

Stockbridge Village Primary: Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium) funding for the 2022 to 2023 academic year 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	Stockbridge Village Primary
Number of pupils from N to Y6 Number of pupils from R to Y6	217 (incl. Nursery) 189 (excl. nursery)
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	November 2022
Statement authorised by Headteacher	Mrs Andrea Curran
Pupil Premium Lead	Mrs Andrea Curran
Link Governor	Mr Bill Weightman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,735
Recovery premium funding allocation this academic year	£16,665
Pupil premium funding carried forward from previous years	£0
Academic Mentoring / NTP	£18,000
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	£188,400

--	--

Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.

In our school, we have identified the main consequences of disadvantage as:

Delayed Attainment in Early Years

Linguistic under-privilege in terms of Wellcomm Screening

Early opportunity and early support – due to economic and sometimes familial contexts

Schema building – in terms of background knowledge and therefore reading comprehension

Sense of agency to act on the world – due to economic and sometimes familial contexts

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We are mindful that a child on PPG may not be disadvantaged, and a disadvantaged child may not be experiencing poverty. We strive to know our children well, to make connections through our relationships and meet their needs.

We will always privilege disadvantage in everything we do and organise our whole school structures and budget to optimise educational equity.

This strategy is essentially accumulating advantage for disadvantaged children (and in specific areas), to create character and competence so that their, *“Childhood is not a destiny.” (Robert Sampson)*

*“... lives are lived forwards but can only be understood backwards. Though life is shaped by various forces, as we know, it is also shaped by living, by particular experience as it unfolds.”
(Michael Blastland, 2019)*

Our Key Objective:

Our key objective is to ensure all Pupil Premium eligible children attain to the best of their capability and we diminish the gap between PP children and our non-PPG children. Our Pupil Premium strategy works towards the notion of ‘accumulating advantage’ in a relentlessly hopeful and rigorous approach:

Past	<ul style="list-style-type: none"> • Fewer words understood and used pre-school • Correction of and expectation of language low • Fewer experiences and less socialisation • Less confident & communicative in school • Knowledge & ideas in school less accessible & abstract • Early self-image and confidence weakens • Likely to be in lower sets with low attaining peers • Incentive to work hard reduces; sense of futility • Low comparative attainment ... self-condemning 	<ul style="list-style-type: none"> • More words understood and used pre-school • Correction of and expectation of language high • Wide range of experiences & significant socialisation • Confident connection & communication in school • Knowledge and ideas in school more accessible • Self-image and confidence reinforced & strengthening • Likely to be in top sets with high attaining peers • Incentive and social payoff for working hard increases • High comparative attainment ... self-fulfilling
Future	<ul style="list-style-type: none"> • Increasingly disenfranchised from education • Growing sense the world happens to you • Low self esteem ... resistant to positive experiences • Chance of stepping forward for an opportunity low • Education system reinforces disadvantage • Low number of opportunities present themselves • Limited contacts or support network • Fewer tools available to make most of opportunities • Self agency low through adulthood 	<ul style="list-style-type: none"> • Self-image and identity bolstered by education • Growing agency and power over the outside world • Self-esteem consistently reinforced by experience • High chance of stepping forward for an opportunity • Education system reinforces & amplifies advantage • High number of opportunities present & self-created • Well connected to others and strong support network • Many tools available to exploit more opportunities • Self agency high throughout adulthood.

We will work to achieve this objective through a steadfast belief that our history does not define our destiny and that disadvantage is multi-factorial and complex context.

We start with our belief in 'learning without limits' and then utilise the scrutiny of formative and summative data, targeted support and carefully researched strategies and initiatives (Hattie, Harvard Uni, Cambridge Uni, Education Endowment Fund):

- Quality First Teaching leading into Expert Teaching
- Ensuring communication and language skills are developed from the earliest opportunity and systemically and progressively developed with a focus on a knowledge rich curriculum, schema building, vocabulary immersion, oracy and reading for pleasure as a goal.
- Providing contingent CPD to staff based on our Core Practices and bespoke support to pupils and families as and when necessary
- Supporting our children's mental health and wellbeing so that they are able to access learning via a rigorously designed curriculum with crew culture and inclusion at its core.

