

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Spalding Monkshouse Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	55 (13%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sue Goodsell
Pupil premium lead	Sue Goodsell
Governor / Trustee lead	Alistair Main

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96753
Recovery premium funding allocation this academic year	£0
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	£96753

Part A: Pupil premium strategy plan

Statement of intent

At Monkshouse Primary School, our intention is that all pupils, irrespective of their background, or the challenges they face, make good progress and achieve well across all subject areas. When making decisions about using Pupil Premium our aim is to ensure that our disadvantaged pupils also achieve this goal. The ultimate aim being that the attainment gap between disadvantaged and non-disadvantaged pupils is diminished.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. These may include: less support at home; weak language and communication skills; lack of confidence; poor attendance and issues around behaviour. The challenges are varied and there is no “one size fits all”. Our approach is responsive to the common challenges we experience and individual needs

High quality teaching and support is at the core of our provision. 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. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work they are set.
- Act early to intervene at the point the need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes, raising expectations of what they need.

We acknowledge that we are still experiencing some impact from lost learning during the Covid pandemic. This is reflected in targeted intervention support for pupils whose education was most affected, including non-disadvantaged pupils. Our data analysis shows that our writing was the most affected and remains a major focus.

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through rigorous analysis of data. Class teachers will identify, through class pupil premium information, specific intervention and support for pupils which will be reviewed termly. We will act promptly upon this information to address the issues identified. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access quality provision from appropriately trained adults. Strategies may change dependent upon the developing needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	We have experienced a drop in writing standards across the school and there is a wider gap between pupil premium and non-

	pupil premium children, compared to maths and reading. This is more apparent in KS1.
2	A low baseline in oral communication and literacy including increasing numbers entering EYFS as non-verbal.
3	Low attainment on entry to EYFS.
4	Due to poorer progress outcomes in Year 1, the Year 2 children are entering the final year of KS1 with a low prior attainment in reading.
5	An increasing number of children are presenting with emotional or social difficulties which are impacting upon mental health and attendance.
6	A difference in attendance between non-PP pupils and those who are disadvantaged..
7	Pupils from disadvantaged backgrounds unable to afford some wider opportunities where there is a cost involved.
8	Children need to develop strategies to become independent and self-reflective learners.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>1 Close the gap in writing and phonics.</i>	<p>At least 72% of children achieve the expected standard in KS2 writing outcomes. At least 70% to achieve the expected writing outcome at the end of KS1. In Years 2, and 5 the PP children make progress that is at least in line with their non-disadvantaged peers for writing.</p> <p>Improve the number of disadvantaged pupils achieving the threshold in the phonics screening (Year 1 and Year 2) and sustain the current above national achievement.</p> <p>A greater proportion of the PP children will achieve the required reading outcomes at the end of KS1</p>
2 Improved oral language skills and spoken vocabulary	Assessments and observations indicate improved oral language skills, ELG and vocabulary from Nursery through to Year 2.
3 Sustain/improve attainment in EYFS to remain close/at national attainment GLD	While attainment was at the national this year the focus needs to be on maintaining

	or improving this. This requires a specific attention upon on the area identified above.
<i>4 Improved outcomes for reading in KS1.</i>	A greater proportion of the PP children will achieve the required reading outcomes at the end of KS1.
5 Improved levels of wellbeing demonstrated by pupils.	Continued and effective use of the emotional check-in boards and deployment of the ELSA trained staff maintain high levels of well-being demonstrated by pupil voice interviews, lesson observation, engagement in lessons and achievement. Participation in enrichment activities enhances pupils' learning opportunities and engagement. Assessment of progress to come from pupil voice and from ELSA support feedback.
6 To improve attendance amongst disadvantaged pupils.	To aim for all pupils at the school to reach 95% attendance. Specifically, to focus upon getting PP attendance to 95% and addressing persistent absence in PP pupils.
7 Improve cultural and childhood experiences for all pupils across the school.	Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. A wide range of free (or very low cost) extra curricular activities are available to all pupils.
8 Pupils are more resilient, self-reflective and independent through the implementation of metacognition strategies.	Assessments and observations indicate improved resilience, self-reflection and independence amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence including: engagement in lessons, book scrutinies and ongoing formative assessment.

