

Pupil premium strategy statement – Queen Victoria Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	544 (Nursery – Year 6) 498 (Reception –Year 6)
Proportion (%) of pupil premium eligible pupils	39.6% (197 chn)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Cath Rindl Headteacher
Pupil premium lead	Kirsty Walker Deputy Headteacher
Governor / Trustee lead	Mrs Sarah Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£247,915.00
Recovery premium funding allocation this academic year	£13,267.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£261,182.00
School Led Tutoring	£27,702.00

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate intention is that all pupils, irrespective of their background, childhood experiences or the challenges that they currently face, make good progress and achieve at least expected attainment across all subject areas.

Our focus of meeting the needs of all of our children is central to our ethos.

The school has a top priority to close the gap and diminish the difference between:

- a) the attainment and achievement of these children and that of all children nationally and
- b) between our children eligible for the pupil premium and those not eligible nationally.

The key principles of our strategy plan echo the Education Endowment Foundation's Teaching and Learning Toolkit, with planned strategies that have been shown to have maximum impact: <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>.

At Queen Victoria Primary School, we intend to remove barriers that many of our children face. These include poorly developed language and communication skills, lack of confidence, complex behaviour difficulties, and attendance issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Developing a consistent approach to quality first teaching is at the heart of this plan, with a targeted focus on the key areas where our disadvantaged pupils require the most support, while simultaneously benefiting the non-disadvantaged pupils within our school. It is implicit that the achievement of the non-disadvantaged pupils will be sustained and improved alongside the progress and attainment of their disadvantaged peers.

Learning is sequenced progressively across the year groups and the curriculum. This ensures that children do not face cognitive overload and can recall the important skills and knowledge. Work is regularly re-visited; staff are on hand to address misconceptions and help to move the learning on. Support staff provide many varied interventions that ensure those who require an 'extra boost' receive it quickly.

The well-being of our children has always been a central feature of our school ethos. The challenges of the pandemic are still being felt as anxiety, low self-esteem, and lack of resilience have become more prevalent in school. Through our Pastoral Team and the varied strategies, used children are developing positive learning behaviours and attitudes towards their work. They want to try new tasks, to take a risk with their own learning. Our children are proud of their work and want to share their new learning.

At Queen Vic we work hard to provide this safe environment for all our children. A place where they can explore and grow a place to empower their independence and to find their way to being future global citizens.

As part of a three-year strategy the ultimate aim of this plan is to:

- Close the attainment gap between disadvantaged and non-disadvantaged pupils
- Ensure that our disadvantaged pupils achieve national expectations.
- Disadvantaged pupils are fully supported not only in the classroom but to regularly attend school, to take an active part in school life, to make healthy choices and develop their own well-being.
- Our children are exposed to and able to access a wide variety of experiences that support their overall development and ultimately life choices.

The **Key Principles** for our disadvantaged pupils are to:

- Removing barriers to learning through addressing well-being and pastoral needs.
- Provide high quality teaching through effective professional development combined with a well-designed curriculum that meets our children's needs.
- Monitor the support to ensure it is planned for, targeted and delivered.
- Rapidly improve outcomes for all disadvantaged pupils including high attainers.
- Provide a wide variety of experiences and opportunities to foster learning.

Actions for 2022/23

We have reviewed the provision and strategies that we implemented in 2021/22 and greatest impact was seen with early intervention in the EYFS and supporting children to develop phonics skills – the foundation block for learning to read and write. This supports one of our school key priorities to address standards in Reading and this is particularly important for our more vulnerable children.

Our Pastoral Team were used successfully to support the transition back into school and to support identified children suffering from anxiety, emotional trauma and challenging behaviour. Changing negative attitudes to learning was important especially within upper Key Stage 2.

An external School Led Tutor used within Y5 and 6 focusing on Maths and SPAG activities. Whilst this had a limited effect on attainment in the Y6 SATS it did develop self-esteem and resilience, as supported by internal data.