We aim to do this through

- Ensuring that teaching is high quality, scaffolded, with elements of Expert Teaching and Deeper Instruction
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed by privileging them.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

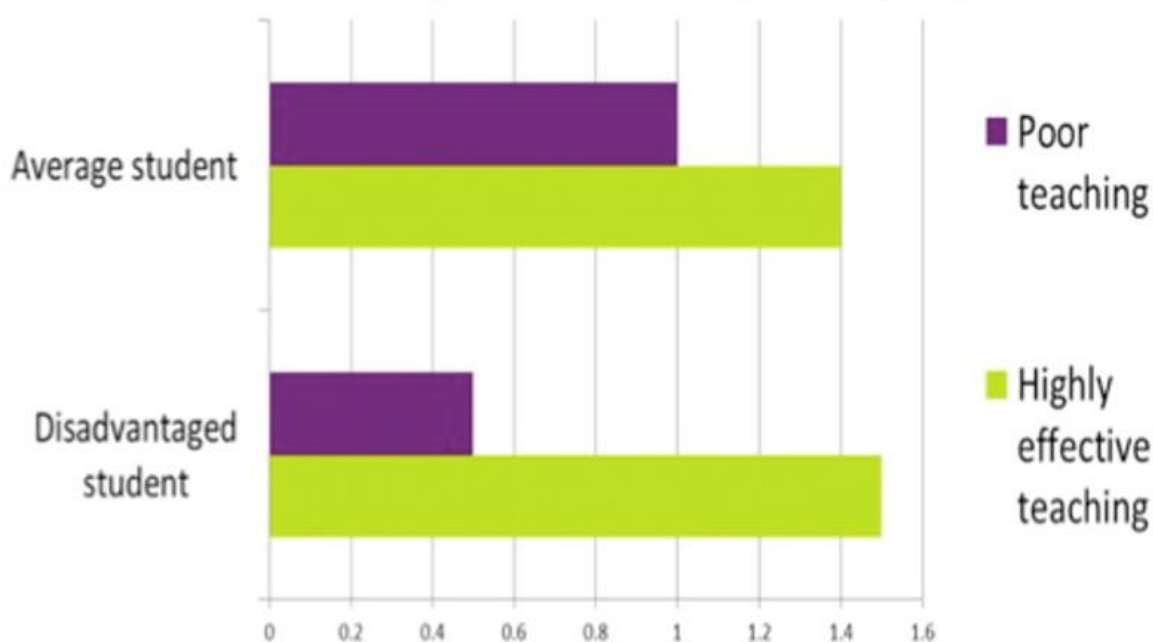
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals as part of Pupil Progress Meetings. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better, every day, thus ensuring that the quality of teaching experienced by all children is improved and accumulates advantage for our PPG children.

Effect of teaching on students in years of progress



- Adopting a Mastery Learning approach within our expeditionary curriculum and pedagogy for all subjects – including in Phonics
- Implementing MITA approach for optimising the inclusive impact of our Learning Caches in class
- To implement our Early Birds programme for KS2
- To implement our School Led Tutoring programme in KS1 to Y3 for after school
- To implement Academic Mentoring for upper KS2.
- All our work through the pupil premium will be aimed at bridging gaps from lockdown, accelerating progress, moving children to at least age-related expectations and dispatching fixed beliefs about 'disadvantage' and aspirations and accumulating advantage for our children.

- Support payment for cultural activities, educational visits and residential. Ensuring children have first-hand experiences, field work, case studies and work with experts to enable them to put their knowledge to work in their learning in the classroom and build schema.
- Behaviour support and mental health via Learning Mentors x2 and Quality First SEMH Strategy
- Embed Zones of Regulation as a whole school core practice for behaviour self-regulation.
- Ensure good attendance via our attendance strategy and Early Help

SVP Contextual Information 2022/2023

School Context Overall Current Year 2022 / 2023	
Number on roll	209 – (195 excl. nursery)
% Girls/Boys	50% G / 50% B
% Disadvantaged (Pupil Premium)	53% - (without nursery)
% Child in need, Common Assessment Framework, Child Protection	7.1%
% Cared for children	1.0%
% from Minority Ethnic Groups	17%
% EAL	12%
% of pupils SEND	29%+ with 5.1% EHCP (11 children with EHCP and 17 pending)
% ANother	74% Band 1a. IDACI (most deprived 10%) and 20% in Band 2.

