFs. • Consider extending stay and play 	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on parental engagement. • The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents. 	1, 2 & 6



<p>sessions to once per half term.</p> <ul style="list-style-type: none">• Family learning sessions with CFO.• Parent curriculum workshops – e.g. coding.• Charity/fundraisers – coffee mornings.		
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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 2022 to 2023 academic year.

1. Improved speech, language and communication skills among disadvantaged pupils:

- WELLCOMM assessments were undertaken in Nursery in October, they have been reassessed in December and June Groups have been delivered regularly by a LSA3.

Nursery

12/25 (48%) are at ARE (Level 7-9)

8/25 (32%) are JUST Below (Level 6)

5/25 (20%) no engagement

Reception- moved to ELKLAN.

Nursery

Number of DA pupils 11/25(44%)

Number of Non-DA children 14/25 (56%)

6/11 (55%) of DA chn at ARE in C&L (July 23)

9/14 (64%) of non DA chn at ARE in C&L (July 23)

Reception

Number of DA pupils 10/29 (34%)

Number of Non-DA children 19/29 (66%)

4/10 (40%) of DA chn at ARE in C&L (July 23)

16/19 (84%) of non DA chn at ARE in C&L (July 23)

- Reception Summer data shows that 20/29 (69%) have achieved the expected level in the C&L ELG. 15/29 (52%) of chn have achieved a Good Level of Development. (GLD=Prime areas of C&L, PSED & PD and Specific areas of Literacy and Maths).
- Whole class end of year data is 23/29 (79%) expected (ARE) for C&L (Listening, Attention & Understanding) 23/29 (79%) (Speaking)
- Those at ARE (Expected) for Literacy:
 - 23/29 (79%) Comprehension
 - 15/29 (52%) Word reading
 - 18/29 (62%) Writing
 - 22/29 (76%) ARE for EAD (Creating with material) 25/29=86% (Being imaginative)
- Nursery summer data shows that 15/25 (60%) chn are working at the expected level in C&L. 6/11= 55% of DA meeting ARE in C&L; 9/14 =64 % of non DA meeting ARE in C&L.
- Those working at ARE (Expected) for Literacy:
 - 21/30 (70%) Literacy
 - 24/30 (80%) for EAD

In summary, DA pupils have made progress. The focus needs to continue on closing the gap between DA and non-DA pupils.

2. To increase articulation and reasoning throughout school for all pupils through the use of critical thinking and vocabulary across the curriculum where the confidence levels of children in public speaking is increased:

Pupil Talk continues to be an automatic and embedded part of lessons across the curriculum, rather than a discrete standalone lesson. There is observational evidence of pupils thinking more deeply; this is encouraged by open questioning. Talk Promises and Teacher Talk Moves are displayed in all classes and are in use across the curriculum. The use of relevant vocabulary ('I think that/' I agree with ' scaffolds children's learning. Active Listening is in use across school, backed up for example by the use of random selection via 'Thinking Sticks' - all pupils know that they can be called on to contribute to a discussion. All current teaching staff and many LSAs are trained to the P4C Level 1 standard by the Partnership's Talk Consultant and student enjoy P4C. A system for measuring progress for 'talk/speaking' SOHOT is almost complete and is due to be trialed in specific year groups across the partnership, data will be provided for the first time in 2023-24. Pupils speak to varying audiences in assemblies. Pupils are familiar with Talk Signals used in all classes. Children are used to random selection for answering questions and orally rehearse their ideas during discussions on the carpet in their talk partners. Children are beginning to use talk prompts in their writing such as I think in Y1. Pupil voice shows most children feel that opportunities to talk in their lessons helps them to learn and develop their confidence. In summary, the school will introduce speaking and listening assessment in the 2023-24 academic year,

3. Improved phonic attainment for disadvantaged pupils at the end of Year 1 and ensure gaps closed by end of Year 2 so as not to negatively impact on development as readers:

All teachers and LSA's trained to deliver RWI. RWI leadership training is up to date and in school RWI development days with RWI trainers to analyse data and identify priorities for tutoring. All children in Reception and Y1 accessing daily phonics lessons. Children in Y2 who have not reached the grey level of RWI were still accessing daily phonics. 3 x books being sent home weekly. Assessments carried out by reading lead half termly and grouped accordingly. Additional targeted interventions have been directed towards children falling just below ARE in phonics, who have been identified through data collection and A4A meetings. Regular half termly assessments ensure children move groups and/or are targeted for the interventions as needed. Consultation with the AHT is always sought to ensure the groupings are robust. Parental workshops were delivered to Year 1 & 2 parents to inform them of the screener. At each session parents were given key information and links to resources to aid home learning. Uptake was higher this year than in previous years. RWI portal was used in Summer term for additional phonics lessons using the virtual classroom and also set on Seesaw as home work. 86% of Y1 children passed the phonics screening check at the end of Y1. This is above 2022 (56%) and above National (79%). Additional phonics lessons and tutoring planned for next academic year for those who didn't pass the screener.

