

## Hurst Hill 2021 – 2024

### Three Year Pupil Premium Strategy and Impact Statement.

This statement details our school's use of pupil premium (and recovery premium for the **2021 to 2024 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 previous year's spending of pupil premium had within our school.

#### School overview

Detail	Data 2023 - 2024
School name	Hurst Hill
Number of pupils in school 2021-2022 = 281 pupils. 2022– 2023 = 245 pupils	221 inc Nursery
Proportion (%) of pupil premium eligible pupils 2021-2022 = 47 pupils 2022-2023 = 58 pupils	23 % (47 students)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021 -2024
Date this statement was published	September 2021 / revised 6th November 2021/ Reviewed and updated October 2022 Reviewed and updated October 2023
Date on which it will be reviewed Reviewed March 2022, October 2022 Reviewed March 2023, October 2023	Next review: March 2024 and Sept 2024
Statement authorised by	Rebecca Keen

Pupil premium lead (Head of School)	Claire Johnson
Governor / Trustee lead	Mrs Downes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year & Recovery premium funding allocation this academic year	£ 90,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£90,210

## Part A: Pupil premium strategy plan

### Statement of intent

The pupil premium grant is provided by the Government and is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

The government has said that it's up to school leaders to decide how to spend pupil premium funding. This is because school leaders are best-placed to assess their pupils' needs and use funding to improve attainment. This strategy is broken down into three aspects because evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas: **teaching, academic support and wider approaches**. Hurst Hill follow the recommendations of <https://educationendowmentfoundation.org.uk/evidencesummaries/pupil-premium-guide/> and link elements of our actions to their research based approaches.

Hurst Hill Primary school is IDACI 3, situated in 20-30% of most deprived areas in the country (2021). Many children do not have opportunities to explore the wide range of real- world life experiences that less disadvantaged may receive. Pupil voice has revealed that aspirations are low, as is social mobility. Education is not perceived as a priority for some disadvantaged families. This echoes evidence from research conducted by the EEF, which confirms that children from disadvantaged backgrounds **generally face extra challenges in reaching their potential at school and often do not perform as well as their peers**.

**Hurst Hill Objectives:** Hurst Hill strives to facilitate engaging, challenging, creative and fun learning; we aim to broaden children's real-life experiences; to improve their confidence, vocabulary, resilience and sense of personal achievement. Staff aim to develop the wellbeing and maximise progress for every child, providing them with the foundations for successful attainment and smooth transition into secondary school. Consequently, opening career pathways for disadvantaged children to follow and achieve their dreams, and be the best possible version of themselves.

Attainment, progress, wellbeing and personalised care is at the heart of all pupil premium grant funding decisions made. By monitoring and developing positive relationships with our pupils, we target their individual needs. Senior leaders decide on the main issues preventing their pupils from succeeding at school and use the pupil premium to buy extra help in the context of:

- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Attendance clinics and attendance officers.
- Well-being check ins with children who need additional support.
- In class support, interventions and booster sessions Ensuring all children have quality reading materials at home in addition to school.
- Acting early to intervene at the point need is identified.
- Providing meet and great sessions and breakfast so that children are in a positive mind-set at the start of the school day.
- Quality CPD for all staff for specific target areas linked to the school improvement plan.
- Quality resources, schemes of work and assessments to support the National Curriculum and the new EYFS framework
- Effective modelling and teaching, which is monitored regularly by the senior leadership team.
- Exposing all children to a wider range of vocabulary and quality phonics.
- Providing extra-curricular activities / residentials and trips to venues they may otherwise never experience
- Providing meet and great sessions and breakfast so that children are in a positive mind-set at the start of the school day
- Well-being check ins with children who need additional support
- Acting early to intervene at the point need is identified
- In class support, interventions and booster sessions
- Attendance clinics and attendance officers

## Challenges

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

Challenge number	Detail of challenge
1	Evidence shows that writing attainment has declined across the school for disadvantaged children as independent writing has been the most complex aspect to facilitate during COVID lockdown.
2	Persistent absence of disadvantaged children is above national average at 37% (22 pupils)
3	Pupils enter school with poor language /phonics skills and some children have limited vocabulary. For the past three years, EYFS baselines have shown a decline in communication and language skills.
4	New phonics programme in place – maintaining and improving the impact and consistency in line with a systematic synthetic approach.
5	Pupil premium children do not have access to quality texts at home – many home reading books are not returned to school.
6	Some pupils' do not have access to transportation and funds to access wider experiences. This in turn has a negative impact on their ability to draw on real life experiences. This links to their limited vocabulary and consequently their writing.
7	43.33 of the current year 6 cohort are PP children and 37% are SEND The current year 5 cohort encompasses 23% pupil premium and 36% SEND

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current three year strategy plan** (September 2024) and how we will measure whether they have been achieved.

