

## Pupil Premium Impact Statement 2022-2023

This report details the impact relating to the spending of our pupil premium and recovery premium funding **this academic year** to address the challenges outlined in our Pupil Premium Strategy 2021-2024.

### Teaching (for example, CPD, recruitment and retention) - £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<p><i>CPD / training - focus on QFT, early identification of need, target setting, monitoring of impact, graduated approach for SEND</i></p>	<p>EEF: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. High quality teaching that is effective for disadvantaged learners is providing effective teaching for all.</p>	<p>1</p>	<p>New LSA starters are trained explicitly in the interventions that they are responsible for; they are also buddied up with a peer who has delivered the intervention before to ensure consistency and a support model.</p> <p>Focus continues to be on disadvantaged pupils with SEND / additional needs:</p> <ul style="list-style-type: none"> <li>- Supporting learning behaviour using proactive and reactive strategies</li> <li>- Supporting children with sensory processing needs – including the use of the sensory room</li> <li>- Chatterbox program</li> <li>- Precision teaching of reading and spelling</li> <li>- RWI Freshstart intervention</li> <li>- Support from LINGO specialist based on the work of the cluster.</li> </ul> <p>Early identification has led to support from the Portage and Early Years team in a timely manner to secure SALT/OT/Physio</p>

			<p>input, make referrals for potential ASD to Oakdale. Children who are new to school in nursery are picked up earlier and the EYFS lead and SENDCo work together to ensure support is in place and EHCPs are applied for before children reach statutory school age. This means that we can ensure a smooth transition from nursery to reception and that children receive the support that they need as soon as possible.</p> <p>Training for teaching staff has led to improved target setting within IDLPs and more robust One Page Plans with provision matching these. This is particularly true for the children with SEMH needs where targets were less SMART in the past.</p>
<i>Attachment-aware training for SLT</i>	Pupils with attachment difficulties more prevalent; recommended on NASENCo qualification training and Attachment lead training.	5	<p>Training delivered to all teachers and most other staff by Rebecca Sundhu who followed this up with two days of training linked to Solution Circles which have now been implemented. Three children who had experienced dysregulation regularly in 2021-22 improved in terms of their behaviour and learning, leading to an average increase of 5.6 in their average standardised score across the year in Reading, an average increase of 2 in Maths and an increase of 8.7 in Spelling.</p>
<i>Read, Write, Inc. Fresh Start CPD for targeted staff in KS2</i>	Pedagogical expertise is a key component of successful teaching of early reading - EEF. Estimated +3 months progress. Fresh Start has had a significant impact as an effective catch-up	1, 4	<p>There were 6 children in the Y6 Pupil Premium cohort who hadn't achieved the expected standard in Reading or Writing or both at KS1. Of these, only one child did not achieve the expected standard in</p>

	intervention for low-attaining readers at the transition phase from primary to secondary school.		Reading but made expected progress. In writing, 3 of the children made accelerated progress to achieve the expected standard; 2 made accelerated progress, moving from Pre-Key Stage standards to Working Towards, and one made expected progress but did not achieve the expected standard.
<i>Additional teaching staff in year 6 to support teaching of reading</i>	In-school evidence supports continuation of this strategy	1, 3, 4	92% of the children in the Y6 Pupil Premium cohort achieved at least the expected standard in Reading. Extra teaching also allowed the assistant headteacher to focus on a greater depth reading group within class: 3 of the disadvantaged children achieved GDS in reading.
<i>NCETM Maths Mastery CPD focussing on number sense</i>	Mastery learning is an EEF recommended strategy. Daily session implemented form YR – Y2.	1	<b>Year 2 (2022-23)</b> 40% of Pupil Premium pupils left YR working below expected standard in maths. By the end of Year 2, this had reduced to 38% of children who were still working below expected standards, but 2 further children (15%) were assessed as close to achieving the expected standard. <b>Year 3 (2022-23)</b> This cohort had had two years of the programme by the end of Y3. At the end of Y2, 55% of the Pupil Premium pupils were achieving the expected standard which rose to 73% by the end of Y3.
<i>Clicker 8 CPD monitoring</i>	Clicker 8 is having a positive impact on pupils across school. Positive feedback from pupils during pupil discussions – pupils feel that using Clicker has	1	Clicker 8 evident in books and pupil interviews showed that children enjoy using the technology. Monitoring noted that this is

