

## Pupil premium strategy statement

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

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

### School overview

Detail	Data
School name	<i>Townville Infants' and Nursery School</i>
Number of pupils in main school	21-22: 135 22-23: 108
Proportion (%) of pupil premium eligible pupils	21-22: 24% 22-23: 35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	<i>September 2021</i>
Dates of completed reviews	<i>March 2022</i> <i>July 2022</i> <i>November 2022</i>
Date on which it will be reviewed	<i>July 2023</i>
Statement authorised by	<i>Full Governing Body</i>
Pupil premium lead	<i>Caroline Burden</i>
Governor / Trustee lead	<i>Rachael Lockwood</i>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48590.42
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£48590.42

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
<b>Last Year</b>	<b>Amount</b>
Pupil premium funding allocation 21-22 academic year	£43741.42
Recovery premium funding allocation 21-22 academic year	£4495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for 21-22 year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48236.42

# Part A: Pupil premium strategy plan

## Statement of intent

*Over the next three years it is our aim to improve outcomes for all children including those who are disadvantaged so that ALL children who attend Townville Infants and Nursery School achieve in line with their national peers. We aspire for this outcome for all children including those who are disadvantaged by other life factors.*

*We aim to ensure:*

- *we address curriculum gaps, particularly in phonics, English and Maths.*
- *we prioritise the development of children's early oral language and communication skills.*
- *we focus staff CPD on subject leadership and the knowledge and skills taught across year groups in all areas of the curriculum.*
- *we use a coaching model to develop teaching and learning, with SLT working alongside staff to develop practice.*
- *we use the best of research-based evidence to inform practice developments.*

*Our current pupil premium strategy plan focuses on the following to achieve the objectives set out above:*

- *Embed the Read, Write Inc Phonics scheme. Paying an acute focus to the delivery of successful interventions for children working below expectations.*
- *Use the NCETM Curriculum Prioritisation documents (NCETM) alongside our current Power Maths program to support the delivery of maths.*
- *Work with English, Maths hubs and other strategic partners to further improve Quality First Teaching.*
- *Use WellComm to support our teaching of early speech and language.*
- *Implementation of ELKLAN Communication Counts methodology – led by our own Level 4 trained practitioner.*
- *Provision of extended day services for children falling behind; particularly in phonics.*
- *Emotional literacy support coordinated by our headteacher and welfare officer.*
- *Work with Scrapstore: Play pod to develop out outdoor provision for Key Stage 1 and lunchtimes. Including the provision of Level 2 Playwork training for MSAs.*
- *Staff meetings focusing on knowledge and skills across the curriculum in each subject area so staff fully understand prior learning.*
- *Coaching of staff by SLT and middle leaders to improve practice in English and Maths initially, followed by wider curriculum subjects.*

## Challenges

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

Challenge number	Detail of challenge
1	<i>Many children present with low levels of oral language skills on entry. A number of children also display more specific speech and language difficulties.</i>
2	<i>Phonics outcomes are lower for pupils in receipt of Pupil Premium grant because few are well supported at home and their poor attendance at school means they miss too many phonic sessions.</i>
3	<i>Outcomes in reading, writing and maths are lower for children in receipt of pupil premium grant because the narrowing of the attainment gap is not as swift as it should during the child's earliest days.</i>
4	<i>63% of our children who receive Pupil premium funding were classed as persistent absentees last year. When they do attend school many of these children arrive late. A high proportion of these children did not engage with remote learning and refused the offer of a school place during lockdown.</i>
5	<i>Pupils in receipt of Pupil premium are less likely to succeed when they have additional vulnerabilities such as SEND, poor attendance or they are summer born.</i>