Intended outcome	Success criteria	Impact July 2022	Impact July 2023				Next Review July 2024
1. To improve the percentage of children achieving ARE for writing.	All children in KS2 will make at least expected progress in writing. This will be evident in end of year writing attainment. It will be evaluated during book monitoring, pupil progress meetings and through writing moderation with other schools.	English leader/SLT and MAT have moderated writing. All writing levels during MAT moderation were quality assured and the TRUST were in agreement with judgements. This was from EYFS – Year 6  39% of the whole school were at ARE. Reception, year 5 and year 6 exceeding 60% 5.5% of the school exceeding ARE progress. We are still currently below national	Year group	Number of PP pupils	Percentage making expected progress in writing - pp	Non PP	
			EYFS	9	100%	100%	
			1	12	33%	75%	
			2	7	86%	71%	
			3	5	40%	45%	
			4	7	43%	83%	
			5	13	31%	59%	
			6	13	62%	52%	
			Year group	Number of PP pupils	Percentage at expected standard for writing	Non PP	
			EYFS	9	44%	71%	
			1	12	25%	75%	
			2	7	57%	54%	
			3	5	40%	55%	
			4	7	43%	70%	
			5	13	15%	53%	
			6	13	31%	56%	

	By 2024 writing attainment will be in line with national.			
2. Attendance for Disadvantaged pupils will improve	<p>The attendance gap will be reduced by July</p> <p>2022 Current statistics are: PP 25% Non- PP 12% By 2024 the gap between disadvantaged and non-disadvantaged attendance will be narrowed by 10%</p>	<p>Whole school 94%</p> <p>PA 21% Ex Covid 14%</p> <p>PP Children 90%</p> <p>PA 38% Ex Covid 31% PP Non SEND 21% PP SEND 28%</p> <p>SEND 91% SEND EHCP PA 33% SEND Support PA 30%</p>	<p>Whole school 95% Whole school PA 17%</p> <p><b><u>PP Children 91%</u></b></p> <p>PA 37% (22 pupils out of 59) PP Non SEND 17% SEND 28%</p> <p>SEND 91% SEND EHCP PA 17% SEND Support PA 20%</p> <p>Overall: positive progress across the year. PP with SEND being the ongoing focus for 2023 2024.</p> <p>New Attendance policy to be launched Autumn 2023</p>	

