

Pupil Premium Statement



Wheatley Hill Community Primary School

Author: *Alan Scarr*

Head Teacher: *Alan Scarr*

Chair Of Governors: *Vikki Wynn*

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Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year – **Updated for 22/23**) 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	Wheatley Hill Primary
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	123 - 43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 – 23/24
Date this statement was published	20 th November 2021 (Updated Sept 2022)
Date on which it will be reviewed	July 2023
Statement authorised by	Alan Scarr
Pupil premium lead	Alan Scarr
Governor / Trustee lead	Jayne Dinsdale (Vikki Wynn)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,000 (Increased to £274275 – 2022 – 2023)
Recovery premium funding allocation this academic year	£11,626
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£285,901

Part A: Pupil premium strategy plan

Statement of intent

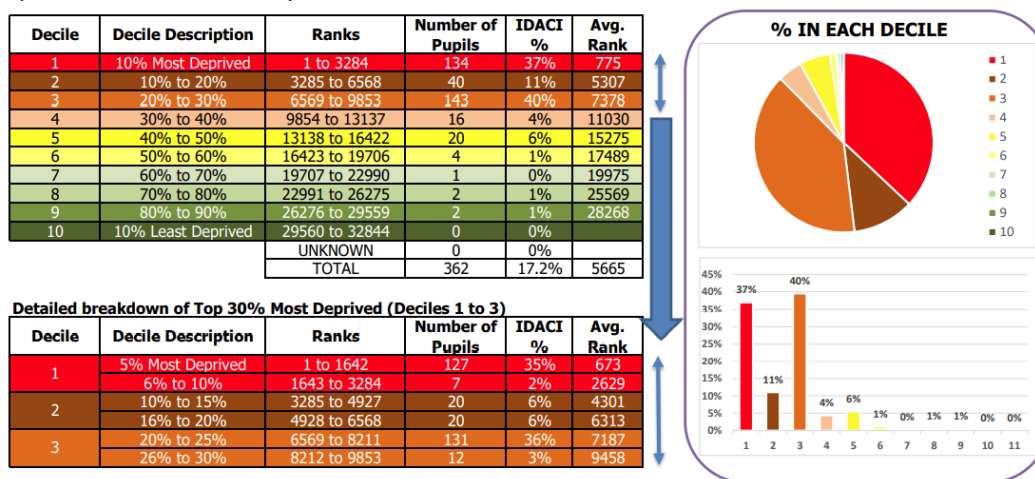
Wheatley Hill Primary School is a caring, inclusive school at the heart of the local community. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

School Context

Wheatley Hill Community Primary and Nursery currently has **396 pupils** on role from our Two Year Old Provision up to Year 6 (YR – Yr6 – 341). The school has **130 children entitled to pupil premium (38%)** and 171 pupils (YR-Yr6) on the SEND Register (54%). Wheatley Hill Primary is the home of The Climb Project, which is our inclusive, specialist SEND provision that caters for **63 children with an EHCP / SEND Top Up funding (18%)**.

Deprivation Analysis

Wheatley Hill Primary School is situated in an area of significant deprivation and a more specific breakdown of the school's deprivation information compared to national follows below.



The Indices of Deprivation provide a set of relative measures of deprivation for small areas across England i.e. Wheatley Hill, based on seven different domains of deprivation:

- Income Deprivation
- Employment Deprivation
- Education, Skills and Training Deprivation
- Health Deprivation and Disability
- Crime
- Barriers to Housing and Services
- Living Environment Deprivation

We are incredibly proud of our local community and the residents of Wheatley Hill, however, the data gives a strong overall picture of the challenges that our school community faces. Generally, 87% of pupils live within areas identified as being in the top 30% of deprivation areas nationally. In fact, 35% of our pupils live within the top 5% of areas of deprivation nationally.

