



# The Discovery School

## Pupil Premium and Recovery Premium Funding 2022/23

This statement details our school's use of the Pupil Premium Grant (and Recovery Premium for the 2022 to 2023 academic year) to help improve the attainment of our disadvantaged pupils.

The Pupil Premium Grant (PPG) is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who receive a Free School Meal (FSM); those looked after by the local authority (LAC) and the children of armed service personnel.

For the academic year 2022-2023, schools have also been allocated a sum of money to further support disadvantaged children who were disproportionately affected by the impact of school closures arising from the COVID-19 pandemic.

This statement 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.

All schools are required to report on the amount of funding they have received and how the money is being used to help narrow the gap in achievement for disadvantaged children.

The report below 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. It is intended to inform you about the things we have done in school to support disadvantaged pupils. In addition to the interventions listed, all staff implement strategies that do not incur a cost e.g. quality first teaching and daily quality feedback to children on how well they have worked and what they need to do next in order to improve.

School Overview	
Detail	Data
Number of pupils in school	616
Proportion (%) of pupil premium eligible pupils	8%
Academic year that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	26 <sup>th</sup> September 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Annabel Cornall – Chair of Governors
Pupil Premium lead	Tina Gobell - Headteacher
Governor lead	Annabel Cornall - lead for Disadvantaged Pupils

## Pupil Premium Strategy Plan

### Statement of Intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers.

We expect that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential, now and in the future.

We will consider the challenges faced by disadvantaged pupils, including those who have a social worker or are young carers. The support we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

In line with the Strategic School Improvement Plan, a significant proportion of the funding will be spent on supporting children with accessing the core knowledge and skills needed to succeed in English and Mathematics. Without the skills, knowledge and expertise needed in these core areas, there will be a barrier to accessing the full curriculum. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our strategy will follow a continuous, cyclical four-step approach:

1. Diagnosis of our children's challenges and needs
2. Strong evidence which underpins our chosen strategy for support
3. Implementation of our chosen strategy
4. Monitoring and evaluation

This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our Pupil Premium strategy is also integral to wider school plans for education recovery following the pandemic, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Children's key stages of development are also a focus at The Discovery School. Early identification of any barriers to learning is paramount. The Inclusion Team and the Social, Emotional and Mental Health Team will support staff in identifying how children can be best supported and will plan accordingly.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and quality first teaching underpinned by best practice and recognised research. To ensure our strategy is effective, we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve



# The Discovery School

## Pupil Premium and Recovery Premium Funding 2022/23

### Section 1: Funding

Funding Overview	
Total number of pupils on roll (September 2022)	616 Pupils
Total number of pupils eligible for Pupil Premium Funding	49 pupils
Total amount of Pupil Premium Funding allocated (2022 – 2023)	£60,266
Total amount of Recovery Premium Funding allocated (2022 – 2023)	£5,104
Total amount of PPG carried forward (2021 – 2022)	£213
Total amount of PPG and Recovery Premium 2022 - 2023	£65,583
Total amount PPG and Recovery Premium expected to be spent 2022-2023	£65,062
Total amount PPG and Recovery Premium remaining 2022-2023	£521

Provision and expenditure review - Term 1 September 2022

Next Review – End of term 4 2023

Signed:

(Chair of Governors)

Date: 23<sup>rd</sup> September 2022



# The Discovery School

## Pupil Premium and Recovery Premium Funding 2022/23

### Section 2: Planning & implementation

#### Objectives in spending PPG 2022/23

Overcome any barriers to learning that have been identified, including those that may have been exacerbated by national school closures in 2020 and 2021:

- 100% of disadvantaged pupils achieving expected or greater than expected progress in core subjects (KS1 & KS2)
- Increase % of disadvantaged pupils exceeding in combined core subjects at the end of KS2 (to exceed non-PPG levels nationally)
- Secure a higher % of disadvantaged pupils working at Greater Depth at the end of KS2 in Reading, Writing and combined
- Any residual gaps in learning resulting from national and local close-down of schools (CoVID-19) are closed
- Ensure that disadvantaged children are enabled to attend school regularly with attendance levels at least 96%, with none that are persistently absent (where medical needs do not present)
- Ensure that disadvantaged children access learning activities that enhance their emotional well-being
- Ensure that disadvantaged children can access extra-curricular opportunities
- Ensure that disadvantaged children that have recently arrived from Ukraine are able to access their learning

#### Further information

##### Additional activity

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

This will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Regular fully funded Forest School will be offered to all pupils in EYFS and KS1. Research shows that children's academic attainment, social development, and emotional well-being increase as a result of Forest School, in particular, how social interactions in Forest School support emotional resilience which in turn support academic attainment <https://forestschoollassociation.org/new-research-a-longitudinal-study-on-forest-school/>

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data, including assessments, book looks, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked 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 used the Sutton Trust <https://www.suttontrust.com/our-research/> and EEF <https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closures> to research the impact of COVID-19 on disadvantaged children and their families. We used this information to aid identification of continued challenges faced by our children.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our plan and will adjust it over time to secure better outcomes for pupils and further narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers.