3. To increase the % of children who can communicate in line with age relate expectations.	All children's knowledge of vocabulary will improve and this will be evident in: speaking and listening, reading and writing attainment. Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including	<p>Nursery - CL 78.1 Reception - CL 86.2</p> <p>Oracy – Ongoing – 100% of teachers' observations during the summer term on Iris demonstrated the promotion of Oracy.</p> <p>The Write Stuff – All working walls promoting the use of vocabulary. Books show the impact of the vocab thermometer.</p>	<table border="1" data-bbox="1122 151 1583 311"> <thead> <tr> <th>Nursery 2</th><th>Baseline</th><th>Autumn 2</th><th>Spring 1</th><th>Summer</th></tr> </thead> <tbody> <tr> <td>CL (communication and language)</td><td>50%</td><td>58%</td><td>60%</td><td>71%</td></tr> </tbody> </table> <table border="1" data-bbox="1122 375 1597 464"> <thead> <tr> <th>Reception</th><th>Baseline</th><th>Autumn 2</th><th>Spring</th><th>Summer</th></tr> </thead> <tbody> <tr> <td>CL</td><td>70%</td><td>70%</td><td>73%</td><td>73%</td></tr> </tbody> </table> <p>Pupils in Reception – two new pupils joined the cohort and we had 10 pupils who were cause for concern by Autumn 2 – by Summer 2023 we had 10 SEND children who struggled with CL.</p> <p>Oracy – positive feedback during the Oracy audit Summer 2023. This is continuing into 2024</p> <p>The Write Stuff – embedded across school. Quality vocab was captured during QA during the year and also highlighted as a strength during LA external moderation. QA across the year.</p> <p>HVT Top Heavy View of the Write Stuff has been launched and this will ensure consistency of writing in line with the rest of Hales Valley Trust.</p>	Nursery 2	Baseline	Autumn 2	Spring 1	Summer	CL (communication and language)	50%	58%	60%	71%	Reception	Baseline	Autumn 2	Spring	Summer	CL	70%	70%	73%	73%	
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	engagement in lessons, book scrutiny and ongoing formative assessment.				
4. To deliver effective phonics lessons in line with latest government guidance and the new EYFS framework	All disadvantaged children in year 1 and year 2 will pass their phonics screening by 2024	Little Wandle 73% prediction for year 1 72% on track in Reception 50% year 1 PP passed 100% year 2 PP passed	Phonics 2022 – 2023	Summer 2	
			Reception	63%	
			Year 1	68%	
			Year 1 screening test	68% (19 /28)	
			Year 2 test Number of pupils: 11	82% (8/11) 94% of whole class passed (2 PP/SEND children will continue phonics in Y3) Following SEND programme.	
5. Improve resilience when problem solving – especially maths.	Children will be more confident during statutory testing and reasoning. MATHS attainment will increase to be generally in line with national statistics by 2024	Oracy – reasoning out loud to improve confidence. Oracy evidenced in Iris (recorded teaching and learning) 100% of lessons using more oracy to reason.  Maths SATS results compared to national:  Paper 1 Hurst Hill 72% of questions correct Nat:74% Paper 2 Hurst Hill 50% correct National 63%	Oracy – Walkthru evidence captured reasoning and out loud.  Class assemblies and debates – all classes were able to practice their presentational skills.  Maths outcomes: Increased in both key stages to above the 2022 national figure. KS1 84% KS2 74% National to be confirmed		



		Paper 3 Hurst Hill 52% correct Nat 64%		
6. Increase the opportunities for children to take part in enrichment and enhancement activities - both in school and externally.	Children will be able to relate to real life contexts. They will have a greater understanding of the wider curriculum and will be able to refer to such experiences through oracy and in their writing. Writing attainment will increase	Timezone 4 visits last year  Animal visited twice Now press play used half termly by all classes. Trip to BC Museum Trip to Baggeridge Trip to the Sycamore Centre Visits from: The Mayor Olympic athletes. Inspire sessions for all classes All events were used as motivation and engagement in writing.	Continuation of external trips supported pupils wider experiences and cultural capital.  Now Press Play mapped into the History and the English experience day curriculum. Baggeridge park attended. BC Museum The Sycamore center. Ashend children's farm Planetarium Humph Historys Great Fire of London – Enginuity Animal twice Egyptian Wild Zoo Think tank Timezone - 6 visits across the year. Drama Hut Olympic athletes Natwest Bank PLC Loudmouth Drama	

			<p>Dorcas – PSHE Church visits cancelled due to the weather, however we had ministers in monthly to talk to pupils. Lambs and Chickens cared for in EYFS.</p> <p>History and Geography topics captured the impact of these wider experiences. Children were able to experience events they otherwise would not and they were able to put their learning into context.</p> <p>Writing in KS1 increased from 13% to 55%</p>

## 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.

**Budgeted cost: £ 46,706.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact July 2022	Impact July 2023	Next review July 2024
<i>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</i>					
<i>All staff to receive quality paid for CPD to improve oracy across the school</i>	<p>In 2018 The EEF supported the trial of voice 21 to improve oracy- recognising there was a need for children to improve their ability to express their thoughts and improve communication.</p> <p>Cultural capital is vital in order to prevent the Mathew Effect – with the poor getting poorer, Cultural capital takes one tangible form: a pupil's vocabulary. The size of a pupil's vocabulary in their early years of schooling (the number and variety of words that the young person knows) is a significant predictor of academic attainment in later schooling and of success in</p>	3 & 1	<p>Leader has attended all CPD sessions. Oracy has been rolled out across the school following two staff meetings. Reasoning in maths– explaining strategies to peers, talk detectives, trios and concept cartoons are currently being incorporated into the foundation subjects by subject leaders. This is ongoing</p>	<p>B Weaver has received CPD Attended Trust events and QA the use of oracy across the school. Audit conducted by Voice 21 signed off the previous action plan. A new action plan is now in place so that the new English leader can drive Oracy forward with the support of R Weaver.</p>	
<i>Leadership team will be</i>		3 & 1	<p>Leaders released to receive CPD and this was</p>	<p>Two additional teachers attended Oracy CPD as Oracy champions to help drive Oracy forwards.</p>	