Wheatley Hill Primary is proud to support our community and the challenges our local area is faced with including:

- Social Emotional Mental Health Issues faced by pupils and parents.
- Poor parental values of education affecting attendance, aspirations, attitudes and parental involvement.
- Home Issues affecting pupil learning – Domestic violence, drugs, alcohol and crime.
- Speech, language and communication needs of pupils and parents.
- Parental choices driven by economic factors i.e. low cost holidays during term time, inadequate clothing purchases.

We use the Indices of Deprivation as a starting point when we consider the challenges faced by vulnerable pupils, such as those who have a family worker, social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The use of our custom school curriculum paired with high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. All of our curriculum progressions outline key vocabulary and clear expectations for each year group. 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. Historic data (2019 – pre-covid) has shown that the approaches to supporting disadvantaged pupils at Wheatley Hill Primary school has a significant effect on pupil outcomes.

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

Challenges

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

Challenge number	Detail of challenge
	In school Barriers (Issues to be addressed in school)
1	Speech, language and communication needs of pupils.
2	Pupils have Poor basic skills (English, Maths & Self Help) on entry.
3	Poor fine and gross motor skills.
4	Social Emotional Mental Health Issues faced by pupils including resilience and self esteem.
5	High levels of pupil attachment and anxiety around parental separation.
6	Experiences of quality, appropriate social interaction with other children & peers
	External Barriers (Issues which require action outside the school)
1	Speech, language and communication needs of parents.
2	Parents have Poor basic skills (English & Maths).
3	Social Emotional Mental Health Issues faced by parents.
4	Hunger / access to healthy food.
5	Lack of parental support including low expectations of their children and the community.
6	Children from "Vulnerable Backgrounds"
7	Poor parental values of education affecting attendance, attitudes and parental involvement.
8	Home Issues affecting pupil learning – Domestic violence, drugs, alcohol and crime.
9	Narrow life opportunities, aspirations and enrichment experiences.
10	Lack of attendance to toddler groups, health checks, anti natal care and use of community facilities.
11	Poor access to quality housing social housing.
12	Limited financial means affecting uniform, person pupil resources i.e. school bag and appropriate clothing i.e. shoes & coats.

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
Pupils attend school regularly dressed appropriately wearing uniform, appropriate coat and shoes.	<ul style="list-style-type: none"> • Excellent school attendance – school target 96% • All wear school uniform. • PE kits all in school • Appropriate seasonal clothing worn. • Outdoor education clothing worn when needed. • Forest school clothing worn when needed. • Parents know how to access support to purchase these items if required. • School has a stock of spares to support families if needed. • All school attendance data is recorded and poor attendance / lateness entered into SIMS by 9:10am. • School actively reviews pupil attendance every 4 weeks and acts accordingly including referrals to the Attendance Enforcement Team. • Parents attend coffee mornings, open evenings and information session led by the SIM. • SIM always available to support families and the community. • Benevolent fund well used.
Pupils are articulate speakers able to choose vocabulary and language appropriately to context.	<ul style="list-style-type: none"> • Effective use of support staff in classroom • Visual timetables and well labelled resources • Alternative forms of communication available • Vocab interventions used effectively • Speech and language therapist links well with teacher and has a positive impact on learning. • Children confident to speak to audiences for a wide range of purposes. • TAs effectively deployed and following clearly defined timetables. • Use of TA targeted support and interventions, as directed by classroom teachers. • Effective use of language development approaches used within EYFS through the Family Group model. • Ed Psych used effectively to support pupils and staff. • Support staff interventions. • Language interventions used in school
Pupils are independent, resilient and able to solve problems for themselves.	<ul style="list-style-type: none"> • Zones of Regulation embedded throughout our curriculum. • Effective Early Years environment centred around child initiated learning. • Quality partnerships developed with Wingate Nursery and Early Excellence. • Strong triangulation between outdoor Ed, Zones and SEMH aspects of learning. • Ed Psych used effectively in school to early identify children with additional needs. • Excellent enquiry based curriculum with opportunities for problem solving including the enrich maths program. • Excellent use of floorbooks to capture pupil “Characteristics of effective learning”. • Characteristics of effective learning used throughout schools. • The school yard / outdoor areas offers opportunities for the children to develop these key skills.
Pupils are able to regulate their own behaviour appropriately (Emotional Intelligence)	<ul style="list-style-type: none"> • Zones of Regulation embedded throughout our curriculum. • Pupils understand how to keep themselves safe. • Take part in weekly safeguarding workshops • Safe learning environments in all areas of school. • Reduced incidents of poor behaviour recorded at a playtime & lunchtime (unstructured times) • Improved social interaction of targeted children following Social Groups. • Effective use of “Zones of Regulation” used throughout school.