For 2022/23 there is a particularly high number of children across Key Stage 2 who are eligible for Pupil Premium.

	Yr 3	Yr4	Yr 5	Yr 6
Pupil Premium	45%	42%	40%	40%

Therefore, senior leaders, alongside support staff are being used to lead support/interventions across these year groups. This is to ensure that every opportunity is being taken to improve English and Maths skills and to promote a high standard of behaviour.

In 2021/22, we continued to ensure we were meeting the mental health needs of our pupils (COVID 19 exacerbated this) combined with supporting parents and families. The use of Nurture Groups, access for children and parents to our Pastoral Team, Family Support Worker and Attendance Support, combined with a strong network of external providers. This will continue in 2022/23.

Challenges

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

Challenge number	Detail of challenge
1	Children achieving age-related attainment in reading, writing and maths by the end of KS2 continues to be well below national.
2	Due to poor communication skills, and early language development on entry to school can impact on acquisition of Early Reading. This results in some children leaving Key Stage 1 without secure phonetic knowledge and poor reading fluency. This impacts on their ability to fully access the curriculum. Little support for home reading.
3	Children have limited learning opportunities outside of the school environment, resulting in some disaffected learners, and a lack of learning resilience.
4	A number of children who attend have SEMH needs.
5	The attendance of PP pupils is below QV NPP children and national average. Often due to parent's negative perception of education due to their experiences at school.

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. These desired outcomes have continued to be a priority as influencing and changing aspirations and values takes time.

Intended outcome	Success criteria
1. Through an embedded consistent approach Quality First Teaching the attainment of children, making at least	<ul style="list-style-type: none"> Teaching is consistent across each Key Stage.

<p>expected progress, in reading, writing and maths, who are eligible for Pupil Premium improves.</p>	<ul style="list-style-type: none"> • End of Key Stage 2 Data is in line with National by 2024. • Children make at least expected progress by 2024 • Children eligible for the Pupil Premium attain at least as well other children (reducing the in-school gap). • Children eligible for the Pupil Premium close the gap between their attainment and the national attainment percentage for those children NOT receiving the Pupil Premium.
<p>2. All children are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.</p>	<ul style="list-style-type: none"> • By the end of the EYFS, there is an increase in the % of children attaining a Good Level of Development • By the end of the EYFS there is an increase in the % of children attaining a the 'expected' level in Literacy and Maths • Children eligible for the Pupil Premium attain at least as well other children • Speech and Language support ensures children have a good level of language skills to support their acquisition of Phonics and early Literacy. • Early Reading data clearly shows gap closing between PP children and their peers. (Reception/Year 1 Phonics Checks) • Year 2 Reading data is in line with national by 2023. • End of Key Stage 2 Data is in line with National by 2024.
<p>3. The learning experiences of pupils is widened.</p>	<p>Records show:</p> <ul style="list-style-type: none"> • Children have many opportunities throughout their education at Queen Vic to widen their life experiences. • We aim for all children to undertake at least 6 visits/experiences per year. • We offer a wide range of after-school clubs which are free of charge. • Children's language is enriched by their experiences. • Children's Cultural Capital and Personal Development is nurtured and fostered through a range of experiences including Music, Sport and competitions and The Arts.