4. To close the gap between disadvantaged and non-disadvantaged in KS1 in reading, writing and Mathematics:

- Tutoring groups in Writing, Reading and Phonics for those lowest 20%. Delivered every Wednesday through summer term by external provider who is experienced in KS1. Mainly focused on Writing and narrowing the gap between WTS and EXS children. During achievement for all meetings most children attending these sessions have been highlighted showing good progress throughout the school year. Children were tracked and monitored during tutoring sessions and attendance tracked rigorously.
- Breakfast Phonics offered for those children who needed targeted support to pass the Phonics screener. Most children who were invited attended. All children who attended breakfast Phonics passed the Y1 Screener. Those children that couldn't attend were targeted through intervention sessions in school.
- Novel based approach has enabled children from Y1-6 to develop their GPS and reading skills as well as provide an extensive range of writing opportunities across the year groups.
- Pathways to Write and Pathways to Poetry trialled in Year 2 Summer term after KS1 SATs for English lead to see if progression was more explicit than our Novel based approach. Progression was clear and English team implemented for Y2-6 for Sept 2023.
- Vocabulary starters and rainbow challenged have been added to the start of each lesson in Year 1 to aid the novel-based approach. This explains the meaning behind words which may need some clarity.
- RWI development days and personalised approach for our school enabled Phonics lead to coach and support staff delivering Phonics. Delivery of RWI is stronger and children are making progress. Children are assessed every 6 weeks and inputted into the RWI tracker. This enables groups to be accurate and shows any phoneme gaps for individual children.
- Class teachers keep a daily running record of daily reading.
- The use of reading comprehensions used in Y2 has given children a varied amount of question styles which has had a positive impact when children complete reading assessments. Year 1 use interview questions to help teacher assessment and to prepare the children for reading assessments in Year 2. Children are much more comfortable as they have seen the style of questions before.
- Year 1 moved to a continuous provision approach to learning. This has allowed those children that were working on the EYFS curriculum time to develop specific areas before moving onto the Year 1 curriculum.
- Daily Maths Fluency Lesson (Maths Mastery) were added to the timetable for Year 1 and 2 to ensure that subject knowledge of number bonds is strong and will be a good foundation for progress throughout the following years.
- Ensuring that children have a firm understanding of mathematical methods (e.g. the use of tens frames and part-part whole) used to show reasoning in their Maths Journal.
- Class teachers moved away from Maths No Problem and focused on White Rose as a scheme. Children found the small steps helpful to break down their learning and have a deeper understanding. This was evident when marking KS1 Maths papers. Children could clearly show their working out for a problem.

In summary, the gap between DA and non-DA has not closed for Reading, Writing and Maths. This will continue to be a priority in the next academic year.

5. To raise the attainment and progress of all pupils, disadvantaged and non-disadvantaged in reading, writing, mathematics and GPS by the end of KS2 at both the 'expected' standard and 'greater depth':

Summer 2022/23 Y6						
	Year 6 Whole Cohort		DA		Non DA	
	EXS +	GD	EXS +	GD	EXS +	GD
Reading	63%	15%	40%	10%	76%	18%
Writing	30%	0%	10%	0%	41%	0%
Maths	48%	11%	20%	0%	65%	18%
Grammar	63%	11%	50%	0%	71%	18%
Science	67%	N/A	15%	N/A	82%	N/A
Combined	26%	0%	0%	0%	0%	0%

Outcomes improved for DA pupils in Maths and Grammar and maintained in Reading for the Year 6 cohort between Summer 2021/22 and Year-end data of 2022/2023. School led tutoring mainly in Maths twice weekly (introduced from January 2022/2023) led to increased scores in children leading to overall higher outcomes by end of year versus Y5 data. An experienced teacher also supported Y6 planning and teaching.