	<ul style="list-style-type: none"> • The Inclusion Teacher diligently acts to resolve any incidents of poor behaviour using a wide range of appropriate strategies. • All records of poor behaviour are carefully recorded within CPOMS and restorative actions are recorded. • Staff regularly review records and carry out case reviews.
Pupils are working at age related expectations and can apply basic skills in a variety of contexts.	<ul style="list-style-type: none"> • Effective use of support staff in classroom. • Quality learning environments. • Quality use of classroom resources. • Excellent workbooks • Excellent EYFS provision including high levels of challenge. • Key basic skills linked and embedded throughout school. • Effective deployment of classroom support staff using clearly defined timetables linked to pupil's targets and learning outcomes. • Quality monitoring of observations, which show excellent outcomes for pupils. • High Levels of support staff deployed effectively in school. • Support staff interventions. • Appropriate interventions used. • Speech therapist deployed to support children appropriately and links with staff effectively. • Ed Psych used effectively to support pupils and staff.
Pupils are able to work in collaboration and learn as part of a bigger group – sharing ideas and showing listening skills.	<ul style="list-style-type: none"> • All access specialist PE coaching. • All pupils take part in play in a day sessions. • Whole school collaborative assemblies. • Pupils are able to peer tutor and support others both in their own year group and in other years. • Staff members actively engage in action research, peer coaching sessions and peer review enabling teaching & learning to further improve and have good outcomes for children.
Pupils have opportunities to experience a wide range of life experiences i.e. trips, visits & residential.	<ul style="list-style-type: none"> • Pupils attend WOW visits, trips and experience in school visitors. • Trips are well attended. • All link to curriculum themes or key skills. • Pupils access a wide range in all year groups. • All access specialist PE coaching and music teaching. • Low cost residential trips including France international trip. • Moderations show excellent learning captured and clear evidence of improved outcomes for children.
Pupils become an established member of the community and are able to empathise with others.	<ul style="list-style-type: none"> • Pupils and parents access school Inclusion Teacher / Attendance Officer for regular support, guidance or direction. • Parents attend coffee mornings, open evenings and information session led by the SIM. • School admin always available to support families and the community. • School is involved in and hosts a wide range of community events. • School is embedded at the heart of the local community and supports all aspects of community life. • Opportunities given for adult learning. • School works with local businesses to promote events and take part in enterprise opportunities. • School promotes local facilities including the community centre. • Offer local colleges opportunities to train students at our school.

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: £ 129,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deployment of additional classroom support staff:-</p> <ul style="list-style-type: none"> • Support Development of Communication friendly classroom. • High Levels of classroom support staff to model language, scaffold learning and support language acquisition. • Increased pupil feedback time available • Vocabulary Interventions – Phonics / RWI • Speech and language SLA. • Implementation of daily vocabulary Pre-teach. • High Levels of EYFS staffing to enable a family group approach to learning. • Effective use of SALPS provision. 	<p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them.</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p>	<p>In School – 1,2,3,4,5,6</p>
<p>Implementation of Zones of Regulation across school to develop pupil resilience and problem solving abilities:-</p> <ul style="list-style-type: none"> • Zones of Regulation effectively used in school 	<p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the</p>	<p>In School – 2,4,6</p>