Other contextual information: (e.g. Deprivation indicators such as use of local data as well as index of multiple deprivation; Indicate any changes to local context e.g. rising number of particular groups in the area; Pre-school experience etc)

- Stockbridge Village Primary school is a smaller than national average primary school.
- The school is in quintile 1 (highest 20%) for FSM (60% 2020 which is 10.6% above the LA) and quintile 1 (0.5) for school deprivation indicator and is in the 10% most deprived IDACI band nationally with 74%+ children living in these super output areas.
- SEND identification is strengthening with 29% identified as SEN support and 4.9% with an EHCP (increase from 3 children with EHCP, Sept 2018 to 9 Sept 2020 and currently rising again 2021/22 to 15+). This places the school in national quintile 1 (highest 20%) for SEN statement or EHC plan. Funding and support remains a challenge.

	SVP	Knowsley (Total SEND)
• SEND overall	• 29 % 55 children	• 15 %
• CL (Specific)	• 23% 11 children	• 9.8%
• CL (Severe)	• 8% 4 children	• 0.8 %
• SAL CI	• 29% 14 children	• 29.8 %
• SEHM	• 23% 11 children	• 16.4 %
• ASC	• 12.5% 6 children	• 6.4%
• VI	• 2% 1 child	• 0.8 %
• Other	• 2% 1 child	• 1.1 %

- 88% of children are white British with 92.4% English as a first language. There has been a rise in children with EAL in the school from 2019-2020 from 7.2% to 12%. We are supporting these children (all KS1) with BLAST talk and language sessions and have asked for support from the EAL service to upskills staff expertise.
- We have also sourced an interpreter for our Polish families.
- 7 of the 17 ethnic groups are identified in school.
- The school has no gender difference between Boys 50% and Girls 50%.

- Overall absence, before Covid-19 was slightly above national at 5% (national 4%) with unauthorised absence higher at 3% (national 1%). Persistent absence was improving and reduced from 17% to be in line with national (9%) with SVP at 10% 2018/19. LA 13%. In terms of Persistent Absence, the groups most vulnerable to non-attendance are Autumn born children; and children eligible for FSM. These children are currently on a monitoring list and the school has developed a holistic approach to tackling the familial reasons for poor attendance, which had not improved historically over time in the school and is strategically linked to Early Help. .

IDSR: Absence: Summer 2021 and autumn 2020 absence:

- The rate of overall absence (3.7%) in summer 2021 was in the lowest 20% of schools with a similar level of deprivation.
- The rate of persistent absence (8.2%) in summer 2021 was in the lowest 20% of schools with a similar level of deprivation.
- Fixed term exclusions are in line with national at 1.28% (national 1.37%) and permanent exclusions are below national – 0%
- Since the beginning of the academic year 2018+, the new senior leadership team's ambitious intent for the curriculum is beginning to create an environment where the emotional and physical needs of all children are met and, as a result, are ready to learn. This is beginning to allow the curriculum focus on children's progression of knowledge and skills to develop. At the same time, leaders are also being mindful of efficient practices and teachers' workload. This is evidenced through the successful implementation of new initiatives, such as Pedagogy Protocols, use of WAGOLLS, use of rubrics, Anchor Charts, child-led reports and positive feedback in support staff's Trust questionnaire and the Learning without Limits questionnaire for teaching staff, Impact evidence and long table interview questionnaire Sept 2020 and monitoring activities across the curriculum.
- Outcomes are improving strongly since 18/19 – See FFT Dashboard for 2019/2020 and 2020/2021 TA and SAT papers national test internal unvalidated data sets. 2021/2022 data set shows strong, embedded improvement in RWM at KS2. Our Key Stage 2 SATs results for 2021/2022 were stronger with Reading outcomes well above national (16%+), Writing close to national (LA moderated) and Maths close to national.