## 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
<i>All children make expected or better progress in phonics through quality first teaching or intervention. Phonic teaching is consistent and of high quality using the RWI approach. Staff believe children being 'On-track' or better for phonics is a non-negotiable throughout school. More children who are entitled to PP to be working in line with their peers in phonics.</i>	<i>All children will be working within the expected level for phonics or be in receipt of intervention which is supporting them to make the accelerated progress they need to. The gap in attainment, at PSC, between PP pupils and all others narrows.</i>
<i>Children make accelerated progress, overcoming the barriers to learning created by poor early language skills.</i>	<i>Children consistently speak in full sentences. Children have the language skills they need to access quality first teaching.</i>
<i>Children make at least expected progress in reading, writing, maths and across the wider curriculum because early gaps are swiftly narrowed.</i>	<i>Children have the prior knowledge and skills they need to succeed through quality first teaching. The gap in attainment between PP pupils and all others narrows at all key measures.</i>

	<i>Teachers identify gaps in learning and are swift to address these.</i>
<i>The progress of fewer children is being negatively impacted upon by poor attendance. Parents and families support their children through ensuring regular attendance and punctual arrival.</i>	<i>Levels of persistent absence particularly amongst PP children reduce.</i>
<i>Children feel settled, happy and safe in school and experience positive mental health.</i>	<i>Pupil perceptions demonstrate this. Successful evidence from ELSA interventions. Fewer referrals needed to wellbeing/ELSA.</i>
<i>Excellent play provision during lunchtime and breaktimes to enhance wellbeing.</i>	<i>Fewer reports of behaviour issues at lunchtimes. Pupil perceptions evidence impact. MSAs are confident playleaders.</i>
<i>Staff subject knowledge is strengthened and they are able to articulate knowledge and skills across EYFS and KS1 to demonstrate progression in learning</i>	<i>Knowledge and skills mapping complete for all subjects and CPD delivered to all teaching staff.</i>
<i>Teaching and learning is strengthened through coaching with staff, building on their pedagogy.</i>	<i>Monitoring demonstrates secure teacher subject knowledge and innovative approaches to teaching and learning to meet the needs of all.</i>

## 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

Budgeted cost: £15182.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engage with RWI Development days; continue regular staff training and coaching.</i>	<i>Read, Write Inc. is a government approved SSP program. EEF evaluation states that 'The teaching of phonics should be explicit and systematic... it has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</i>	2
<i>Engage with the One Wakefield Project 'Making a difference to disadvantaged pupils in language and communication'.</i>	<i>The Education Endowment Foundation's (EEF) evaluation of oral language interventions as part of its 'teaching and Learning Toolkit' shows that they have a positive impact on learning for a very low cost. They summarise: 'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.' Building on the schools ELKLAN work this is the second stage in the schools development of strength in Early Language and Communication.</i>	1
<i>Develop staff knowledge and pedagogy to improve Behaviour for learning; to include the Resilience framework, Trauma based practice and Emotion Coaching.</i>	<i>The Education Endowment Foundation's (EEF) evaluation of behaviour highlights the importance that teachers 'know and understand pupils and their influences'. As such training will be centred around developing a greater awareness of the difficulties our children face before arriving in the classroom. The schools systems will be reviewed and embedded to create greater consistency so that all children have effective learning behaviours and learning time is maximised.</i>	3, 4 & 5
<i>Embed the NCETM Curriculum framework for Maths across KS1 and the Mastering Number program in the Reception</i>	<i>EEF recommendations state that professional development and developmental progression are key aspects of ensuring strong mathematics teaching in the Early Years and Key stage 1. Both the NCETM framework and Mastering Number program offer teachers extensive support and clarity of progression. Both frameworks have been developed to</i>	3

<i>year. Engaging with the Maths hub to ensure staff knowledge and pedagogy supports strong teaching.</i>	<i>take account of the EEFs recommendations included within their research summary for Improving mathematics teaching in the Early Years and Key stage 1.</i>	
<i>Embed daily 'NumberSense' lessons.</i>	<i>Linked closely to the NCETM curriculum the use of NumberSense supports the EEF recommendation that children have dedicated time to learn mathematics throughout the day; encouraging regular fluency and number practice.</i>	3
<i>Staff meetings focus on the principles of high-quality teaching with a particular focus on accurate planning and successful lesson structures.</i>	<i>The EEF highlight 'Quality First teaching is the most important lever schools have to improve outcomes for pupils. High quality; clearly planned and well delivered lessons are integral to this.</i>	1 & 3