<ul style="list-style-type: none"> • Opportunities to problem solve in all curriculum areas. • EYFS environment set up to promote independence, resilience and problem solving. • Ed Psychologist workshops to develop resilient learners. • Woodworking training for staff team to allow pupils to explore woodworking in the classroom environment. • Use of outdoor education to develop pupil personal skills – beach school, forest school & adventure PE. • Playground zones and resources that encourage children to lead their own learning. 	<p>skills to select the most suitable strategy for a given learning task.</p>	
<p>Deployment of additional support staff to support T&L to ensure more pupils are able to work at ARE:-</p> <ul style="list-style-type: none"> • High Levels of classroom support staff. • Establishment of quality teaching environments • Online Learning platforms • Quality learning resources • New CP / Challenge Box provision • Focus on explicit teaching of key basic skills i.e. times tables. • Use of observations to capture learning of all pupils especially focusing on the “Characteristics of effective learning” & Engagement Model. • Use of small group interventions focusing on diminishing differences. 	<p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback is information given to the learner about the learner’s performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students’ learning.</p> <p>Feedback redirects or refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils’ knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them.</p> <p>The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching assistants (also known as TAs, classroom support assistants or teachers’ aides) are adults who support teachers in the classroom. Teaching assistants’ duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.</p>	<p>In School – 1,2</p>
<p>Ensure an offer of a wide range of life experiences are on offer (visits, trips, residential):-</p>	<p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p>	<p>In School – 1,6</p>

<ul style="list-style-type: none"> • Wide range of trips, visitors and events linked to topics. • Creation of a WOW curriculum. • High Levels of staffing to support children on visits. • Music teacher in school. • PE & Sports teacher in school. • Implementation of wood-working throughout school. <p>Use of “characteristics of effective learning” & Engagement Model used to write observations of pupils learning and experiences during these activities.</p>	<p>These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics. The average impact of the engaging in physical activity interventions and approaches is about an additional one month’s progress over the course of a year.</p> <p>Education Endowment Foundation EEF</p> <p>Physical development approaches aim to improve young children’s physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing, or be more general, for instance, encouraging active outdoor play.</p>	
<p>Deployment of approaches that enable children to work in collaboration:-</p> <ul style="list-style-type: none"> • PE & Sport coaches model and embed teamwork skills. • Play in a Day sessions • Social, emotional aspects of learning sessions. • Peer Tutoring Opportunities and collaborative work. • Outdoor learning opportunities for all children in school. • Floorbooks used to capture pupil voice and discussion, using the “characteristics of effective learning” / Engagement Model. • Staff members engage with a coaching culture and systems of peer review. 	<p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.</p> <p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months’ progress, on average, over the course of an academic year.</p>	<p>In School – 4,6</p>

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

Budgeted cost: £ 89,904

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Support from School Inclusion Manager:-</p> <ul style="list-style-type: none"> • Access to benevolent fund to purchase appropriate clothing. • School purchasing of uniforms, waterproofs and clothing. • Access to additional “spare” clothing. • Access to PE Kits • Effective use of Early Help. • Regular parental meetings for pupils falling below 95%. • Use of parental contacts for attendance. • Involvement and referrals to Attendance Enforcement Team. • Referrals made to First Contact / TAFs initiated for poor attenders. 	<p>Higher overall absence leads to lower attainment at KS2 and KS4</p> <p>The Department for Education (DfE) published re-search found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A* - C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons <p>See pages 12 and 15 to 16.</p>	<p>In School – 4,5 External – 1:12</p>
<p>Deployment of Targeted Interventions to Support Speech & Language Development:-</p> <ul style="list-style-type: none"> • Language based interventions • Speech and language SLA interventions. • Ed Psych Interventions - SLA. • OT SLA 	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression. The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year.</p> <p>Education Endowment Foundation EEF</p> <p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children’s spoken vocabulary</p>	<p>In School – 1,2 External - 1</p>