Challenges

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

Challenge number	Detail of challenge
1	Challenges & barriers for parental engagement in reading at KS1 at home and reading for pleasure at home in KS2 (see reading surveys).
2	Narrowing the attainment gap across Reading, Writing for PPG & non-PPG
3	Attainment gap in children achieving Greater Depth in RWM
4	Attendance and Punctuality – Persistent Absence
5	Highly dysregulated behaviour for a very small number of children.
6	Percentage of children with SEND across the school is very high : SEN total: (number) 29%, EHCP: 5.1% (11 with 17 pending) - 29%
External barriers	

H	Types of opportunities to develop speech and communication can be limited. On entry to Reception, 24% of the cohort (7 children) had age appropriate speech and language knowledge and skills as demonstrated by the Wellcomm Screening Check. Children enter Reception well below ARE. Wellcomm screening programme assesses 62% (18) of children requiring referral to Speech & Language. Of those children who are in line with their chronological age for S&L, all 24% attended our school nursery. 76% of children are Amber and Red.
I	Attitudes towards attendance and punctuality changing but requires further cultural shift with PA families.
K	A number of Pupil Premium and non-PPG pupils are faced with difficult and complex home lives, which impact on academic achievement, self-esteem, self-confidence, resilience and mental health. Adverse Childhood Experiences.
L	Cultural capital deficit owing to low income and poverty (highest IDACI) and narrowed experiences of life outside of community. Pupils' experiences and knowledge of the world can be more limited and has the potential to impact on academic progress and attainment in all curriculum areas, especially schemas, vocabulary and reading comprehension (domain specific knowledge and words).
M	Engagement of Pupil Premium children in Blended Learning across school during school closures was sporadic with varying degrees of depth of engagement; impacting significantly on access to content and progress of these children. This is still being mitigated by School-Led Tuition and Academic Mentoring.

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
Attainment in Reading for PPG	<ul style="list-style-type: none"> Achieve at or close to national attainment in KS2 Reading and greater proportion of children attaining Higher Standard. 62% school target and 68% FFT50 of children are Secure at Age Related Expectations (ARE) as expressed in Learning Checkpoints - at the end of Year 1, Y2, Y4 and Y6 in Reading
Attainment in Writing	<ul style="list-style-type: none"> Achieve at or close to national attainment in KS2 Writing. 61% school target and 71% FFT50 of children are Secure at Age Related Expectations (ARE) as expressed in Learning Checkpoints in Writing. By 2022/23 ENGLISH outcomes at the end of KS2 are: 68% in Reading; 57% in Writing; 67% in GP&S By 2022/23 ENGLISH outcomes at the end of KS1 are: 61% in Reading and 54% in Writing
Attainment in Mathematics	<ul style="list-style-type: none"> Achieve at or close to national attainment in KS2 Maths. By 2022/23, 61% school target and 74% FFT50 of children are Secure at Age Related Expectations (ARE) at the end of Year 1 - Y6 in Mathematics as expressed by Learning Checkpoints By 2022/23 MATHS outcomes at the end of KS2 are 70% Expected+ By 2022/23 MATHS outcomes at the end of KS1 are 61% Expected +

Greater Depth in writing	Achieve close to national average for greater depth in RWM <ul style="list-style-type: none"> By 2022/23, at least 57%+ achieve the expected national standards in Combined English and Maths SATs tests at KS2 and 52%+ at KS1.
Other	Ensure attendance of disadvantaged pupils is above 95+%
Improved attitudes to learning	Reduction of yellow / red cards behavioural incidents on CPomms Learning without Limits KS2 pupil questionnaire Actively engage parents with school developments and curriculum using SVP App, SeeSaw, website, presentations of learning and newsletters and continue to use interactive education programmes for school extension work and Home Learning e.g. TT Rock Stars, Numbots, Spelling Frame; Reading Plus, and Nessy.

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: £27,998

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensure Learning Coaches are deployed in all classes to reduce the ratio in classes and extend one Learning Coach and use an Academic Mentor for upper KS2.</i></p> <p>1 x Learning Coach 25.5 hours £14,089 L2</p> <p>£3,200 S@A training</p>	<p>EEF(+3) and TA interventions EEF (+4)</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 student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 5 & 6 cohort and have identified that increasing pupil: teacher ratio will increase the amount of attention each child will receive.</p>	2,3, 5 & 6
<p><i>Teacher to access CPD for inclusive Expert Teaching and Deeper Instruction via LabClassrooms project and Spirals of Inquiry</i></p>	<p>The Sutton Trust Report (2011) states that, ensuring an effective teacher/s in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful</p>	2, 3, 6