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: £18500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Intended outcome 1</u></p> <p><i>High quality CPD to develop staff's QFT.</i></p> <p><i>Embed the new phonics programme and identify CPD for subject lead to cascade to staff.</i></p> <p><i>Allow opportunities for enhanced training with the subject leader.</i></p> <p><i>If needed identified staff benefit from coaching in this area from the subject leader.</i></p> <p><i>In some year groups reduce the teaching group number to increase the adult to child ratio.</i></p> <p><i>High quality CPD linked to metacognitive strategies to enable all staff to implement a consistent approach.</i></p> <p><i>Increase volume of key visitors (poets/authors) to enrich the curriculum</i></p>	<p>High quality staff CPD is essential to follow EEF principles to ensure that the highest quality QFT is achieved for all children.</p> <p>EEF shows that effective phonics strategies can add four months progress and can have a strong impact upon reading ability- particularly for pupil premium pupils.</p> <p>Phonics intervention evidence EEF</p> <p>Sutton Trust has found that effects of high quality teaching are especially significant for pupils from disadvantages backgrounds. By effective use of high quality teaching this will diminish the difference between those disadvantaged children.</p> <p>Evidence across a range of sources indicated that language rich environments promote good outcomes.</p> <p>DfE Role of language in educational outcomes</p> <p>There is good evidence from the EEF that small groups can have a high impact upon attainment. While the cost can be high, if targeted to the most vulnerable the gap can be narrowed significantly.</p>	1

<p><i>and inspire the children.</i></p> <p><i>Robust and rigorous evaluation of the impact at regular checkpoints.</i></p> <p><i>With subject leaders, develop a consistent approach to selecting the vocabulary that is explicitly taught-whole school word lists.</i></p> <p><i>(Cost of release time £2000)</i></p>	<p><u>Metagognition EEF findings</u></p>	
<p><u>Intended outcome 2</u></p> <p><i>Development of vocabulary rich learning environments in each classroom including specific vocabulary working walls.</i></p> <p><i>Vocabulary progression document to be developed for each topic by subject leaders.</i></p> <p><i>Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication in all subjects.</i></p> <p><i>Continue to develop Drawing and Writing Club and Tales Toolkit.</i></p> <p><i>Regular opportunities for all learners to</i></p>	<p>There is a strong evidence base that suggests that oral interventions and high quality classroom discussions have a high impact on reading (EEF). Education Policy institute states that pupils in Early Years can have a gap of 4.8 months compared with their peers in Lincolnshire which can increase to 11.6 months by the time they leave.</p> <p>Evidence across a range of sources indicated that language rich environments promote good outcomes.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading</p> <p>The EEF makes clear that targeted oracy interventions can have high impact upon the most vulnerable. Up to 6 months progress can be made with purposeful speaking and listening activities.</p> <p><u>Oracy findings. EEF.</u></p>	<p>2</p>