	by introducing them to new words in context, and drawing attention to letters and sounds.	
<p>Additional Teachers – direct teaching of Targeted 1-1 or small group support from additional classroom based staff:-</p> <ul style="list-style-type: none"> • High levels of classroom Teacher Support. • Time for pre-teach and interventions. • Early identification of any additional needs and advice sought. • Additional teacher in EYFS to support rapid consolidation of E & M 	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p>	In School – 1,2,3

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

Budgeted cost: £66,802

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deployment of School Teacher / Attendance Officer:-</p> <ul style="list-style-type: none"> • Regular Monitoring of school attendance. • Support Home-school Transport offer • Promote the importance of uniform and wearing appropriate clothing. • Make parents aware of clothing needed for school based activities. • Support staff members to be pro-active to challenge poor attendees and lateness within their classroom. • Support office admin staff to monitor attendance and lateness. • Additional driver to support disadvantaged pupils get to school. 	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. <p>The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year.</p>	<p>External 1:12</p>
<p>Development of pupils ability to regulate their own behaviour:-</p> <ul style="list-style-type: none"> • Zones of Regulation • Behaviour system and consistent behaviour policy. • Social, emotional aspects of learning sessions. • Safeguarding workshops – keeping safe. • Buddy Training • Indoor playtime & lunchtime Social groups to enable pupils to develop their ability to get along with others, regulate behaviour and take turns. • Effective use of “Zones of Regulation” approach used in school. • Effective use of CPOMS to record incidents of poor behaviour. • Effective use of Inclusion Manager to support pupils to manage their own behaviour. <p>Staff Team teach training.</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p>The average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p>	<p>In School – 4,5,6</p>
<p>Development of School Customer Services Team:-</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>External 1:12</p>

<ul style="list-style-type: none"> • Parent & pupil access to Early Help. • Access to other agencies. • Introduction of Parental Support / Customer Services Department. • Implementation of school App to support parental communication. 	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year.</p>	
<p>Development of Community Resources:-</p> <ul style="list-style-type: none"> • Partnership with local Community Centre & Parish Council • Mother's club links • Church links and visits. • Work with Greenhill's community centre. • Friends of the school committee. • Involved in fund raising activities. • Community events i.e. harvest festival. 	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year.</p>	External – 1:12
<p>School Wrap Around provision:-</p> <ul style="list-style-type: none"> • School Breakfast club & after school club • Fresh water fountains in school. • Milk available to pupils • Snack available to all 	<p>Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)</p> <p>"We know that it is important for pupils to start the day with a nutritious breakfast. The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour."</p>	In School – 5,6 External - 4

Total budgeted cost: £ 285,901

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.

Extracts from Local Authority Leadership Advisory Visits:-

Local Authority - Quality of Education Review – 20-21

“Leaders have this year added a weekly ‘challenge day’ to the school timetable. This allows time for curriculum areas to be taught across a day rather than split in weekly sessions. In key stage one, this is currently focused on the school’s outdoor education provision. Lower key stage two are using these sessions to teach design technology (specifically cooking and nutrition and the design, make, evaluate process as applied to woodwork) and science and computing in upper key stage two.”

“Leaders report that the school’s recently reviewed curriculum is working well across the school. Learning walks and children’s work are showing high quality work being produced by children, with a much clearer focus on the skills and knowledge to be acquired in each subject. They are also seeing the development of children’s vocabulary in line with the planned curriculum. Leaders believe this is because of the clarity of the expectations in the revised curriculum and also teachers’ ability to plan, building on what children have been taught in the previous year.”

“The school is also looking to extend its curriculum offer so that children have specific opportunities (led by specialist teachers) in outdoor education, music and STEM. This will form part of the children’s learning opportunities and is planned to enrich children’s classroom learning with a range of practical and off-site opportunities providing them with first-hand experiences based on the school’s vision for learning.”