<p>4. The SEMH needs of the pupils are met effectively.</p>	<p>Behaviour tracking, data and records shows:</p> <ul style="list-style-type: none"> • All children are supported so that they are able to have a positive attitude towards learning and they do not disrupt their learning or that of others. • The positive impact upon progress and attainment by Pastoral Team is evident. • Case studies provide evidence of support to meet children’s individual needs and overcome barriers to learning. • Children have greater resilience in a range of situations and are able to manage their social and emotional wellbeing.
<p>5. Attendance gap is closed.</p>	<p>Data shows:</p> <ul style="list-style-type: none"> • Children who are eligible for the Pupil Premium attend school at least as well other children (no in-school gap) by 2024. • Children eligible for the Pupil Premium close the gap between their attendance and the national attendance percentage for all children by 2024. • There are significantly less Pupil Premium children who are Persistent Absentees at Queen Vic than the percentage nationally by 2024. • A dedicated team comprising the Attendance Officer, a member from the Senior Leadership Team, Pastoral Team Family Support Worker and a member of Governing Body support and promote good attendance.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38,900.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching programme 'Transforming Teaching' to be undertaken</p> <p>Programme part funded by Stour Vale Academy Trust, budgeted cost includes school contribution and cover costs for CPD sessions and for the observing of good practice.</p> <p>£25,000</p>	<p><i>"Supporting high quality teaching is pivotal in improving children's outcomes"</i></p> <p><i>"There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes"</i></p>	<p>1, 2</p>
<p>Write Stuff CPD for all staff and resources for academic year</p> <p>£2,000</p>	<p>New writing scheme that develops vocabulary through a structured sequential approach, resulting in higher content pieces of writing</p>	<p>1,2</p>
<p>Continued use of Little Wandle Phonics Scheme – CPD and resources for academic year. (40% of costs)</p> <p>£1,500</p>	<p>Fidelity to scheme. Ensures new staff are trained as required. Updates are shared with staff through continued networking with DFE English Hub Little Sutton.</p>	<p>1,2</p>
<p>Early Reading Leader release time to support and monitor staff delivery and TLR (Fixed Term TLR 3) 40% of costs.</p> <p>£2,500</p>	<p>Part of the provision adopted whilst school was engaging with English Hub, Little Sutton. Successful approach that has had impact and should continue. Ensures provision is consistent across EYFS and Key Stage 1 to teaching of Phonics and Early Reading.</p>	<p>1,2</p>
<p>Reading for pleasure – making your school a reading hub course. 5 days across academic year. Run by DFE English Hub Little Sutton.</p>	<p>Developing a love of reading both in and outside school is essential. Strategies to develop this are shared within school and through workshops with parents. Staff support parents to read at home with their children.</p>	<p>1,2</p>

<p>Attended by English Leader and Early Reading leader. CPD provided then to staff. Course is free costs for non-contact time.</p> <p>£1,000</p> <p>Additional books £5,000</p>	<p>Additional books as children have limited access to high quality books outside of school.</p>	
<p>Online Maths Programme: Freckle Freckle will be used within school, as well as at home. Use and impact of program to be monitored the Maths Led.</p> <p>£1,900</p>	<p>Freckle provides differentiated personalised maths practice to engage and motivate, through real life activities and pupil friendly incentives.</p> <p>This programme allows the teacher to measure performance and progress, with a personalised target setting. Resulting in individual gaps within learning to be filled, continued learning revisited and practised.</p>	1
<p>Use of online reading programme to support reading and comprehension skills for 2022-2023. Use and impact of program to be monitored by English Lead.</p>	<p>MyOn & Accelerated Reader purchased to ensure access to quality texts and via a device.</p> <p>This program will continue to be used within school, with allocated sessions across the week; also allowing access to children at home, to further support the progression of reading and comprehension skills, with staff being able to monitor individual progress. This will supplement other reading sessions with school.</p>	1,2

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

Budgeted cost: £146,641.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Flood filling of staff to support Early Reading and Phonic development, through timetabled Reading Practice and Phonics sessions three times a week across Reception, KS1 and Year 3</p> <p>£22,187</p>	<p>Smaller groups for Reading is advocated through the DFE English hubs as good practice to ensure children build on a strong platform for early reading. The impact of this has been seen at school in the last two years.</p>	1,2