released to monitor the impact of oracy and attend workshops.	life. (Daniel Rigney) 6000 = resource to improve teaching.		disseminated across the school. New leader and two champions in place for next year. 85% of Oracy action plan achieved already. Rolling this over for another year and renewing subscription.	The focus on sentence stems in maths has impacted on KS1 and KS2 attainment.  Maths outcomes: Increased in both key stages to above the 2022 national figure. KS1 84% KS2 74%														
Purchase more texts for the <a href="#">DfE validated Systematic Synthetic Phonics programme</a> and quality texts to support to secure stronger phonics teaching for all pupils.	Little Wandle and synthetic phonics books to match. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3	Little Wandle purchased and CPD delivered across the whole school. Quality assured provision by the English Hub. Phonics provision was good –Ofsted quality assured.  Phonic observations by HVT catch up funding leader: show that catch up staff are making an impact.  72% of Reception achieved GLD Adding additional books to the scheme next year as children progress through school.	<table><tr><th>Phonics 2022 – 2023</th><th>Summer 2</th></tr><tr><td>Reception</td><td>63%</td></tr><tr><td>Year 1</td><td>68%</td></tr><tr><td>Year 1 screening test</td><td>68% (19 /28)</td></tr><tr><td>Year 2 test Number of pupils:</td><td>82% (8/11) 94% of whole class passed (2 PP/SEND children will continue phonics in Y3) Following SEND programme.</td></tr></table>	Phonics 2022 – 2023	Summer 2	Reception	63%	Year 1	68%	Year 1 screening test	68% (19 /28)	Year 2 test Number of pupils:	82% (8/11) 94% of whole class passed (2 PP/SEND children will continue phonics in Y3) Following SEND programme.	<table><tr><td>11</td><td>QUALITY ASSURANCE – outcomes from external sources confirmed that the teaching in Little Wandle is good and in line with the Little Wandle program of study. CPD has been provided in the context of guided reading. Provision will continue next year with additional support of the Literacy Hub. reading</td></tr></table>	11	QUALITY ASSURANCE – outcomes from external sources confirmed that the teaching in Little Wandle is good and in line with the Little Wandle program of study. CPD has been provided in the context of guided reading. Provision will continue next year with additional support of the Literacy Hub. reading	Phonics outcomes have been quality assured – both internally and externally. The Catch up Tutor has improved attainment for 100% of the pupils she supported.
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				<p>63% of Reception pupils achieved GLD – However, 8 pupils have SEND 27% of the cohort. 2022 Dudley average for GLD was 61.9%</p> <p>Actions – to continue to embed provision. 8 hours a week provision shall be provided from Sept 2023 – 2024.</p>	
<p><i>Year four and year six – additional in class support during wave one teaching for on the spot verbal feedback / address misconceptions.</i></p>	<p>EEF - Evidence suggests that verbal feedback can result in up to 8 months accelerated progress. One full time member of support staff will support with on the spot verbal feedback. One part time teacher will help address misconceptions in year 6.</p> <p><a href="https://educationendowmentfoundation.org.uk/e-education-evidence/guidance-reports/feedback?gclid=EAlaIQo bChMIsfu0k- CI9AIVSLTtCh0VNwO2EAAYA SAAEgIS4PD_B wE#nav-download-the-guidance-report-and- poster">https://educationendowmentfoundation.org.uk/e-education-evidence/guidance-reports/feedback?gclid=EAlaIQo bChMIsfu0k- CI9AIVSLTtCh0VNwO2EAAYA SAAEgIS4PD_B wE#nav-download-the-guidance-report-and- poster</a></p>	1,3	<p>Support with verbal feedback against targets in year 6 during wave one teaching. This has had a positive impact on writing. (AR)</p> <p>67% achieved ARE in year 6 – this provision will remain in place next year.</p>	<p>Verbal feedback support continued across the year with a specific focus on Maths.</p> <p>Full time member of staff also received additional CPD and delivered bespoke lessons to smaller groups of children</p> <p>This resulted in 74% of Year 6 pupils achieving ARE in SATS.</p> <p>This practice will continue next year with additional verbal feedback support in Writing as well as maths.</p>	