## Targeted academic support

Budgeted cost: £26170.71

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Ensure appropriate levels of staffing to support regular RWI interventions take place; narrowing gaps between PPG and NPPG.</i>	<i>Read, Write Inc. is a government approved SSP program. EEF evaluation states that 'The teaching of phonics should be explicit and systematic... it has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</i>	2
<i>Screen all children new to school using the WellComm Language screener; planning appropriate support and intervention to address need.</i>	<i>Wellcomm facilitates an effective diagnostic assessment for children with possible speech and language difficulties. It enables staff to support children in their specific area of need through effective intervention. Intervention supporting the development of age appropriate speech and language skills provides children with the building blocks they need to effectively develop their speaking and early oracy further.  <i>Early screening at point of entry will facilitate a strong start.</i></i>	1 & 5
<i>Engage Targeted Structured Maths interventions to support the needs of those children</i>	<i>School to analyse need of the children and select an appropriately evidence informed targeted intervention. 'onebillion' – an app-based intervention supports the teaching of mathematics for three to six-year olds. EEF research shows that children who engaged with the</i>	3 & 5

<i>working within the lowest 20% or with multiple vulnerabilities including being in receipt of Pupil Premium Grant</i>	<i>app made an additional 3 months progress when compared to the control group. Its provision of a 'virtual teacher' and oral and visual explanations supports the need for experienced delivery.</i>	
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## Wider strategies

Budgeted cost: £7237.50

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Emotional Literacy Support Assistant to continue to work with children identified as in need of support; building links with services such as Future in Mind and systems such as Team Around the School to build and strengthen welfare capacity.</i>	<i>'In order to help pupils, succeed; schools have a role to play in supporting them to be resilient and mentally healthy.' (DfE). We know that many children and families continue to feel the detrimental effects of factors relating to the pandemic. This requires a whole school ethos of care and support with an individual approach to identifying need and appropriate support.</i>	4 & 5
<i>To improve parent partnerships particularly amongst those families where children have low level of attendance. Strategies to be included within the school's attendance pathway.</i>	<i>EEF states: Parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement strategies are typically more effective with parents of the very young.</i>	4
<i>Funding of extra-curricular activities, trips and milk to ensure no child misses out due to affordability.</i>	<i>Social Mobility Commission: An unequal playing field: Extra-Curricular Activities, soft skills and social mobility states: 'Our qualitative data showed that extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups... Barriers to taking part in extra-curricular activities for those from low income households include their high cost, a lack of confidence, and difficulties in access.'</i>	4
<i>Launch effective home learning systems linked to</i>	<i>Both portals chosen link directly to further practice of concepts, strategies and ideas taught in school. Within</i>	2, 3 & 5



<p><i>the children's current levels:</i></p> <ul style="list-style-type: none"> <li>- <i>RWI home learning portal</i></li> <li>- <i>Numbots</i></li> <li>- <i>Numbersense home learning</i></li> </ul>	<p><i>the RWI portal; practitioners are able to send 'virtual classroom' lessons to children specifically linked to their phonics learning in school.</i></p> <p><i>Numbots is linked to the NumberSense and enables children to practice their understanding, recall and fluency with intelligent practice methodology.</i></p>	
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**Total budgeted cost: £48590.42**