<p>Targeted in-class support for children in Year 6 working below expected attainment (ARE) with 40% being PP, in Maths and Reading:</p> <p>Maths (Daily extended sessions) – 3 additional adults across three groups, consisting of two support staff, with focus group having a second teacher to work with the targeted children who are working below age related.</p> <p>Reading (Daily sessions) – one additional teacher to target children in class.</p> <p>£32,416</p>	<p>As the size of a class or teaching group gets smaller it is suggested that, the range of approaches a teacher can employ and the amount of attention each child will receive will increase, improving outcomes for children. By adding adults to daily in Year 6 we can allow teachers to increase the amount of attention each child will receive. There will be a greater emphasis on children 'keeping up' and in particular, our middle attaining children.</p>	<p>1,2</p>
<p>Targeted tutoring of Year 6 children working below expected attainment in Mathematics, by Senior leader (DH)</p> <p>(5 hours per week)</p> <p>£10,065</p>	<p>Targeted interventions held regularly each week ensures that misconceptions can be quickly addressed and new strategies reinforced in a smaller learning group.</p> <p>The Deputy Head is also involved with daily Maths lessons so is able to quickly address a 'morning issue' if required.</p> <p>Previous internal data illustrated that arithmetic knowledge in Y5 and 6 was poor.</p> <p>Targeting gaps in learning:</p> <ul style="list-style-type: none"> -Knowledge of arithmetic skills (number knowledge, including place value, operations and knowledge of multiplication tables) -Application of skill, in-line with the end of KS2 assessment 	<p>1</p>
<p>Targeting tutoring of Year 6 children working below expected attainment in Reading, with the Assistant Headteacher/English Lead.</p> <p>(5 hours per week)</p> <p>£8,073</p>	<p>Targeted interventions held regularly each week ensures that misconceptions can be quickly addressed and new strategies reinforced in a smaller learning group.</p> <p>The AHT is also involved with daily Reading lessons</p>	<p>1, 2</p>

	so is able to quickly address a 'morning issue' if required. Targeting Gaps in learning, with a focus upon the expected format of questioning and developing more reading stamina, in preparation for the end of KS2 assessments.	
Phonics one-to-one intervention – 5 TA's delivering 2 hours per day £24,702	One-to-one tutoring catches children before they fall so all children learn to read the first time they are taught. It prevents the need for any later intervention. The TAs are highly trained and target children across the school who have yet to secure phonetical knowledge.	1,2
TA Support with Reading: leading a group with KS1 Reading Practices and 1:1 Reading with KS2. x 2 TA Support with Maths: Targeted support in Y6 Maths sessions. x 2 £49,198	Pastoral trained TAs provide Reading and Maths daily support across school. Targeted children have a mix of emotional and behavioural challenges.	

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

Budgeted cost: £91,709

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Team support for: <ul style="list-style-type: none"> Support for vulnerable children within school with SEMH issues, which impact upon learning and attendance, via SEMH interventions such as specific 1:1 interventions for 	Social and Emotional Learning – a provision which targets social and emotional learning seek to improve children's interaction with others and self-regulation of emotions, rather than focusing directly	1,2,3,4

<p>anxiety, anger management, low mood, low self-esteem and bereavement; social groups, therapies, a Nurture programme (with a reading, writing and maths focus across the week) and 1:1 support within class for the most vulnerable children.</p> <ul style="list-style-type: none"> • Support for parents with behaviour /SEMH strategies to implement at home. <p>£25,946</p>	<p>on the academic or cognitive elements of learning.</p> <p>The Nurture Group provision in Key Stage 1 and 2 also supports our most vulnerable children in having their needs met on an individual /small group basis, as well as allowing other children's learning not to be disrupted.</p>	
<p>Appointment of a Drama Coach to deliver enrichment experiences one day a week.</p> <p>£3,800</p>	<p>To support and widen knowledge of the curriculum, whilst also developing the Queen Vic Pioneer skills of being resilient, aspirational, a team player, brave, a leader, an innovator and respectful.</p> <p>Enrichment activities are linked to curriculum (specifically writing, and history/geography) bringing to life learning experiences for the children.</p>	1,3
<p>PSHE provision: appointment of Commando Joe.</p> <p>The instructor is in school for one day a week to lead the programme and to greet children and parents at the beginning and end of the day.</p> <p>£11,500</p>	<p>External instructor to provide children with a PSHE based programme of activities for pupils who are disengaged with their education, alongside pupils who excel academically, specialising in behaviour management, growth mind-set development and life skills education.</p>	3,4,5
<p>After School Clubs provided by external Sports Coaches. (40% of costs)</p> <p>£3,600</p>	<p>Clubs are free for all pupils as previous research showed that many of our children do not attend out of school clubs due to costs.</p> <p>PP pupil places to be provided within After School Sports Clubs for evenings each week. Children can access a club for their year group every week.</p>	3,4,5