### Summary of the main barriers to learning faced by eligible pupils

- \* Lack of access to extracurricular learning due to financial pressures
- \* Parentally condoned absence, resulting in a negative impact on attendance for some pupils
- \* External pressures on family life which impacts upon parental support for some pupils
- \* Lack of early learning opportunities that promote collaborative learning and problem solving
- \* Lack of early learning opportunities that promote language development
- \* Low levels of Social, Emotional, Mental Health and Well-being

Key challenges to achievement that we have identified among our disadvantaged pupils	
Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils in EYFS and KS1. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with teachers suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<p>Assessments indicate that mathematical attainment among disadvantaged pupils is below that of non-disadvantaged pupils, particularly with fluency and rapid recall in multiplication tables.</p> <p>Assessments indicate that the pandemic disproportionately affected writing attainment among disadvantaged pupils, which is below that of non-disadvantaged pupils. This is particularly evident in pupils currently in Years 2 and 3.</p> <p>On entry to Reception class in the last 2 years, show that approximately 66% of our disadvantaged pupils arrive below a typical stage of development compared to 33% of other pupils.</p>
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been negatively impacted by school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>Whilst interventions in 2021/22 have had a positive impact, some knowledge gaps remain, leading to some disadvantaged pupils falling behind age-related expectations, especially in maths and writing.</p>
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to a lack of enrichment opportunities during school closure and wider issues of social exclusion in the community.
6	In 2022-2022, attendance for disadvantaged pupils was in line with that of non-disadvantaged pupils. However, a greater % of pupils that were 'persistently absent' were disadvantaged. Our assessments and observations for these children, indicate that absenteeism is negatively impacting upon progress.

### Intended Outcomes 2022 - 2023

*How we will spend the pupil premium, the reasons for this approach and the outcomes we are aiming for by the end of our current strategy plan.*

<b>Intervention</b>	<b>Cost</b>	<b>Intended outcome</b>	<b>Success criteria</b>
Precision and Pre-teaching teaching – daily	TA support - £7,704	To ensure that gaps in learning are quickly addressed to secure better than expected progress.	Assessments and observations indicate significantly improved outcomes, with disadvantaged pupils achieving in line with their non-disadvantaged peers. This is evident when triangulated with other sources of evidence, including statutory assessments, formative assessment, engagement in lessons, book scrutiny and pupil voice.
Year 1 Literacy and Numeracy support – daily	TA support - £6,010	To ensure that those PPG pupils that did not reach a GLD in FS make accelerated progress so that they are achieving in line with their peers at the end of Year 1	KS2 reading outcomes will show that 85% disadvantaged pupils met the expected standard and 35% met the higher standard.
Individual phonics tuition– daily	Additional CT support - £4,749	To ensure that 100% of children reach the phonics threshold by the end of KS1	KS1 (Year 1) phonics outcomes will show that 100% disadvantaged pupils (without SEND) met the phonics threshold in Year 1.
KS1 Additional speech and language intervention – daily	Additional HLTA support - £6,894	To ensure identified pupils receive targeted support in language development	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
KS1 and KS2 Lunchtime Nurture Group – daily	TA- £5,136	To develop emotional resilience	Sustained high levels of wellbeing will be demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>