<p>present perform and collaborate.</p> <p>FlashAcademy license to improve the provision for early language (EAL) learners.</p>	<p>DfE Role of language in educational outcomes</p> <p>Oral language interventions</p>	
<p><u>Intended outcome 3</u></p> <p><i>Specific EYFS SENDCO employed for one day a week due to significant number of children presenting with complex needs.</i></p> <p><i>Review of EYFS provision in the light of refurbishment of Early Years area.</i></p> <p><i>Appointment of an additional adult to support and reduce children to adult ratios and enhance the teaching and learning offer.</i> (Cost £11500)</p> <p><i>See Intended Outcome 2 for Communication and Language support for Early Years Children.</i></p>	<p>There is good evidence from the EEF that small tutor groups can have a high impact upon attainment. While the cost can be high, if targeted to the most vulnerable the gap can be narrowed significantly.</p> <p>A significant number of children are presenting with complex needs which generates a large amount of paperwork to obtain the EHCPs that access support from outside agencies. This coordination requires specialist knowledge of EYFS framework and people directly involved with these children. Research from the Education Policy Institute highlights that the disadvantage gap is already high by the age of 5. With early intervention in the Early Years this gap can be prevented from widening. Both Early Years interventions early language interventions can add up to 5 months progress.</p> <p>The DfE and Ofsted highlight that in the most deprived areas, 2/5 of children at the age of five do not have the essential skills needed. High quality language skills are key and this should not be seen as separate from play.</p>	3
<p><u>Intended outcome 4</u></p> <p><i>Effective teaching of reading is in place across the school which impacts upon the achievement of disadvantaged children.</i></p> <p><i>Embed a rigorous and sequential approach</i></p>	<p>There is good evidence from the EEF that small groups can have a high impact upon attainment. While the cost can be high, if targeted to the most vulnerable the gap can be narrowed significantly.</p> <p>Sutton Trust has found that effects of high quality teaching are especially significant for pupils from disadvantages backgrounds. By effective use of high quality teaching this will diminish the</p>	

<p><i>to reading across the school that features explicit teaching of reading skills.</i></p> <p><i>New staff CPD in approach to reading with year group partner and subject lead.</i></p> <p><i>If needed identified staff have access to coaching with the subject leader.</i></p> <p><i>Whole staff training on the delivery of chosen validated phonics scheme.</i></p> <p><i>Auditing the reading books to ensure that they are closely linked to phase of phonics being covered.</i></p> <p><i>Pupils will be assessed in phonics and placed in groups where there is a low ratio of children to adults.</i></p> <p><i>Lowest 20% of readers to be identified and focussed upon in daily reading.</i></p> <p><i>Regular formative assessment of reading attainment to address gaps.</i></p> <p><i>Reading attainment is assessed at each checkpoint and gaps are addressed quickly and effectively.</i></p> <p><i>Additional adults are employed to support</i></p>	<p>difference between those disadvantaged children.</p> <p><u>Sutton trust report "What makes great teaching"</u></p> <p>Sequential approaches to reading that teach the children to use strategies for developing and monitoring their writing is seen as critical to high attainment. The EEF suggests focus on explicitly teaching the reading skills and mapping this so they can practise the strategies regularly has high impact upon reading outcomes.</p> <p><u>EEF guidance on improving Literacy in KS1</u></p> <p><u>EEF guidance on improving Literacy in KS2</u></p>	
---	--	--

<i>teaching in focussed small groups/individuals.</i>		
<u>Intended Outcome 5</u> <i>Release time for a specialist teacher to continue provision for mindfulness.</i> <i>(Cost £3000)</i>	<p>There is a great deal of evidence to suggest that non-cognitive skills are just as important as cognitive in determining academic results. Recent studies have suggested that programmes aimed at improving well-being and pupils' resilience has a significant impact on achievement.</p> <p>There is extensive evidence associating childhood emotional and social skill with improved performance in later life (EEF).</p> <p>EEF Healthy Minds study</p> <p>Evidence shows that bereavement in vulnerable families has a huge impact on their ability to engage in lessons. Our own evidence indicates that our targeted intervention allows the children to return to class settled and engaged in learning.</p>	5
<u>Intended outcome 7</u> <i>Valuable cultural experiences to be plotted across the school to ensure that they are appropriate and not repetitive.</i> <i>(Cost £3000)</i>	<p>Many of our most vulnerable children have limited life experiences due to their socio-economic position. Visits to museums, galleries or other culturally important places are not always part of their family lives. Furthermore, many of the most vulnerable are unable to afford the additional costs of school trips which would allow them to experience what their peers often do. The EEF shows clear evidence that there is an impact upon life skills and therefore upon academic aspiration and attainment.</p> <p>EEF enrichment evidence.</p>	7
<u>Intended outcome 8</u> <i>Metacognition training for all staff.</i>	<p>Evidence shows that metacognition strategies- which get children to think about their own learning- can be worth the equivalent of 7 months progress when used well.</p>	8