## Activity last 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

Budgeted cost: £ 24901.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>ELKLAN 'Communication Counts' training for all EYFS staff.</i></p> <p><i>EYFS teachers to access the ELKLAN; Early Years Professional Development Program. Nursery Teacher to achieve Level 4 status.</i></p>	<p><i>The Education Endowment Foundation's (EEF) evaluation of oral language interventions as part of its 'teaching and Learning Toolkit' shows that they have a positive impact on learning for a very low cost.</i></p> <p><i>They summarise:</i></p> <p><i>'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.'</i></p> <p><i>Mid – Year Review March 2022</i></p> <p><i>One teacher has almost completed her Level 4 training and is anticipated to have achieved this by the 18<sup>th</sup> March. The full program of staff dissemination will be completed on the 17<sup>th</sup> March and the school will move towards a period of monitoring the impact of worked conducted on outcomes and practice.</i></p> <p><i>End of Year Review July 2022</i></p> <p><i>After attaining Level 4 training our Oral Language Lead led the dissemination of this to staff.</i></p> <p><i>A monitoring visit by the LA praised the provision for vocabulary development in the nursery.</i></p> <p><i>TLAC strategy Stretch-it is increasingly embedded within practices across all classes including those where teachers are new to school.</i></p> <p><i>Next steps: to further embed the explicit teaching of vocabulary in wider curriculum subjects across KS1.</i></p>	<p>1</p>
<p><i>Work with English, Maths hubs and other strategic partners to further improve Quality First Teaching.</i></p>	<p><i>EEF guidance highlights that Professional development is likely to be more effective when its design and delivery involves specialist expertise from a range of sources. Careful planning of the design of PD is required to ensure that it effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. Effective PD will link with whole</i></p>	<p>1, 2 and 3</p>

	<p><i>school development priorities and be sustained over time.</i></p> <p><i>Mid – Year Review March 2022</i></p> <p><i>The school was supported by experienced by Maths lead Suzanne Coxon during the Autumn term. Since commencing the role, the new Maths lead is undertaking Maths Hub Maths Mastery training with Suzanne.</i></p> <p><i>Work with the English Hub continues. The school’s journey with talk for writing also continues.</i></p> <p><i>End of Year Review July 2022</i></p> <p><i>The school has continued to work with the English and Maths Hub. Whole schools support through the English hub has concluded this summer although our Reading lead will continue to attend ongoing CPD and disseminate this back to school. Improvements in phonic teaching led to an acceleration of progress particularly in Year 1 throughout the Spring and Summer terms.</i></p>	
<p><i>Embed the Read, Write Inc Phonics scheme.</i></p>	<p><i>Read, Write Inc. is a government approved SSP program. EEF evaluation states that ‘The teaching of phonics should be explicit and systematic... it has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’</i></p> <p><i>Mid – Year Review March 2022</i></p> <p><i>The school has purchased the RWI training portal, over the last half term this has had a positive impact on staff practice with several staff referring to this to improve their own practice.</i></p> <p><i>The school have engaged with national tuition partners to support phonics catch up.</i></p> <p><i>Monitoring has shown practice is improving across the school.</i></p> <p><i>Afternoon speed sound sessions are now embedded across school.</i></p> <p><i>End of Year Review July 2022</i></p> <p><i>Although overall our phonics outcomes for children in receipt of PPG have remained below that of the whole cohort (inc PPG) at 50% pass rate compared to 70%. Our data analysis shows that this gap is significantly narrowed when we look at data for children who attended our school nursery. The pass rate for these children in the whole cohort was 86% and for those in receipt of PPG; 75% narrowing the gap from 20% to</i></p>	<p><i>2 and 3</i></p>