<p><i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</i></p>	<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	5	<p>R Weaver and J Abley have been released for all sessions and supply has been used during COVID hotspots. 5 sessions /visits attended and there are 3 left to attend.</p> <p>The content has been disseminated during staff meetings as CPD.</p> <p>Maths hub quality assurance visit – outcome was that provision was good and that Reception’s maths was a strength.</p> <p>56% of the whole school achieved ARE 67% made expected progress 20% of all pupils made exceeding progress.</p>	<p>CPD, verbal feedback and partnership with the Maths Hub, has had a positive impact on attainment across school this year.</p> <p>This resulted in 74% of Year 6 pupils achieving ARE in SATS. 84% of KS1 achieved ARE in SATs</p>	
<p><i>Senior leadership – will monitor the impact of teaching and learning through book scrutiny and environment checks. CPD to be provided to staff.</i></p>	<p>Quote from EEF: <a href="https://educationendowmentfoundation.org.uk/to-ols-assessing-and-monitoring-pupilprogress/measuring-impact/">https://educationendowmentfoundation.org.uk/to-ols-assessing-and-monitoring-pupilprogress/measuring-impact/</a> ‘So a focus on improving assessment and monitoring practices in school is important for ensuring an accurate picture of student attainment and progress is generated, but it also make the process of evaluating impact</p>	1,3,4,5	<p>Weekly monitoring calendar ensures that the whole school is quality assured. Learning walks, environment checks, book scrutiny, teaching and learning. Leaders released weekly:</p> <p>End of year monitoring outcomes revealed that teaching in school was</p>	<p>Quality assurance by SLT weekly has ensured that compliance to new initiatives and the WALKTHRU initiative to maintain good teaching.</p> <p>CPD and coaching has been provided for all staff.</p> <p>Observations concluded that teaching and learning was good with pupils across school making more than expected progress based on the entry points.</p>	

	<i>robustly an easier and more fruitful one.'</i>		good. Ofsted grading of good in all areas.	Head and Head of School shall maintain the quality assurance process during 2023 2024 and report to Hales Valley CEO / DOE	
<i>Total</i>	<i>£40,706.00</i>				

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

Budgeted cost: £ 24,965.62

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact Sept 2022	Impact 2023	Impact 2024
<i>Maths, Reading and writing resources inclusive of CPD for new Phonics scheme and subscriptions.</i>	<p>Wandle, AR, The Write Stuff, Century, White Rose, TTRS and My On</p> <p>Recommended technology / resources to support wave one teaching and small group work. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Skills builder added Sept 2023</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,3,4,5,6	<p>JC, White Rose and now Little Wandle in use across the whole school and embedded.</p> <p>My On, Century, TTRS – used by children during remote provision and for homework.</p> <p>Reading: Y6 SATs up 14% to 54% are Whole school 59% at ARE Whole school exceeding expected progress 22%</p>	<p>The Write Stuff , Little Wandle and White Rose Maths continue to be embedded with new staff receiving CPD for consistency.</p> <p>Reading KS1 + 14% to 71% Reading KS2 + 9% to 63% KS1 writing + 42% to 55% KS2 writing – 17% to 50% Maths KS1+34% to 84% KS2 + 18% to 74%</p> <p>Additional support from Hales Valley Trust to support the Writing resources in 2023 - 2024</p>	



<p><i>Senior Team released to conduct at least weekly check ins with vulnerable children to support their social and emotional wellbeing – improve self- awareness and self- regulation.</i></p>	<p>Poor mental health impacts on an individual's ability to perform and achieve. EEF: Evidence reviews including over 700 studies show that on average SEL has a positive impact on academic attainment, equivalent to 4 additional months' progress.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,3,4,5</p>	<p>Checks in conducted on a weekly basis or more regularly (if and when required depending on the CP register) and CPOMS is updates if there are concerns.</p> <p>This supports their behaviour in school and reduces potential triggers. Staff have a list of vulnerable children in their class – to be called as per the CP/remote policies in the event of absences.</p> <p>Referrals EP / support from sycamore builds on this where required. Result – calm school environment – key children receive additional support they need</p> <p>Safeguarding audit – good behaviour.</p> <p>Ofsted – good behaviour and good relationships with children.</p>	<p>Head of school checking with vulnerable pupils weekly. This maintains positive relationships and reduced triggers in behaviour.</p> <p>2022 – 2023 saw a significant increase in CP cases across school. Safeguarding audits compliment the relationships that staff have with vulnerable pupils by ensuring they are classroom ready and by providing additional support through Reflections.</p> <p>Additional support in place for 2023 – 2024 to ensure this is maintained.</p> <p>360 Esafe accreditation achieved through – ensuring that digital literacies are well taught and that pupil's mental health is not at risk when online.</p> <p>External visitors – consistent good reports regarding pupil's behavior. This is inclusive of when pupils are off site at Trust Events or even swimming.</p>	
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New EYFS team to receive CPD for speech and language intervention (Talk boost )	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	3	EYFS – using WELLCOMM Talk Boost – training to follow as we have had to re-schedule. 72% of Reception achieved GLD following good teaching. CPD enabled staff to adapt pedagogy to the new framework.	Continuing use of WELLCOMM Nursery 71% Reception 73% New Hales Valley Trust Speech and Language specialist employed for 2023 - 2024	