<p>Upkeep and use of the school minibuses. (40% of costs)</p> <p>£3,456</p>	<p>To further engage in and enrich all children’s learning experiences; as well as providing our disadvantaged children with experiences, which may be limited at home, by trips out, e.g., visiting museums, art galleries, and a range of environments. The use of the minibus also allows for the participation in other school activities, such as participating in inter-school competitions and debates.</p>	<p>3,4,5</p>
<p>Use of the Family Support Worker to our vulnerable and disadvantaged families, particularly during this time of economic crisis.</p> <p>£28,303</p>	<p>The role is crucial in supporting the social, emotional welfare of parent/carers and children, through:</p> <ul style="list-style-type: none"> • Early intervention, e.g., signposting to other agencies such as foodbanks and charities etc... • Early help referrals and other safeguarding needs. • Acquiring more intensive support and programmes for families in crisis, e.g., bereavement. • Attendance support, including home visits and arranging possible help. 	<p>3,4,5</p>
<p>Attendance Officer and Deputy Head to analyse and drive improvement of PP children. (Percentage Cost of Attendance officer)</p> <p>£10,604</p> <p>Attendance prizes and whole school rewards for improved attendance.</p> <p>£2,500</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Belfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcome (Gottfried, 2014; Baker, Sigmon & Nugent,2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p>	<p>1, 5</p>

<p>Contingency Fund for non-participation in activities due to financial barrier.</p> <p>£2,000</p>	<p>Subsidising of payment for school trips and residentials for disadvantaged children who fail to attend, due to parents not being able to contribute.</p>	<p>1,5</p>
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Total budgeted cost: £277,250.00

year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Detail	Data
School name	Queen Victoria Primary
Number of pupils in school	Nursery – Year 6: 552 Reception – Year 6: 502
Proportion (%) of pupil premium eligible pupils	37% 185 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Total Budget for 21-22	£250,320
Statement authorised by	Cath Rindl Headteacher
Pupil premium lead	Kirsty Walker Deputy Headteacher
Governor / Trustee lead	Lesley Ward Vice Chair Governor

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

2021 – 2022 Review
<ul style="list-style-type: none">• First full school year without national Covid closures since 2018-19• National testing re-introduced in Summer Term 2022

- Queen Victoria Primary School began consultation and transfer procedures to join a local academy trust- July 22. Proposed date for transfer February 1st 2023.

Review of Data 2021 – 2022

Reading (EXs+)	Year 1	Year 2 SATs Data	Year 3	Year 4	Year 5	Year 6 SATs data
All Pupils	60%	51%	73%	74%	69%	45%
Pupil Premium	50%	31%	59%	55%	53%	34%
Not Pupil Premium	66%	68%	83%	87%	80%	52%
Writing (EXs+)						
All Pupils	56%	50%	68%	71%	57%	49%
Pupil Premium	46%	25%	56%	58%	47%	31%
Not Pupil Premium	61%	70%	76%	80%	64%	60%
Maths (EXs+)						
All Pupils	66%	56%	78%	74%	74%	44%
Pupil Premium	67%	41%	69%	61%	68%	25%
Not Pupil Premium	70%	68%	86%	82%	78%	56%

Whilst internal data compared to previous years has begun to show some narrowing of attainment gaps, the Year 2 and 6 SATs were very disappointing. The Y6 mocks held in March provided evidence that gaps between PP and Non- PP children were narrowing and as a whole the year group was expected to perform better in July. Many children found the week of SATS very challenging despite additional adult support. Negative Behaviour during this week including refusing to enter the school building, refusal to

continue with a paper during the tests, and a 'can't do this' attitude contributed to the discomfort many children experienced.