	a positive impact on their attitude towards writing and their writing outcomes.		particularly well used in UKS2 and was complimented in Y6 writing moderation.
<i>'Analysis of reading skills/ability' intervention approach CPD</i>	Venn diagram approach has been successful with staff previously. Improved understanding of automaticity, accuracy and independent understanding.	1, 4	Continuation of this approach enabled staff to see clearly where intervention should focus. Fewer children now need FreshStart phonics in UKS2 as a result.  Year 5 (22-23) The Pupil Premium cohort's average standardised score in Reading increased from 91.1 to 96.4 within the year. This cohort has a large proportion (64%) of children with SEND.  Year 3 (22-23) The Pupil Premium cohort's average standardised score in Reading increased from 96.5 to 100.3 within the year.
<i>Support for Early Career Teachers</i>	2 ECTs to continue to be supported as would Early Career Teachers, with access to dedicated mentor time and reduced teaching timetable. Strategy supports the government's teacher retention strategy. Direct, explicit instruction given to two RQTs from experienced staff.	1	ECTs met their individual targets through the Ambition Institute mentoring programme and completed their ECT years successfully.  RQTs were supported through team teaching, coaching and joint planning time.
<i>CPD - writing conferencing &amp; feedback; Craft of Writing</i>	Since the trial of writing conferencing, this has been rolled out from Y2 – Y6. Draft books introduced and extensive training has been delivered by the writing leader.	1	Writing attainment at the end of KS2 for Pupil Premium children is 76.9% which is only 0.3% lower than the national non-disadvantaged cohort at 77.2%. The school's gap to non-disadvantaged pupils nationally has improved by 38.8% from -39.2% in 2021/22, to -0.3% in 22/23. The Pupil Premium group's Writing Expected

			<p>Standard has increased by 40.5% from 36.4% in 2021/22 to 76.9% in 2022/23. Withinfields' Pupil Premium children are in the 20<sup>th</sup> percentile for Writing at the Expected Standard when compared to other schools.</p> <p>Feedback from staff and children regarding conferencing was positive and therefore the school has moved to a draft book approach, which breaks down the writing process more clearly. Staff have had extensive training from the writing subject leader as well as bespoke 1:1 sessions for planning and marking (where needed) as well as coaching opportunities to promote effective structure to writing lessons with explicit modelling of conferencing when needed.</p>
<p><i>Teaching assistant continual CPD / review</i></p>	<p>EEF recommendations: Continued CPD on the effectiveness of LSAs within the classroom to promote independent learning skills.</p> <p>Retaining high-quality teaching interventions by ensuring they are brief, intensive and structured.</p> <p>Sufficient time allocated for LSA training and for meetings out of class to enable necessary lesson preparation and feedback.</p>	<p>1, 4</p>	<p>SENDCo keeps a log of training that the staff have had with regards to intervention, training and classroom-based skills. Frequent individual training requests and peer support sessions are offered, within the working day to ensure that the CPD is at the forefront of classroom practice.</p> <p>Whole-school training on MyMaths, NCETM Maths Mastery, Precision Teaching, IDL and the phonics-based KS2 spelling system has had a positive impact on independent learning skills observed during formal observations. All EYFS/KS1 teaching and support staff have completed the Dingley's Promise training.</p>