<p><i>school based research on Oracy (Supply costs of release for staff members)</i></p> <p><i>Staff CPD: £8,200 Whole Ed; LabClassrooms: £2,500</i></p>	<p><i>school and should rightly be top priority for any Pupil Premium spend</i></p> <p>EEF guide to pupil premium – tiered approach – Quality First teaching is the top priority, including CPD.</p> <p>We have a rigorous and well planned 3 year strategy for improving the quality of teaching and education at SVP. This requires significant support at all levels to further improve pedagogy and assessment.</p> <p>Metacognition and self-regulation approaches aim to help pupils to think about their learning more explicitly.</p> <p><i>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies can be particularly effective for low-achieving and older pupils. Education Endowment Foundation</i></p> <p>This approach involves engaging children with meta-cognition and child engaged assessment / self-regulation EEF (+7) and Feedback EEF (+6)</p> <p><i>The type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment. The quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective development of teachers through training has been found to have a positive impact. Education Endowment Foundation</i></p>	
--	---	--

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

Budgeted cost: £ 45,734

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School Led Tutoring (first £12,600 NTP funded)</i></p> <p><i>61 children were allocated hours for school led tutoring 2021/22</i></p> <p><i>20 children per term to receive bridging gaps / catch up provision from NTP</i></p> <p><i>13.5 hours per week hours @ 900 hours of tuition x 3 sessions per week after school</i></p> <p><i>£12,600 from NTP and £3,150 from SVP Recovery premium</i></p>	<p>EEF (+4)</p> <p><i>‘Closing the Attainment Gap’ report states that, targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Education Endowment Foundation</i></p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher 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.</p> <p>Having analysed our cohorts we have identified that the Year 1, Year 2 and Year 3 cohorts need support to address gaps in RW as they have been most impacted by two lockdowns, due the proportionate amount of time in school lost vis-à-vis chronological age in their formative years. We have identified the children in most need first and ensured they receive 15 x hours of tuition as additionality, after school in Term 1 & 2 using Little Wandle catch Up programme with trained staff.</p> <p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher 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.</p>	<p>2,3 & 6</p> <p>2, 3 & 6</p>

<p><i>Academic Mentoring</i> First £18,093 funded from AM grant with on costs met by catch up premium</p> <p>£5,891 Resources: £6,000</p>	<p>We have also identified the Years 4, 5 & 6 cohort as needing intervention and therefore will access Academic Mentoring support but will approach this within a <u>Mastery Learning</u> context as this is one of EEF highest effects (+6). Academic mentoring will involve some precision teaching, scaffolded work in class to avoid unintended segregation from class based learning and targeted intervention, contingent upon assessment and progress.</p> <p>EEF (+6) <i>‘Closing the Attainment Gap’ states that what happens in the classroom makes the biggest difference and improving teacher quality leads to greater improvements at lower cost than structural changes. Education Endowment Foundation</i></p>	
---	--	--

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

Budgeted cost: £ 110,849

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Expeditionary curriculum coordinator to work to design field work and experts as part of expeditionary projects; and Lead Learning Mentor to work with vulnerable families and improve parental engagement (Family club, community events etc, family learning projects etc.)</i></p> <p>To subsidise Outward Bound in upper KS2 and introduce OPAL</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of 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 and engagement e.g. SeeSaw and Apps • general approaches which encourage parents to support their children e.g. reading and home learning making use of algorithmic learning Apps ; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis via TAF and Early Help. <p><i>“One measure of poverty is how little you have. Another is how difficult you find it to take advantage of what others try to give you.” (Michael Lewis, 2021)</i></p>	<p>1, 2 & 3</p> <p>4</p>

<p>Play programme from January 2023. £49,007</p> <p><i>Attendance Officer and Early Help Learning Mentor appointed to lead attendance strategy and to analyse attendance and contact low attenders and support families to raise attendance / punctuality.</i></p> <p><i>Attendance Officer / learning Mentor L2</i> £22,000</p> <p><i>Improve KS2 book stock by creating school KS2 library and Libresoft system to enhance vocabulary and knowledge schema & RfP</i></p> <p><i>Develop Reading culture with high</i></p>	<p>Outdoor learning has been shown to build self-esteem and health, as well as increasing cultural capital. We are therefore investing in OPAL play from January 2023, aligning our PPG with PE premium funding.</p> <p><i>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes, such as self-confidence. The evidence suggests that the impact is greater for more vulnerable pupils.</i> Education Endowment Foundation</p> <p>SSF states that, in some cases, schools will need to address absences directly, whilst sensitively exploring parents' and pupils' concerns that may be inhibiting school attendance. Helping pupils re-engage with school—feeling safe and ready to learn—will be at the forefront of school leaders' plans.</p> <p>Advice from the <u>National Strategies</u> (hosted on the National Archives) says that:</p> <p><i>The links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years.</i></p> <p>The Department for Education (DfE) published research in 2016 which found that: <i>The higher the overall absence rate across Key Stage 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.</i></p> <p>EEF (+6) Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies</p> <p>EEF (+6) There are some indications that approaches involving digital technology can be successful in improving reading comprehension (although there</p>	
--	---	--