As a school we have analysed the children's test papers and are putting in new support packages for 22-23, including regular practice papers to ease test anxiety levels, daily arithmetic practices and targeted daily reading support for PP children.

Intended Outcome	Success Criteria	Review at September 2022
<p>Improved reading progress and attainment of disadvantaged pupils</p>	<p>Records show children are regularly accessing reading materials, with related assessments showing progress</p> <p>Monitoring shows engagement within lessons, an improved ability to read and comprehend reading over time and an enjoyment of reading</p> <p>School data shows that disadvantaged pupils: are making at least expected progress attain in line with non-disadvantaged pupils (reducing the in-school gap) close the gap between their attainment and the national attainment percentage of those NOT receiving Pupil Premium</p>	<p>Timetabled sessions within school have enabled children to read, accessing reading materials more readily and changing books more frequently than previous years. More reading is happening at home, as children are reading both real books and 'virtually'. Full Impact of this is yet to be seen across the whole school, but within Reception, Year 1, 3 and 4 the impact on reading attainment is positive.</p> <p>Targeted Interventions: Yr3 TA worked with identified children who had not acquired phonetical knowledge. Gaps were narrowed for these children. Tutoring for Y5/6 for Maths continued across two terms with groups of 3 children accessing 2-3 slots per week. Data shows Maths results for these children improved significantly but did not reach Expected Threshold of 100 for Y6 in July SATS. Y5 children are showing a greater understanding of arithmetic methods and strategies since moving into Y6.</p> <p>Flood filling of staff across KS1 three times a week, using decodable books with appropriate questioning was</p>

		<p>continued throughout the year. Stronger positive results were seen in Reception and Year 1.</p> <p>Year 3: Flood filling of staff was introduced and has started to have an impact. This will be continued next academic year.</p>
Improved maths progress and attainment for disadvantaged pupils	<p>Records show that children are accessing maths materials with related block assessments showing progress</p> <ul style="list-style-type: none"> - Monitoring shows engagement within in lessons, pupil books show progress over time and children are able to recall past learning and demonstrate mathematical understanding <p>School data shows that disadvantaged pupils: are making at least expected progress attain in line with non-disadvantaged pupils (reducing the in-school gap) close the gap between their attainment and the national attainment percentage of those NOT receiving Pupil Premium</p>	<p>Monitoring across the school year showed some inconsistency with the teaching of Maths. This was addressed through additional CPD and SLT support. Maths interventions were not as consistently used as those set up for Reading.</p> <p>Evidence in books illustrated children had a broad balance of topics, but found it difficult to apply strategies to explain their reasoning.</p> <p>As a result of the July Y6 SATs results the teaching of Maths has been reviewed. From September 2022 a greater whole school focus will be placed on arithmetic through daily sessions, combined with a change to the lesson structure to follow National Curriculum with White Rose as additional resource.</p>
Improved learning behaviours.	<p>Monitoring shows:</p> <ul style="list-style-type: none"> - opportunities for all children, particularly disadvantaged children to be practically involved in learning - All children, particularly disadvantaged, 	<p>Continued use of our Behaviour Policy embedded the relationships with key adults for the children. Focus on positive behaviours and relentless routines which this year included 'super sitting' All staff worked consistently on achieving positive</p>