Academic ment ors specific targ eted interventions for disadvantaged children	Mentors can be used to target specific needs within the school. Bottom 20% have gaps in learning that have grown due to the pandemic. Mentors will target a specific group of children / 1:1 sessions every day for a term. The EEF toolkit states that collaborative learning and small group work can accelerate progress to narrow gaps by four months. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,3,5	Mentor in year 2 – QA by ET Impact – moving phonics forward. Groups revised as and when required.  Two mentors – both quality assured by catch up funding leader and one by Ofsted. We shall continue with one tutor next year to reduce the COVID gap further	One mentor employed to support Key stage one. Fluid working with bottom 20% and pupils who were not on track . Main focus being phonics. Quality assured by Executive head of School and Hales Valley Trust (E Tolley) (94% of KS1 + target pupils passed phonics screening)  Continuous focus on phonics - 2023 2024 to continue to close the gap.	
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	<p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>				
<p><i>Talk-Boost interventions for year one.</i></p> <p><i>Structured language interventions in EYFS</i></p>	<p>EEF reveals that targeted language interventions can accelerate progress by five months through:</p> <ul style="list-style-type: none"> <li>targeted reading aloud &amp; book discussion with young children; explicitly extending pupils' spoken vocabulary</li> <li>the use of structured questioning to develop reading comprehension</li> <li>the use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul>	3	<p>WELLCOMM Nursery Talk boost – new CPD for early years to be completed next year.</p> <p>Followed through with WELLCOMM this year – GLD 72%</p>	<p>GLD 63% in Reception</p> <p>WELLCOMM and specialist to continue into next year to embed CL interventions.</p>	
<i>Total</i>	£24,965.62				

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

**Budgeted cost: £18,539.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact July 2022	July 2023	July 2024
<i>Reading packs for disadvantaged children so they have quality texts to access from home.</i>	Case studies reveal that children who read books at home are more likely to develop a passion for reading. £135 per child £8,775	3 & 6	Reading Rocks Packs... Match children's ZPD (reading ages) Pupil premium pupil voice outcomes – 93% of children liked reading the Reading Rocks books. Ofsted – approved of the use and checked the ZPD in texts received. This will continue next year.	Continued use of Reading Rocks Packs sent Home to Pupil Premium families. 96.5% of feedback was positive with parent and pupils stating they enjoy their new books and look forward to receiving them.  Books discussed as a Pupil Premium focus group, so pupils can share what they enjoyed about previous books  To be continued into 2023 - 2024	