	<p>11%. The pass rate for children in receipt of PPG who did not attend our nursery was 30% This shows the impact of our Nursery and the strong start it offers.</p> <p>Engagement with the NTP program enabled high level intervention throughout the Spring and Summer terms to help narrow the attainment gap; particularly for those in receipt of PPG</p> <p>Access to the portal is having a positive impact on staff delivery as is the newly appointed reading lead who has dedicated time to complete peer coaching and to maintain an overview of the quality of delivery and pupils progress. Weekly training takes place for all teachers of phonics.</p>	
<p>Use the NCETM Curriculum Prioritisation documents (NCETM) alongside our current Power Maths program to support the delivery of maths.</p>	<p>The NCETM Curriculum Prioritisation documents provide a coherent sequence for the primary maths curriculum. It draws together the DfE guidance on curriculum prioritisation, with the high-quality professional development and classroom resources provided by the NCETM Primary Mastery PD materials working to support children following any 'lost-learning' throughout the COVID pandemic.</p> <p><i>Mid – Year Review March 2022</i></p> <p>The school is utilising the NCETM framework. Staff have had training to support its effective use.</p> <p><i>End of Year Review July 2022</i></p> <p>The use of these documents was embedded across the year; the maths lead is already reviewing these documents for next year to ensure that it appropriately meets the needs of children moving into Year2 who embark on their second year of curriculum recovery post-COVID.</p> <p>The Maths lead will build on this program through engagement with the Maths Hub: Mastering Number program next year.</p>	3 and 5
<p>Staff meetings focusing on knowledge and skills across the curriculum in each subject area so staff fully understand prior learning.</p>	<p>The EEF highlight 'Quality First teaching is the most important lever schools have to improve outcomes for pupils. Curriculum adaptation and enhancement is core to the work of school improvement. Many pupils have lost out on time in the classroom this year, which means that adaptations to the curriculum may be necessary; however, choices must be made judiciously, and should be based on information provided by careful diagnostic assessment, as well as teachers' knowledge of their pupils and content.' Time dedicated for staff to work together to ensure a coherently planned curriculum is in place is pivotal to its successful implementation.</p> <p><i>Mid – Year Review March 2022</i></p>	3

	<p><i>This has taken place for each topic so far this year. It has also taken place for Computing.</i></p> <p><i>End of Year Review July 2022</i></p> <p><i>The school has under the leadership of the new DHT moved to adopt Curriculum Maestro for History, Geography, Art and Design.</i></p> <p><i>Development of appropriate documentation has been completed for the summer term. Progression documentation which will ensure clarity for teachers and leaders are currently being produced for the next academic year.</i></p>	
<p><i>Coaching of staff by SLT and middle leaders to improve practice in English and Maths initially, followed by wider curriculum subjects.</i></p>	<p><i>Matthew A Kraft and colleagues conducted a meta-analysis of the causal evidence on the effect of teacher coaching on teaching and learning. Their <a href="#">paper</a>, published in the Review of Educational Research, reviewed 60 studies on teacher coaching programmes conducted after 2006 that measured the impact of teacher coaching on either teaching (measured using tools such as the Classroom Assessment Scoring System or the Early Language and Literacy Classroom Observation) or pupil academic performance (measured by standardised tests). Results found that sustained coaching improves both classrooms teaching and pupil achievement, with pooled effect sizes of +0.49 standard deviations for teaching and +0.18 standard deviations for academic achievement.</i></p> <p><i>Mid – Year Review March 2022</i></p> <p><i>Coaching sessions have taken place – to date these have largely been focused on middle leaders, phonics and oral language.</i></p> <p><i>End of Year Review July 2022</i></p> <p><i>The new staffing structure has been launched; this includes the provision of out ‘Extended Leadership Team’ consisting of middle leaders of core subjects.</i></p> <p><i>Extended Leadership meetings take place every two weeks, coaching is a feature of these. These leaders are given time to complete these roles.</i></p> <p><i>All subject leads have had at least .5days development support with the schools DHT.</i></p>	3