Though tutoring and the support teacher there was a 23% increase in Maths and a 13% increase in Grammar for all pupils in achieving the expected standard. For DA children there was a 9% increase in Maths and 6% in Grammar in achieving the expected standard. Reading was maintained for DA pupils.

The Maths curriculum was adapted to suit the needs of the class before a change in scheme to align with whole school approach. The SEMH needs of class were high and so extra P2B sessions were introduced to support children's wellbeing.

6. To address children’s emotional, behavioural and mental health needs at an early stage in order to remove barriers to learning and lay the foundations for making healthy life choices in teenage and adult years:

Place2Be

The new SPM started the role Sept 2022. The service did not run to full capacity as the SPM had to recruit 2 new counsellors. Initially, One-to-one counselling intervention for children did not run at full capacity due to the SPM needing to recruit 2 new counsellors. with a total of 9 children accessing 1:1 counselling sessions and a total of 106 sessions being offered to clients. Place2Talk (group solution-focused therapy) sessions has also continued to be very popular at the school with 88 sessions held and 77 children seen. A total of 8 child safeguarding concerns were reported to the school following concerns raised in Place2Be interventions. The Place2Think service for staff (offering support for understanding children's mental health that may have an impact on classroom behaviour) was popular with 41 staff accessing this. Place2Be have seen 25 parents for support with their children's behaviour, which is having an impact on Parents Mental Health.

Therapeutic Interventions

- Y6 completed a 6-week CSE programme called Real Love Rocks.
- Salford Youth Service completed a 20-week programme with Y6 focussing on relationships, problem solving and emotions.
- CAMHS I-Reach practitioner worked with three children throughout the year, via parenting intervention.
- 2 groups, totalling 14 children, of Y1 and Y2 took part in Speech Bubbles.
- CAMHS delivered a one-hour Transition Programme to all Y6 children.
- Social Skills and Friendship group delivered by a SEND LSA for 6 Year 2 pupils.

The following 6-week interventions were delivered by Rachelle Broadist from the Primary Inclusion Team to a total of 28 children:

- Enhancing self-esteem KS1 – 6 pupils
- Enhancing self-esteem KS2 – 6 pupils

Children will be encouraged to recognise and talk about their strengths, how they feel about themselves and how others perceive them. Sessions will work towards children understanding who and what makes them feel good about themselves and they will also learn strategies to help boost their self-esteem.

- Drawing and Talking emotions group KS2- 2 children 1-1

Drawing and Talking allows individuals to discover and communicate emotions through a non-directed technique in a small group setting.

- Friendship and Social Skills KS1 – 4 pupils
- Friendship and Social Skills KS2 – 6 pupils

Children will have the opportunity to practice a range of skills to help them form positive relationships, including turn taking and working co-operatively, forming new friendships, understanding personal space and the attributes of a healthy friendship.

- Barton Brook wellbeing group – 4 pupils

Children visited a local care home to engage in art and craft activities and games to enhance their own social and emotional wellbeing as well as enhancing the wellbeing of the residents.

7. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils:

Attendance

Attendance for the year is 93.9%. Persistent absenteeism is 20.4% (National 22%, Salford 19.3%) but when taking nursery children out would reduce to 17.84%. 18 holiday penalty notices were issued for unauthorised holidays and 2 truancy penalty notice referrals made for poor attendance. 10 truancy penalty warning letters were issued. Attendance has continued to be a major concern and challenge this year and despite continued interventions from CFO and EWO it feels like there has been a distinct lack of support in this area from some parents/carers post-Covid. In summary, attendance and PA shows improvement year on year.

Education Welfare

Regular meetings with the EWO, attendance panels and truancy sweeps continue to take place on a half termly basis. Half termly meetings of the Attendance and Safeguarding Cluster continue. Regular Partnership meetings are also held with the EWO.

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
Journey Of Hope	Place2Be
Children's' Shakespeare Project	North West Drama
Speech Bubbles	North West Drama
Therapeutic Play	Curiosity Project
Fishing Therapy	Fishing for Schools
CORDS Assessment (SDQ)	Mental Health Hub

TALC (Test of Abstract Language Comprehension)	Enhanced Salford NHS
Boxall Assessment	Boxall Profile
Educational Psychology Additional Hours	Salford EPS
Curriculum Music	MAPAS (Music and Performing Arts Service)
Chess Teaching	Chess to Schools
High Quality Talk	Topsy Page
P4C	Topsy Page



Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

These include:

- Chess
- Sports (both key stages)
- Dance
- Cooking

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