<p><i>Support for PP families to attend termly trips/residentials.</i></p> <p><i>One trip funded by school per PP child.</i></p>	<p>Matt Bromley (2018) highlights that we should ensure disadvantaged pupils have equal access to a knowledge-rich diet and provide cultural experiences in addition to, not in place of, the school curriculum. This might involve spending Pupil Premium money on museum and gallery visits, or on mentors who talk with pupils about what's happening in the world.</p> <p>Trips - £18 per child NOW PRESS PLAY</p>	1,3,6	<p>Experiences so far since restrictions lifted:</p> <p>Timezone x 2 Animal man x 2 Author visit Cosford Music lessons Junior PCSO lessons – rotates Will be having chicks/ lamb Xmas parties Now press play is used by every year group Planned in: Year 6 residential and one trip per term. Pupil Voice – children enjoy the wider experience – the content stays in their long term memory. These will continue next year.</p>	<p>34 Pupil Premium families across the whole school supported with funding for trips and events.</p> <p>6 families declined support for the year 6 residential.</p> <p>Wider experiences this year included: PSCO lessons Christmas – Breakfast with Santa in addition to books for Christmas presents. Now Press Play Summer Fayre Firemen, Police officers, Prison Officers, Nurses, Delivery Drivers invited in to inspire children and create aspirations. The animal man, Timezone, Drama Hut, Loudmouth, Natwest, Local Ministers Chickens and a Lamb Black Country Museum and Think Tank,</p>	
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<i>Additional enrichment resources purchased do develop a love of reading and engagement with texts.</i>		1,3,6	<p>Inspire sessions with parents Feedback from parents available. All positive – enjoyed being able to see their children learn and in turn learn how to support at home. Requested more sessions. Planned in for next year.</p> <p>Author visits Reading buddies – Y6 children with younger children Reading to children for 15mins at the end of every day.</p>	<p>98% of parents enjoyed the Inspire sessions. Feedback requests included the opportunity to cook with their children. This will be rolled forward to 2023 – 2024. A greater emphasis will also be placed on the education of Online Safety – this will be for Parents and pupils together, so that they both have the same online safety message.</p> <p>Reading attainment across the school has increased – KS2 Reading Buddies have read to Lower KS1 pupils.</p> <p>15 pupils were taken to meet Jacqueline Wilson and were able to question her regarding her passion for writing – how it stemmed from a wide range of knowledge from the books she read. 100% of pupils enjoyed this experience and this will be continued next year</p>	

<i>Enrichment clubs facilitated after school:</i>	<p>As above. EEF research also concludes that additional exposure to the arts, outdoor learning and sports, can lead to an additional 4 months progress.</p> <p>Staff incentive to run clubs – release time provided and covered by supply</p> <p>Average of four staff members released per term. £166 per day</p>	1,6	<p>Three clubs a week on average</p> <p>Cooking</p> <p>x 2 Art</p> <p>Film</p> <p>Football / multi sports (SP P Funds)</p> <p>SATs</p> <p>Gardening</p> <p>Music and sports clubs – all offered to PP children first.</p> <p>£1322 spent on funding PP pupils.</p>	<p>Continuation of three clubs a week.</p> <p>Phonics.</p> <p>Talkboost</p> <p>Writing for pleasure</p> <p>Reading</p> <p>SATS boosters</p> <p>Football</p> <p>Multi sports</p> <p>Dance</p> <p>Gardening</p> <p>Arts and Crafts</p> <p>Homework club</p> <p>Coding</p> <p>Cooking</p> <p>Pupil voice has requested a football team, gymnastics and dance. These will be a focus for 2023 - 2024</p>	
<i>Development of the forest school and CPD for a Forest School Leader.</i>	<p>As above. Development of forest school – to ensure safety and inclusive of equipment.</p> <p><a href="http://outdoorcitizens.uk/wp-content/uploads/2018/10/Education-Endowment-Foundation.pdf">http://outdoorcitizens.uk/wp-content/uploads/2018/10/Education-Endowment-Foundation.pdf</a></p> <p>£1000 allocated</p> <p>Leader CPD - £750</p>	1,6	<p>Quotes for the removal of the trees.</p> <p>This has been rolled over to the following year – not all work completed; it is in progress.</p>	<p>Trees have been cut back/removed and the ground has been levelled. The pond has been cleared and the raised areas a made safe.</p> <p>Cranes have moved the large container to maximize space.</p> <p>Reception pupils have been able to take part on forest school sessions with a qualified leader.</p> <p>We have provided CPD for our own leader – this is now 50% complete and will continue next year.</p>	

Attendance clinics for specific target families. Release time for attendance lead to monitor and liaise with attendance team and Early Help support.	Instil £2160 Salary of attendance team: £72.5 PER WEEK £2380.95 Magic Breakfasts for all children. £1000 The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Evidence to support targeting attendance also available on the EEF guidance	2	Attendance outcomes were good ref Ofsted. Still working on PA Renewing provision for next year.	Attendance – both PA and whole school attendance is now improving and is in line and better than national. 95% attendance 17% PA  This will continue next year with a new policy focusing on days missed opposed to percentages. Magic breakfasts ensure children are school ready and reduces poor behaviour. Pupils request extra breakfasts highlighting that bagels are enjoyed by all. These will continue next year.	
Total	£18,539.00				

**Total budgeted cost: £ 90,210**



## Part B: Review of 2022 – 2023 outcomes in the previous academic year

Reception	GLD 2023	GLD PP 2023	National PP	GLD 2022	GLD PP 2022	National PP	GLD 2021	GLD PP 2021	National PP
	63	44	TBC	72	33	65.2	32	71.8	COVID