	<p>are supported to enable them to positively participate in learning situation</p> <ul style="list-style-type: none"> - engagement and enjoyment within in lessons with very little low-level disruption, pupil books show progress over time and pride in presentation, children are able to recall past learning <p>Behaviour records (CPOMS) show a reduction in disruptive behaviours within class (339 DB incidents with two associated exclusions, with 56% of incidents by disadvantaged children and one exclusion)</p> <ul style="list-style-type: none"> - Increased number of disadvantaged pupils gaining rewards for learning, e.g. postcards home, Golden Tickets and Headteacher Pioneer Awards 	<p>behaviours within their classrooms.</p> <p>Supported through Behaviour Review by LA .</p> <p>Number of children requiring in class support decreased over academic year. All children were in their classrooms – previous years individuals have struggled and chose to remain in the Nest.</p> <p>Pastoral Staff check in with targeted children daily.</p> <p>Behaviour Records show:</p> <p>No Permanent Exclusions in 21-22</p> <p>Fixed Term Exclusions although the number was the same, the actual number of children involved was reduced.</p> <p>Children’s own self esteem improved through wide curriculum, supported by Drama Coach. Children were keen to engage and experienced success in foundation curriculum areas. This is hoped to improve their attendance and ultimately engage them into core subjects especially reading.</p> <p>Positive Rewards are monitored to ensure PP children are taking an active role.</p> <p>Leadership roles within school have a 45% PP representation.</p>
<p>To sustain improved wellbeing of all pupils at our school, particularly of our disadvantaged pupils</p>	<p>Maintaining of high levels of wellbeing through: SEMH support, as shown through SEMH records (Pastoral Team):</p>	<p>Wellbeing Team, consisting of SEN Team and Pastoral Team, offering personalised interventions for learning and SEMH needs. All support staff have had</p>

	<p>Referrals for all children, including disadvantaged pupils, regarding concerns from staff and parents, with actions taken</p> <p>Impact of Pastoral support given for all children, particularly disadvantaged pupils</p> <p>Referrals to external agencies, such as the Reflexions Team</p> <p>Peer Mentors to complete training, so to enable them to support all children with concerns, including signposting to the Pastoral Lead (SEMH record)</p> <p>Wellbeing opportunities within class:</p> <p>Monitoring through the scrutiny of Class Pink books, and Year group PSHE books, as well as observations and discussions with pupils show regular opportunities for focusing upon wellbeing and social/emotional learning</p>	<p>individual caseloads which have catered for specific individuals and small groups, with support within class.</p> <p>Pastoral: 44 children supported with 25 (57%) PP children. SEN: 117 children supported with 48 (41%) PP children.</p> <p>Referrals made to Reflection rose from the previous year by a third.</p> <p>Feedback from parents regarding support with learning, and the provision of emotional support, along with practical advice with behaviour management was positive. Additional support for families includes:</p> <p>Hardship Funding, additional food hampers, preloved school uniform bundles, workshops to support their child in school, bus passes to get children to school, minibus collections for those experiencing crisis at home, availability of Family Support Worker without an appointment.</p> <p>Family Support Worker: Early Help Families: 25 were PP families. (85%)</p>
<p>To improve and maintain attendance for all pupils, particularly our disadvantaged pupils</p>	<p>School Attendance data shows that disadvantaged pupils:</p> <p>Attend school at least as well as non- Disadvantaged pupils within school (no In-School gap)</p> <p>Close the gap between their attendance and the attendance of all children nationally</p>	<p>By providing food for all children has seen a reduction in issues with early morning concentration, anxiety in class and refusal to start work.</p> <p>Continued issues with Covid including an outbreak at QVP resulting in the school closing (ordered by Local Health Authority) in November for 5 days has impacted on attendance for all children.</p>

		Actual attendance: 92.94% (June National Attendance: 89.4%) Pupil Premium attendance 91.26% The gap has reduced 1.66%
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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
Freckle Maths Programme	Renaissance
Accelerated Reader	Renaiisance
WellComm	GL Assessment