<p><i>quality fiction and non-fiction.</i> <i>Develop Reading Spine of Anchor texts, Class Readers and resource</i> <i>Promote reading for pleasure, knowledge for staff and families on high quality texts</i> <i>£17,000</i></p> <p><i>Use Reading Plus to support reading comprehension strategies</i> <i>£8000</i></p>	<p>are relatively few studies in this area), particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills</p>	
<p><i>Lead Learning Mentor and Mental Health Lead to support children who are having difficulty accessing learning through behavioural barriers, using the Zones of Regulations, DETSY and Mighty Mo approach to support regulation of behaviours.</i> <i>Introduce SEMH Tiered Strategy 2021/22 using Learning Coaches, Trauma Informed practice and ACE's.</i> <i>£2,000</i></p> <p><i>Art Club; Expeditionary Curriculum Co-ordinator role and staff CPD on Art and Design with becky Barnett.</i> <i>£12,839</i></p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p> <p><i>On average, social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school. Education Endowment Foundation</i></p> <p><i>Enriching education has intrinsic benefits (sometimes referred to as "arts for arts sake"). All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means (e.g improving Maths by playing Chess; develop children's character(e.g., their motivation or resilience); or pursue wider goals because these are</i></p>	<p>4 and 5</p>

<i>held to be important.</i> Education Endowment Foundation		
EEF (+3) Arts participation for Music and art club		
Breakfast Club / Sensory circuit	1,200	
TT Rockstars	168	
	2,325	
Music Tuition	6,646	
Funded Y3, Y4, Y5 & Y6 Outdoor Activities		
Art Club with Art & Design CPD	2,500	
Contingency	2,500	

Total budgeted cost: £ 184,581 - Based on our experiences and those of similar schools to ours, we All have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.

I am more than a number

“**Don’t call me disadvantaged, I’m Alisa**, and to clarify I may be *presently* experiencing disadvantage or have a *legacy* of disadvantage, but it **has not, does not and will not define me**. I am Alisa, I don’t need a label I need equity... to be offered the *supported* opportunity and *high* expectations that allow me to take control of my life; to have the agency to choose what I do, where I go, with whom, when.... I do not need you to collude with me, or pity me, I need you to *notice me, know me, to teach me, to support me* to step forward, not backward. I need you to give me what I need (*deserve*)... and one more thing, I may appear less ambitious than others, I’m not, but I have experienced less opportunity and this can erode what I believe is possible.”

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.

Our outcomes 2021/22 at the end of KS2 show that our children with PPG attained above national PPG for expected outcomes in RWM at the end of KS2. The Progress (Scaled score) was also in line with national PPG. This is an ongoing, improved picture over the past 4 years.

However, we remain steadfast in aiming for better than national comparing PPG performance and we will continue to plan for excellence by being forensic at Pupil Progress Meetings and always aiming for attainment and not relying only on progress.

Gap Measure 2020/21 and 2021/22

Our average Scaled Score Gap across Y1-Y6 between PPG and non-PPG in RWM Combined in 20/21 was 0.5% and in 21/22 it was 0.7%. There is therefore very little differential between the scaled score difference of PPG and Non-PPG in our school.