“There are three teachers in the Reception class of 36 children, giving strong pupil to teacher ratios. This is part of the school’s plan to ensure children are able to make rapid progress and consolidate any learning that pupils may have missed during the partial closures of schools.”

“The Headteacher reports a range of strategies in place to support good attendance, including working with the attendance team and providing transport to school.”

“The Headteacher is planning to use catch up funding to employ another teacher to the staff team. This teacher will then co-ordinate and mentor the students that the school are looking to take as part of ITT schemes.”

“The school has also reorganised lesson times to give extended outside play opportunities to children as this was something the school recognised that children had missed due to the restrictions in place as part of the government’s response to the Covid-19 pandemic. Leaders have also adjusted the way lessons are timetabled so that children now return from breaktimes to receive immediate group feedback on their learning prior to break so that any misconceptions can be quickly addressed and clarified.”

Key Stage Two Progress Measure

School Context Factors - 2018-2022				10-20%	20-30%	30%+	
KS1 Dis %	2018	2019	2022	KS2 Dis %	2018	2019	2022
	36.4%	48.5%	66.7%		65.4%	57.1%	58.0%
No. of Disadvantaged Pupils	8 / 22	16 / 33	34 / 51	No. Disadvantaged Pupils	17 / 26	12 / 21	29 / 50
KS1 SEN %	36.4%	36.4%	60.8%	KS2 SEN %	30.8%	57.1%	60.0%
No. of SEN (K or E) Pupils	8 / 22	12 / 33	31 / 51	No. of SEN (K or E) Pupils	8 / 26	12 / 21	30 / 50

All Pupils (Including Climb Provision)

Reading	
All	Dis
6.95	7.88

Writing	
All	Dis
2.91	3.51

Maths	
All	Dis
5.66	6.46

Mainstream (Without Climb Provision)

Reading	
All	Dis
7.31	8.24

Writing	
All	Dis
3.84	4.49

Maths	
All	Dis
6.06	6.79



2021 - 2022



Key Stage Two Attainment

School Context Factors - 2018-2022				10-20%	20-30%	30%+	
KS1 Dis %	2018	2019	2022	KS2 Dis %	2018	2019	2022
	36.4%	48.5%	66.7%		65.4%	57.1%	58.0%
No. of Disadvantaged Pupils	8 / 22	16 / 33	34 / 51	No. Disadvantaged Pupils	17 / 26	12 / 21	29 / 50
KS1 SEN %	36.4%	36.4%	60.8%	KS2 SEN %	30.8%	57.1%	60.0%
No. of SEN (K or E) Pupils	8 / 22	12 / 33	31 / 51	No. of SEN (K or E) Pupils	8 / 26	12 / 21	30 / 50

All Pupils (Including Climb Provision)

EXS

Reading	
All	Dis
84%	89%

Writing	
All	Dis
68%	76%

Maths	
All	Dis
82%	86%

RWM	
All	Dis
68%	69%

GDS

36%	38%
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15%	10%
-----	-----

20%	28%
-----	-----

9%	10%
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All Pupils (Without Climb Provision)

EXS

Reading	
All	Dis
91%	92%

Writing	
All	Dis
79%	84%

Maths	
All	Dis
91%	92%

RWM	
All	Dis
74%	77%

GDS

42%	42%
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16%	12%
-----	-----

23%	31%
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9%	11%
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2021 - 2022



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
Academic Mentors x 2	Teach First
10x NTP	Connex Prospero Teaching Personnel

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£600 Service children received the same educational offer as those outlined above. <ul style="list-style-type: none">• High Levels of classroom support• EP,OT, SALT Access• Outdoor Education• Access to School Inclusion Support
What was the impact of that spending on service pupil premium eligible pupils?	See Local Authority monitoring information above.