<p><i>Pupil voice time to assess the impact of the strategy.</i></p> <p><i>All staff to have input into how the strategy is applied across school.</i></p> <p><i>(Cost £2000)</i></p>	<p><u>Metacognition and the impact upon attainment EEF</u></p>	
--	--	--

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

Budgeted cost: £ 65591.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i><u>Intended Outcome 1</u></i></p> <p><i>In some year groups reduce the teaching group number to increase the adult to child ratio using a qualified teacher.</i></p> <p><i>Qualified teachers to be employed for 2 days a week to target interventions for PP children. (£226591.23)</i></p> <p><i>Small group support using Drawing for Talking club.</i></p>	<p>There is good evidence from the EEF that small groups can have a high impact upon attainment. While the cost can be high, if targeted to the most vulnerable the gap can be narrowed significantly.</p> <p>There is strong evidence to suggest that drawing and talking has a high impact on learners who have had disruptions in their development. This can then lead to better oracy skills and their ability to engage in lessons effectively.</p> <p><u>Drawing and talking in education.</u></p> <p>The EEF shows that effective phonics strategies can add up to 5 months progress and strong impact upon the reading ability, especially for disadvantaged children. Our approach will be to run small, targeted groups, requiring more adults to reduce the child to adult ratio.</p> <p><u>High impact phonics EEF</u></p>	1
<p><i><u>Intended Outcome 2</u></i></p> <p><i>Additional support by qualified staff in Speech, Language and</i></p>	<p>The DfE and Ofsted highlight that in the most deprived areas, 2/5 of children at the age of five do not have the essential skills needed. High quality language skills are key and this should not be seen as separate from play.</p>	2

<p>Communication from Nursery through to Year 1.</p> <p>Qualified Elklan specialist to provide support for those behind with speech and language include those with EAL. (Costs £4000)</p> <p>Qualified specialists trained in the WellComm system to develop the vocabulary for those with delayed language skills.</p>	<p>Many primary school children have unidentified or unaddressed speech and language difficulties. Specialist intervention can help turn this around.</p> <p>EEF Communication and language approaches</p> <p>WellComm</p> <p>Elklan2</p> <p>Sutton Trust has found that effects of high quality teaching are especially significant for pupils from disadvantages backgrounds. By effective use of high quality teaching this will diminish the difference between those disadvantaged children.</p> <p>Pre-planned and immediate scooping can be facilitated according to need. Results from EEF trials prove that effects of TA led intervention is broadly positive.</p> <p>We have invested heavily in additional staffing. Using a range of interventions and high quality support to target the most vulnerable.</p>	
<p><u>Intended outcome 3</u></p> <p>Additional staffing to provide small group intervention/support for communication and language.</p>	<p>There is good evidence from the EEF that small groups can have a high impact upon attainment. While the cost can be high, if targeted to the most vulnerable the gap can be narrowed significantly.</p>	<p>3</p>
<p><u>Intended outcome 4</u></p> <p>Additional reading support for individual/small group reading.</p> <p>AF- 3 days (£12000)</p> <p>EB- 10 hours. (£7000)</p>	<p>Sequential approaches to reading that teach the children to use strategies for developing and monitoring their writing is seen as critical to high attainment. The EEF suggests focus on explicitly teaching the reading skills and mapping this so they can practise the strategies regularly has high impact upon reading outcomes.</p> <p>EEF guidance on improving Literacy in KS1</p>	<p>4</p>

Target the bottom 20% of cohorts to provide additional 1-2-1 reading opportunities.	EEF guidance on improving Literacy in KS2	
<u>Intended outcome 5</u> Sustain the employment of our ELSA and mental health first aider. (Cost £15000) Release time for a specialist teacher to continue provision for mindfulness. (Costed above) Sustain provision for bereavement counselling including drawing and talking.	<p>There is a great deal of evidence to suggest that non-cognitive skills are just as important as cognitive in determining academic results. Recent studies have suggested that programmes aimed at improving well-being and pupils' resilience has a significant impact on achievement.</p> <p>EEF Healthy Minds study</p>	5