## Targeted academic support

Budgeted cost: £ 13553.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embed the provision of RWI interventions for children working below expectations. Inc. the training of 5 tutors in Fast Track Tutoring.</p>	<p>Building on the evidence for SSP, the provision of small group or one to one intervention for those children most at risk of failing to keep-up and progress through the provision of quality first teaching provision alone.</p> <p><i>Mid – Year Review March 2022</i></p> <p><i>The purchase of the RWI training portal has facilitated this.</i></p> <p><i>End of Year Review July 2022</i></p> <p><i>Due to staff changes the school currently employs 2 tutors trained in Fast track Tutoring – 3 others were trained, one of which moved on to another role and two of whom were engaged through NTP work.</i></p> <p><i>3 further staff will be trained next year.</i></p>	<p>2 and 5</p>
<p>Use WellComm to support our teaching of early speech and language.</p>	<p>Wellcomm facilitates an effective diagnostic assessment for children with possible speech and language difficulties. It enables staff to support children in their specific area of need through effective intervention. Intervention supporting the development of age appropriate speech and language skills provides children with the building blocks they need to effectively develop their speaking and early oracy further.</p> <p><i>Mid – Year Review March 2022</i></p> <p><i>Wellcomm has been purchased and the nursery teacher has begun to screen pupils.</i></p> <p><i>End of Year Review July 2022</i></p> <p><i>The use of Wellcomm is embedded within Nursery practice; adjustments have been made within the timetable to create greater capacity for this across the wider school next year.</i></p>	<p>1</p>
<p>Provision of extended day services for children falling behind; particularly in phonics.</p>	<p>EEF research suggests that planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Our provision for extended day will largely be 'invitation-led' and will seek to support the provision of interventions in addition to the school day so that the children who need access to Quality first teaching the most are not withdrawn from access to wider curriculum provision.</p> <p><i>Mid – Year Review March 2022</i></p> <p><i>Due to poor take up the school suspended early morning extended day provision. During Spring 1 interventions were delivered during the school day through NTP. In Spring 2 we have launched two after school boosters for Year 2. We are hopeful take up at the end of the day will be better as the children are already at school.</i></p> <p><i>End of Year Review July 2022</i></p>	<p>4</p>

	<p><i>After school boosters continued to have much higher levels of engagement and had positive effects on the outcomes of those that attended regularly – unfortunately this widened the gap for them and those that did not attend – children in receipt of Pupil Premium Grant were amongst those most likely not to attend.</i></p>	
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## Wider strategies

Budgeted cost: £ 9782

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Emotional literacy support coordinated by our headteacher and welfare officer.</i></p>	<p><i>'In order to help pupils, succeed; schools have a role to play in supporting them to be resilient and mentally healthy.' (DfE). We know that many children and families continue to feel the detrimental effects of factors relating to the pandemic. This requires a whole school ethos of care and support with an individual approach to identifying need and appropriate support.</i></p> <p><i>Mid – Year Review March 2022</i></p> <p><i>ELSA hours were depleted in the Autumn term due to high SEND need. In the Spring term, the launch of provision for a small group of children in the nurture room has meant further targeted ELSA work could take place.</i></p> <p><i>End of Year Review July 2022</i></p> <p><i>Resources for this remained stretched into the Summer term due to continued need amongst a small group of SEND children. The Welfare officer worked throughout the Summer term with one child daily and has developed stronger working relationships with the schools FiM link.</i></p>	<p>4 and 5</p>
<p><i>Work with Scrapstore: Play pod to develop out outdoor provision for Key Stage 1 and lunchtimes. Including the provision of Level 2 Playwork training for MSAs.</i></p>	<p><i>The Scrapstore PlayPod grew out of a research project in Bristol in 2007 that wanted to address the need for high quality, freely chosen, child directed play opportunities in primary schools. It supports the provision of equipment and trained staff to provide benefits such as; improvements in behaviour and a reduction of incidents and accidents, integrated play and positive classroom learning.</i></p> <p><i>Mid – Year Review March 2022</i></p> <p><i>This is booked to take place in the summer term.</i></p> <p><i>End of Year Review July 2022</i></p> <p><i>Scrapstore has been launched and training for children and staff has taken place.</i></p>	<p>1, 4 and 5</p>

<p><i>Funding of extra-curricular activities, trips and milk to ensure no child misses out due to affordability.</i></p>	<p><i>Social Mobility Commission: An unequal playing field: Extra-Curricular Activities, soft skills and social mobility states:</i></p> <p><i>'Our qualitative data showed that extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups... Barriers to taking part in extra-curricular activities for those from low income households include their high cost, a lack of confidence, and difficulties in access.'</i></p> <p><i>Mid – Year Review March 2022</i></p> <p><i>The school continues to support the provision of extra-curricular clubs for those in receipt of PPG.</i></p> <p><i>The school has also supported several trips and visits.</i></p> <p><i>End of Year Review July 2022</i></p> <p><i>This is now embedded in practice.</i></p>	<p>4</p>
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**Total budgeted cost: £ 31437.43**