Year 1 % Of Pupils premium children working at expected in Phonics				
Phonics	Number of PP pupils	School PP at ARE in PSC	National PP Pass rate	National average
2021	6	83 (5)	COVID year	COVID year
2022	6	50 (3)	68	82
2023	12	25 (3)	TBC	TBC

Year 2 % Of Pupils premium children working at expected in Phonics				
Phonics	Number of PP pupils	School PP at ARE in PSC	National PP Pass rate	National average
2021	7	85	COVID year	COVID year
2022	1/6	100	40	91
2023	7	100	TBC	TBC

Year 1		Reading			Writing			Maths		
	Number PP	School PP	Non PP	Difference	School PP	Non PP	Difference	School PP	Non PP	Difference
Expected 2021	6	17	13	+4	17	4	+13	0	0	0
Exceeding 2021	6	0	0	0	0	0	0	0	0	0
Expected 2022	5	20	44	-24	0	15	-15	40	48	-8
Exceeding 2022	5	20	15	-5	0	0	0	20	7	13
Expected 2023	12	25	75	-50	25	75	-50	42	75	-33
Exceeding 2023	12	0	0	0	0	0	0	0	0	0

Year 2		Reading			Writing			Maths		
	Number PP	School PP	Non PP	Difference	School PP	Non PP	Difference	School PP	Non PP	Difference
Expected 2021	7	29	4	-20	0	36	-36	0	50	-50
Exceeding 2021	7	0	14	-14	0	414	-14	0	5	-5
Expected 2022	5	6	52	-46	0	13	-13	0	42	-40
Exceeding 2022	5	0	13	-13	0	0	0	0	10	-10
Expected 2023	7	86	71	+15	57	54	+3	86	83	+3
Exceeding 2023	7	0	3	0	0	0	0	0	3	-3

Year 3		Reading			Writing			Maths		
	Number PP	School PP	Non PP	Difference	School PP	Non PP	Difference	School PP	Non PP	Difference
Expected 2021	17	29	65	-36	6	43	-37	18	43	-25
Exceeding 2021	17	6	30	24	6	4	+2	6	13	-7
Expected 2022	8	25	50	-25	0	32	-32	0	50	-50
Exceeding 2022	8	0	18	-18	0	9	-9	0	9	-9
Expected 2023	5	40	86	-46	40	55	-15	60	59	+1
Exceeding 2023	5	3	13	-10	0	0	0	0	10	-10

Year 4		Reading			Writing			Maths		
	Number PP	School PP	Non PP	Difference	School PP	Non PP	Difference	School PP	Non PP	Difference
Expected 2021	16	63	74	-11	25	56	31	50	67	17
Exceeding 2021	16	6	15	-9	0	11	-11	6	19	13
Expected 2022	15	20	32	-12	7	26	-19	33	37	-4
Exceeding 2022	15	7	11	4	0	0	0	0	5	-5
Expected 2023	7	46	65	-19	15	53	-38	29	74	-45
Exceeding 2023	7	0	23	-23	0	7	-7	0	20	-20

Year 5		Reading			Writing			Maths		
	Number PP	School PP	Non PP	Difference	School PP	Non PP	Difference	School PP	Non PP	Difference
Expected 2021	10	10	39	29	0	11	-11	10	29	-19
Exceeding 2021	10	0	0	0	0	0	0	0	0	0
Expected 2022	14	71	56	15	43	64	-21	43	72	-29
Exceeding 2022	14	7	20	-13	7	4	3	14	8	6
Expected 2023	13	46	65	-19	15	53	-38	38	65	-27
Exceeding 2023	13	8	6	+2	0	0	0	0	10%	-10

Year 6		Reading			Writing			Maths		
	Number PP	School PP	Non PP	Difference	School PP	Non PP	Difference	School PP	Non PP	Difference
Expected 2021	16	29	58	-29	14	42	-28	29	48	-19
Exceeding 2021	16	7	16	9	7	10	3	0	23	23
Expected 2022	10	57	47	+10	71	69	+2	57	56	+1
Exceeding 2022	10	10	11	-1	0	7	-7	10	11	-1
Expected 2023	13	46	65	-19	15	53	-38	38	65	27
Exceeding 2023	13	8	12	-4	0	0	0	0	0	0