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

Budgeted cost: £13662.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Intended outcome 1</u> Audit of reading books and purchase new ones to support the new phonics scheme and support of reading provision. (Cost £800) Improvement of phonics books in school. (£2600.46)	<p>This guidance report includes a number of practical examples of technology being used in ways which support improved teaching (e.g., by increasing the accuracy of teacher assessment) or improve pupil learning (e.g. by increasing the quality and quantity of pupil practice).</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Sequential approaches to reading that teach the children to use strategies for developing and monitoring their writing</p>	1

<p>Provide additional technology for classrooms to ensure the most vulnerable pupils have access to high quality ICT equipment. (Cost £2000)</p> <p>Purchase of reading scanning pens to help with those who on the dyslexic spectrum (£1000)</p>	<p>is seen as critical to high attainment. The EEF suggests focus on explicitly teaching the reading skills and mapping this so they can practise the strategies regularly has high impact upon reading outcomes.</p> <p>EEF guidance on improving Literacy in KS1</p> <p>EEF guidance on improving Literacy in KS2</p> <p>High quality, systematic approaches to phonics have a high impact upon attainment (up to 5 months). To ensure that targeted groups to match the child's level of skill can be maintained, enough books need to be available based upon our new scheme.</p> <p>EEF guidance on how to maximise impact of phonics.</p>	
<p><u>Intended outcome 2</u></p> <p>Year 1 and extension of EYFS area to facilitate continuous provision.</p> <p>FlashAcademy license to improve the provision for early language (EAL) learners. (Cost - £2500)</p>	<p>Continuous provision, allowing children to learn as they play, develops their oracy and attainment. Our EYFS areas will be redeveloped to reflect this requiring significant investment in resources.</p> <p>Oral language interventions (EEF)</p> <p>Evidence across a range of sources indicated that language rich environments promote good outcomes.</p> <p>DfE Role of language in educational outcomes</p> <p>The EEF makes clear that targeted oracy interventions can have high impact upon the most vulnerable. U to 6 months progress can be made with purposeful speaking and listening activities.</p> <p>Oracy findings, EEF.</p>	2
<p><u>Intended outcome 6</u></p>	<p>Research shows a clear link between school attendance and attainment. This</p>	6

<p>Improving school attendance following the DfE advice link. Member of staff focussed on attendance (analysis of data, identifying at risk pupils and first day phone calls). (Cost £600)</p> <p>Early help set up as required.</p> <p>Letters home to parents for identified children.</p> <p>FSW and attendance lead to monitor.</p> <p>Headteacher aware of attendance trends and issues. Weekly reports analysed and acted upon.</p> <p>Free breakfast club to support punctuality. (Cost – see below)</p>	<p>was further demonstrated by the impact of Covid upon pupils' attainment during lockdown.</p> <p>Rapid and targeted interventions are required to reduce the number of pupils who are absent unnecessarily so that they are attending school regularly.</p> <p>Our most vulnerable children in school have a slightly lower attendance rate than those of the non-PP children.</p> <p>EEF rapid attendance intervention evidence.</p>	
<p><u>Intended outcome 7</u></p> <p>Contingency fund for:</p> <p>Uniform, residentials.</p> <p>Enrichment.</p> <p>BAFTA</p> <p>(Cost £2762.06)</p> <p>Setting up a uniform swap shop for the most vulnerable families to ensure they children can be clothed on a budget.</p>	<p>Many of our most vulnerable children have limited life experiences due to their socio-economic position. Visits to museums, galleries or other culturally important places are not always part of their family lives. Furthermore, many of the most vulnerable are unable to afford the additional costs of school trips which would allow them to experience what their peers often do. The EEF shows clear evidence that there is an impact upon life skills and therefore upon academic aspiration and attainment.</p> <p>Furthermore, many of our most vulnerable families socio-economic position is worsening. In many households the recession is likely to raise unemployment, reducing further any spare money for non-essentials.</p> <p>EEF enrichment evidence.</p>	<p>7</p>

Total budgeted cost: £ £90,265

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.