Outcomes 2021/2022

Good Level of Development: 46% (PPG 14% GLD)

Phonics Assessment: Year 1 (70%) PPG 69%, Non-PPG 70% (Cohort:84% Disaggregated 2 x EHCP and 2x EAL)

End of KS1: Reading: Cohort 53%, 40%PPG, 80%Non-PPG

Writing: Cohort 53%, 40%PPG, 80% Non-PP

Maths: Cohort 67% 35% PPG, 80% Non-PPG

RWM Combined: 30% PPG, 70% Non-PPG

Our gap between PPG and Non-PPG is high at the end of KS1 in a cohort with 20/30 disadvantage children. Covid exacerbated the impact we have as a school on accumulating advantage and narrowing gaps between PPG and Non-PPG children. This wide gap makes us restless to do more as a school, and the children in Y3 are being supported with School-Led Tutoring as additional time for learning 3.30-4.15pm x 3 sessions, as well as very robust quality first teaching. In Y4, they will access Academic Mentoring. We believe that, given more time, the gap will be reduced and our disadvantaged children in this cohort will meet national expectations at the end of KS2.

End of KS2:

Reading: Cohort 90%, 89%PPG, 91% Non-PPG

Writing Cohort 63%, 63%PPG, 55% Non-PPG

Maths Cohort 67%, 68%PPG, 64%Non-PPG

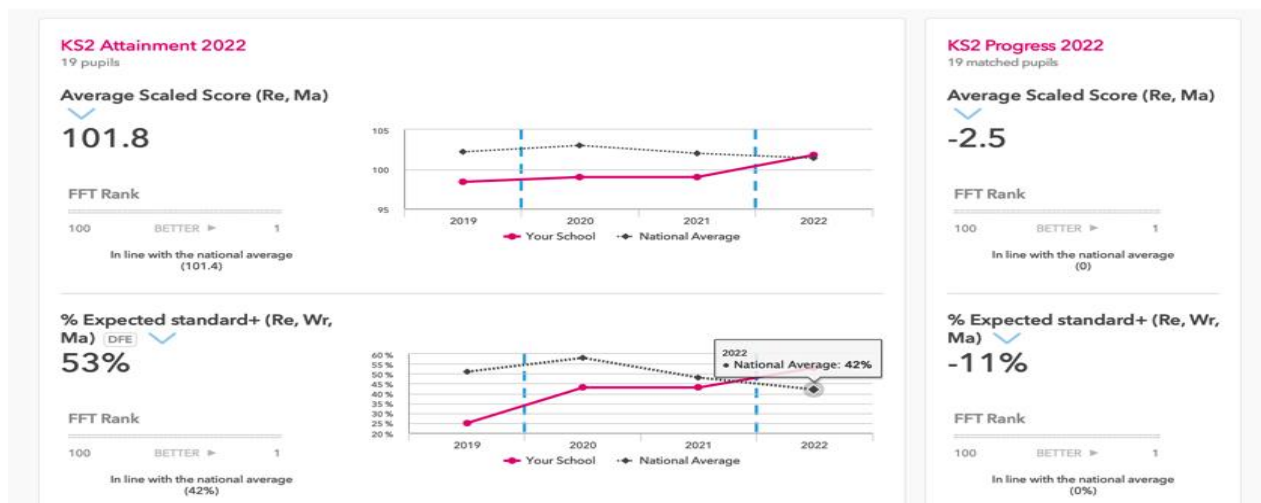
In 2022 KS2, our PPG children attained higher than Non-PPG in Writing and Maths and were almost the same in Reading (2% difference).

53% of our disadvantaged pupils achieved age related expectations in reading, writing and maths and 55% Non-PPG.

Our gap between Non-PPG nationally and SVP Disadvantaged is 12% for RWM Combined.

In Scaled Score, our Disadvantage children are above national by 0.4% in Reading and Maths.

In RWM Combined at Expected Standard, our % of Disadvantage children are above national by 11%. (National 42%, SVP 53%)



The aim at SVP is for **all** pupils, whatever their needs and starting points, to attain well and we know many of our non-pupil premium pupils still need extra support.

We responded quickly after school closures, providing the lowest 20% in Y1, 2, and 3 with high quality school-led tuition in reading & spelling through the National Tutoring Programme. We also employed an academic mentor to support disadvantaged pupils in reading, writing and maths in Y5 and our Y6. Teachers also ran Early Bird and after school sessions for identified pupils. We strongly believe results show that without daily face-to-face teaching and the immediate intervention provided by our skilled teachers and support staff within lessons, our pupil premium pupils would have fallen further behind their peers.