<i>Early identification of need, particularly within EYFS unit</i>	Early identification allows quicker catch-up intervention and strategies to be identified and implemented.	1	Focus on early identification is evident as the number of disadvantaged pupils with identified SEND rose to 33% within Reception cohort 2022-23. Support from PEYST within the Nursery cohort is high (minimum 2 visits per half term), meaning pupils receive a high level of additional specialist input before starting Year R and moving into KS1.
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions) - £49,000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>	<b>Impact</b>
<i>1:1 maths intervention delivered by year 6 teacher 3 afternoons per week</i>	1:1 tuition has moderate impact: July 2021, Y6 cohort achieved +2.468 positive progress measure from KS1 results.	1	84.6% of the school's Pupil Premium cohort achieved the expected standard in Maths at the end of KS2. This is 5.7% higher than the national non-disadvantaged cohort at 78.9%. The school's gap to non-disadvantaged pupils nationally has improved by 29.1% from -23.4% in 2021/22, to +5.7% in 2022/23. The Pupil Premium cohort's Maths Expected Standard has increased by 30.1% from 54.5% in 2021/22 to 84.6% in 2022/23. This places the cohort in the 16 <sup>th</sup> percentile when compared with other schools.
<i>Maths booster for year 6 pupils focussed on arithmetic</i>	Positive results from these approaches in terms of % of disadvantaged children achieving a scaled score of 100 by July.		

<i>Peer Tutoring</i>	Recommended by EEF Toolkit. Cross-age tutoring, in which an older learner takes the tutoring role and is paired with a younger tutee. Evidence that lowest attaining pupils have the most significant impact. Questioning frames and training for tutors and staff to be carefully considered to maximise impact. Careful consideration to be given to consolidating existing learning. Peer tutoring increases the amount of verbal feedback given to disadvantaged children.	1	Y6 Pupil Premium children were trained as reading buddies for Y2 children. All of the Y6 children involved in the project achieved at least the expected standard in Reading and 3 achieved Greater Depth. 91.7% of the school's Y2 cohort had achieved the expected standard in Phonics, 11 out of 12, which is 0.6% higher than the national non-disadvantaged cohort at 91.1%
<i>Talk Boost</i>	Early years interventions highly recommended by EEF.	3	5 out of 7 children achieved the Early Learning Goals within Communication and Language at the end of EYFS in 2022/23.
<i>Phonics-based UKS2 Spelling trial</i>	Trialled by other schools with extremely positive impact. To be implemented in one class for one term, with baseline and results of the control group to be compared with the second half of cohort.	1, 3	Grammar, Punctuation and Spelling results at the end of KS2 for the Pupil Premium cohort were high in 2022/23. The average scaled score was 106.6 compared to 98.8 in 2022/23.

### Wider strategies (for example, related to attendance, behaviour, wellbeing) - £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<i>Free access to wider-curricular activities and residential activities</i>	Positive feedback from parents	3, 2	Continues to be a strategy that parents make good use of; all PP pupils who wanted to attend the Robinwood residential did so. All trips, workshops and enrichments to the curriculum are fully funded, leading to all

			<p>children in school experiencing a visit and a workshop during 2022/23.</p> <p>PP pupils are prioritised for places in extra-curricular activities and can access these and Get Set Go free of charge.</p>
<i>PE kit</i>	All disadvantaged pupils are able to access their full entitlement to our PE curriculum.	5, 6	All disadvantaged pupils accessed their full entitlement to our PE curriculum.
<i>Targeted support for children with identified SEMH needs</i>	Extremely positive uptake from disadvantaged children for calm club / access to external provision after referrals from HT and SENDCo Reduced number of behaviour incidents since this provision was established. Electronic health needs assessment outlines need for targeted support.	5	<p>Referrals to EMHP meant that pupils could access support in a timely manner, including from external groups such as Rainbows, THIS, Early Help and Family Support. Funding was provided through Pupil Premium where there was a cost implication.</p> <p>EHNA has been analysed by year group leads and the PRHE curriculum amended in relation to current deficits raised by the EHNA.</p> <p>Calm Club continued to run each lunchtime with open access for anyone wanting to attend. This supported more regular positive behaviour for some children in Upper Key Stage 2 who found it difficult to manage the playground.</p>

**Total budgeted cost: £107,000**