In Summer '22 the Year 2 and 6 data was externally assessed via SATs. The national data for KS1 SATs was based upon the outcomes for 2019. This has not been adjusted to reflect the impact of COVID closures. The outcomes for other year groups is based upon internal assessment based on TA for writing and tests for maths and reading. The expectation in our school is that children should make at least 6 points on the ScholarPack system. We have 60 children in each year group.

	Boundary all pupils % expected and above	Boundary % disadvantaged expected and above	National all pupils % expected and above.
KS2 SPAG	88	90	72
KS2 Reading	85	80	74
KS2 Maths	80	80	71
KS2 Writing	69	70	69
KS2 RWM combined	61	70	59
KS1 Reading	73	64	75
KS1 Writing	60	55	69
KS1 Maths	77	73	76
KS1 RM	58	55	65

Reading	Points	% of children making expected or better progress.
Y1 (10)	5.2	60
Non PP	5.79	54
Y3 (5 SEND)	7	80
Non PP	6.44	81
Y4 (15/5 SEND)	7.2	71
Non PP	6.45	76
Y5	6.75	83
Non PP	7.08	81

Writing	Points	% of children making expected or better progress.
Y1	5.6	50
Non PP	5.83	65
Y3	6	60
Non PP	6	74
Y4 (15/5 SEND)	5.86	85
Non PP	6.4	73

Y5	6.25	50%
Non PP	6	63%

Maths	Points	% of children making expected or better progress.
Y1	6.4	80
Non PP	6.78	95
Y3	6.33	80
Non PP	6.72	72
Y4 (15/5 SEND)	7.46	77
Non PP	7.02	82
Y5	7.25	66
Non PP	7.11	92

Progress measures from KS1 to KS2 show that the pupil premium children compared favourably with their national peers. This despite the impact upon these pupils of school closure due to Covid.

Pupil Premium outcomes were also positive with pupils achieving broadly in line with their non-disadvantaged peers.

Our attainment for end of Key Stage 2 results for Pupil Premium children was in line with the school which nationally was also good.

Referring to the internal data above, our Pupil Premium children performed broadly in line with their peers. However, there are some specific areas in school in, especially in those entering Year 3, where the gap has not been narrowed. This is partially due to the Covid situation where parents found home learning difficult to manage, especially in writing, to the expected standards for the children's year group. These identified year groups were targeted for catch up support and will continue to be monitored and supported as a challenge to be addressed this year.

At the end of the year the overall outcomes were improved overall, putting us in line with national. 65% overall achieved the Early Learning Goal, 75% of PP children achieved this standard. Only one individual did not who had complex needs.

Phonics outcomes were also positive with 85% achieving the required standard with Pupil Premium children results broadly in line with them. In 21/22 we researched a range of synthetic phonics schemes and purchased Supersonic Friends. All staff were trained to deliver this and all staff are now equipped to support phonics across the Key Stages.

To further support our Maths learning we have purchased and embedded the use of TT Rockstars full scheme and Doodlemaths. This has had a very positive impact upon outcomes across the year groups. Maths has been further developed by implementing a bespoke calculation policy, informed by White Rose Maths. This has then been cascaded and used in all planning to allow the children to move from secure concrete concepts to abstract.

The appointment and deployment of a mental health first aider has had a very positive impact. It has allowed us to provide support on a needs driven basis. The gap between the PP and non-PP children has reduced by 2% however this remains on our agenda going forward.

Our specialist Speech and Language TA has completed their training and now the school is ELKLAN accredited. This support has assisted with the improved phonics outcomes and the achievement of the Early Learning Goals.

The additional hours have ensured that identified gaps are being addressed in all year groups, as evidenced by outcomes.

The contingency fund we put in place has allowed all children with limited funds to access the visits arranged by school. Parents have also been able to request support with uniform and at the end of the year this provision was enhanced with a uniform swap shop, making clothing available for free for these families.

--

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.