## 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 2020 to 2021 academic year.

<p><i>All children make expected or better progress in phonics through quality first teaching or intervention.</i></p> <p><i>Phonic teaching is consistent and of high quality using the RWI approach.</i></p> <p><i>Staff believe children being 'On-track' or better for phonics is a non-negotiable throughout school.</i></p> <p><i>More children who are entitled to PP to be working in line with their peers in phonics.</i></p>	<p><i>By May 2022, the % of children 'On Track' within RWI rose by 27% in Reception and by 28% in Year 1.</i></p> <p><i>Intervention work is more acutely tuned to the individual needs of the child and as a result progress made due to intervention is swift.</i></p> <p><i>In Year 1 78% of children entitled to PPG are on track in RWI compared to 88% of NPPG. 3 of the 4 children who are entitled to PPG but are not working on track have significant SEND or attendance difficulties.</i></p> <p><i>The % attainment gap is beginning to narrow in Reception where 36% are achieving at the expected level of better.</i></p> <p><i>In year 2, reading fluency continues to be lower for children in receipt of Pupil Premium Grant.</i></p>
<p><i>Children make accelerated progress, overcoming the barriers to learning created by poor early language skills.</i></p>	<p><i>Children across school are increasingly likely to respond to questioning in full sentences. When this does not happen naturally, teachers and teaching assistants will re-iterate their expectation that the response is appropriately framed. This is embedded through our Teach Like a Champion principle.</i></p>
<p><i>Children make at least expected progress in reading, writing, maths and across the wider curriculum because early gaps are swiftly narrowed.</i></p>	<p><i>At Phonics Screening Check the attainment gap with National data has narrowed since 2019 data.</i></p> <p><i>Outcomes at the end of Key Stage 1 remain lower than the National Averages with gaps to national being wider than they have been since 2018.</i></p> <p><i>Outcomes for our current Year 2 represent accelerated progress in all areas following our initial 2020 recovery program.</i></p> <p><i>In Year 1; phonics has been the first area to see a significant narrowing of attainment gap.</i></p>
<p><i>The progress of fewer children is being negatively impacted upon by poor attendance.</i></p> <p><i>Parents and families support their children through ensuring regular attendance and punctual arrival.</i></p>	<p><i>Children in receipt of Pupil Premium remain more likely to be persistent absentees that their non-pupil premium peers particularly those children in our current Year1 where levels of persistent absenteeism</i></p>

	<i>are the highest across school. There continues to be direct correlation between poor levels of attendance and low attainment.</i>
<i>Children feel settled, happy and safe in school and experience positive mental health.</i>	<i>In pupil voice questioning 90% of children report they feel safe and happy in school. Those pupils who report feeling unsafe are children who themselves engage in rough play at playtimes. Intervention work begun for these pupils in the Summer term.</i>
<i>Excellent play provision during lunchtime and breaktimes to enhance wellbeing.</i>	<i>Engagement with the ScrapShed began much later in the academic year due to sourcing issues, the early impact of this is difficult to ascertain.</i>
<i>Staff subject knowledge is strengthened and they are able to articulate knowledge and skills across EYFS and KS1 to demonstrate progression in learning</i>	<i>Monitoring shows this is improving. Subject leads have worked alongside the deputy head as curriculum co-ordinator to develop appropriate progression maps for subjects. This is leading to an improved understanding of expected progression across all year groups and all subjects.</i>

## 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*

<b>Programme</b>	<b>Provider</b>
<i>Read, Write Inc</i>	<i>Ruth Miskin</i>
<i>Talk for Writing</i>	<i>Pie Corbett/Ian Clennan</i>
<i>One Wakefield</i>	<i>Wakefield LEA in partnership with the EEF and Doncaster Research school</i>

## Further information (optional)

*Subsidised financial support is also provided to those entitled to PP funding to enable them to access wider opportunities provided by the school and external partner, removing the specific barriers of affordability.*