Our attendance in 2021/22 was lower than in the preceding 2 years. The overall 2021/22 attendance for the school from September 2021 until July 21st 2022 was 93.8%. PPG attendance

was 92.7%, so a small variance of 1.1% between PPG and non-PPG. Our FFT Attendance Tracker Data shows that none of our children who are PA are Pupil Premium. This improved from 2020/21 where 65% of our PA children were PPG (19/29 children). The variance in attendance in 2020/21 between PPG and non-PPG was 0.8% : PPG 95.4% and non-PPG 96.2%

Our IDSR Absence profile is: Summer 2021 and autumn 2020 absence

- The rate of overall absence (3.7%) in summer 2021 was in the **lowest** 20% of schools with a similar level of deprivation. *There is nothing significant or exceptional to highlight for overall absence compared to schools with a similar level of deprivation in autumn 2020, therefore no conclusions can be drawn from this data.*
- The rate of persistent absence (8.2%) in summer 2021 was in the **lowest** 20% of schools with a similar level of deprivation.

At SVP, we always aim to provide exceptional pastoral support to pupils and families and all our staff are completely committed to the community. We all hold our families in very high regard and staff try to develop ‘conversations,’ and a sense of belonging rather than expecting all families to behave in the same way. We rarely say no because it is just the right thing to do

Participation % in our Reading Rocketeers Catch Up Premium NTP programme 2021/22 included:

Y1 PPG receiving RR was 100% of the PPG group eligible

Y2 PPG receiving RR was 60% of the PPG group eligible

Y3 PPG receiving RR 100% of the PPG group eligible

Y4 PPG receiving RR 98% of the PPG group eligible

School Led Tutoring in 2021/22 amounted to 1,948 hours and catch up premium hours. This was in excess of the required 15 hours. Some children received 40+ hours due to need and gaps.

37 children received School Led reading intervention from Y1 to Y4 and Y4 and Y5 x 24 children received maths intervention from Y5 and Y6 2021/22.

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
Reading Plus	Reading Plus
White Rose Maths	White Rose Hub
Vocabulary Ninja	VN
Charanga Music	Charanga

Spelling Frame	Spelling Frame
Little Wandle	LW teaching Hub

Further information (optional)

Our strategy for *all* our educationally disadvantaged pupils is based on three key principles: We focus on:

- The vital importance of an **open and enthusiastic culture and positive relationships** (staff, pupils, parents, and the wider community)
- **The highest expectations** of all staff and pupils and a clear and shared understanding of what constitute high quality classroom practice through our use expectation, urgency, flexibility, formative evaluation, immediate intervention, challenge, support and high- quality adult-child interactions.
- **Leadership at *all* levels** – a clear and shared ambition for and understanding of the learning needs of our disadvantaged pupils and collective responsibility for raising standards of teaching and learning and outcomes across the whole school community.

School leaders work hard to ensure that activities focus on controllable factors – we focus on the **main thing - teaching and learning** - because we know what goes on in the classroom and in our interventions daily makes the biggest difference to the life chances of **all** our educationally disadvantaged pupils. We are also a restless school; we focus on fewer things and aim to do everything well. We are constantly looking to refine and improve our current practice, looking inwards to secure wise development and outwards for the next school improvement strategy backed by research and linked to our current priorities.

Additional activity

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

- embedding more effective practice around formative feedback as part of our Child Engaged assessment model. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead 2023+](#). The training we will select will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration, i.e., working with Vibe for our family Club, a Christmas 2022 and Easter 2023 HAF programme with ForHousing, OPAL play programme starting Jan 2023. Activities focus on building life skills such as confidence, collaboration, decision-making, creativity, imagination, resilience, and socialising.
 - Sports Mark – disadvantaged pupils are positively encouraged and targeted for all sports participation

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken last year had not had the degree of impact that we might expect. This is in the main, due to requiring time for outcome to match output and strategy.

We triangulate evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils.

We look at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We use MITA as a strategy for deploying TA's known as Learning Coaches in our school.

We use the [EEF's implementation guidance](#) to help us refine our strategy and will evaluate its place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Finally, as a school, we will focus on keeping things **simple, effective, and enjoyable** for us all. We will constantly evaluate and refine our practices and approaches and we will do everything we can to improve the life chances of all our pupils through focusing on what we know makes the biggest difference to our pupils: working together to improve the quality of teaching, learning and support daily.