Intervention	Cost	Intended outcome	Success criteria
<p>UKS2 Mastery mathematics tuition – 3 x weekly before/after school (30 minutes)</p> <p>UKS2 mathematics tuition – 3 x weekly before/after school (30 minutes)</p> <p>UKS2 Writing tuition – 3 x weekly before/after school (30 minutes)</p>	Teacher (QTS) - £9,878	To ensure that higher ability pupils are provided with the additional support required to secure learning within the expected standard or higher standard/ greater depth in core subjects	<p>KS2 mathematics outcomes will show that 85% disadvantaged pupils met the expected standard and 35% meet the higher standard</p> <p>KS2 reading outcomes will show that 85% disadvantaged pupils met the expected standard and 35% meet the higher standard</p>
Online reading interventions to support EYFS/KS1 learning at home and in school – Reading Eggs (30 licences)	Licences - £898	To ensure that children develop the strategies required to decode a range of written texts.	KS1 reading outcomes will show that 80% disadvantaged pupils met the expected standard and 25% meet the higher standard. This will be shown through moderated teacher assessments
Mental Health and Well-being support - daily Attendance support	Mental Health and Well-being Lead- £1,397	To improve parental engagement and attendance (where applicable)	<p>A sustained &amp; significant increase in parental engagement with school</p> <p>Attendance of disadvantaged children will be &gt;97%</p>
Additional full-time TA to support disadvantaged children in EYFS	TA support – £12,141	To ensure that those PPG pupils that did not access pre-school opportunities are supported to make accelerated progress in EYFS	<p>An increase in the % of children completing the EYFS achieving a typical level of development</p> <p>100% of disadvantaged pupils making better than expected progress for relative starting points</p>
Access to Forest School (EYFS, KS1 and targeted KS2) to enable language development, collaborative working, problem solving and enhanced well-being	CT support - £4,753	To develop high quality personal development skills and resilience which will positively impact upon learning	<p>Sustained high levels of wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>
Access to extra-curricular opportunities – music tuition and sport	£1,642	To ensure that disadvantaged pupils enjoy enhanced access to cultural and sporting activities and experiences	A sustained & significant increase in participation in enrichment activities, particularly among disadvantaged pupils will be recorded



<b>Intervention</b>	<b>Cost</b>	<b>Intended outcome</b>	<b>Success criteria</b>
CPD to enable teachers to effectively support children newly arrived from Ukraine	£1,200	To ensure learning is suitably adapted to support targeted children	Children will be able to successfully access the National Curriculum.
Attendance at Breakfast and After School Club for targeted children	£1,200	To support access to school, particularly late or non-arrival	Attendance of disadvantaged children will be >97%
Subsidised school trips, including Residential stays	£1,460	To ensure that disadvantaged children enjoy the same opportunities outside of the curriculum that non-PPG pupils enjoy	A sustained & significant increase in participation in enrichment activities, particularly among disadvantaged pupils will be recorded
£3000 Disadvantaged contingency funding held for issues arising			

**All staff have been set Performance Appraisal targets linked to further ‘narrowing the gap’ in achievement of pupils in receipt of PPG.**

**Teaching activity (for example, CPD, recruitment and retention) in this academic year 2021 - 2022**

*How we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardized NFER/CAT diagnostic assessments.</p> <p>Refresher training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Embedding oracy opportunities and specific speech and language activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding, extend and develop vocabulary.</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 impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for disadvantaged pupils</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Support for home learning and reading intervention to secure stronger fluency and stamina in reading</p>	<p>Reading Plus is an evidence-based adaptive reading intervention and improvement program with a large research portfolio that demonstrates statistically significant effects on improving pupil outcomes in reading comprehension, fluency and stamina</p> <p><a href="https://www.readingplus.com/research-results/">https://www.readingplus.com/research-results/</a></p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time from our CPD budget to embed key elements of guidance in school and to access Maths Hub resources and CPD</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>	<p>3</p> <p>Budgeted PP cost: <b>£2,098</b></p>

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

*How we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a programme to improve speech, listening and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Additional phonics sessions and a precision teaching programme targeted at disadvantaged pupils who require further phonics support.	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: <a href="https://educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Engaging with bespoke, additional tutoring to provide a blend of tuition & mentoring for disadvantaged pupils, including those who are high attainers.	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://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Targeted mathematics and writing sessions targeted at disadvantaged pupils who require further support, including those who are high attainers.	National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://publishing.service.gov.uk/guidance/maths-guidance-ks-1-and-2">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">Improving Mathematics in Key Stages 2 and 3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	3, 4
Targeted early learning support targeted at disadvantaged pupils who require further support.	Gaps between more affluent children and their peers emerge before the age of 5, so targeted intervention to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. Early Years Teaching and Learning Toolkit: <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years">https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</a>	3, 4  Budgeted PP cost: <b>£47,376</b>

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

*How we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Enhanced access to extra-curricular activities such as specialist music and sport tuition, residential stays</p> <p>Access to Forest School (EYFS, KS1 and targeted KS2) to enable language development, collaborative working, problem solving and enhanced well-being</p> <p>Access to regular Nurture Group facilitated by staff with appropriate training to develop and improve self-regulation</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning (SEL) can lead to learning gains of +4 months over the course of a year. The guidance stresses that effective SEL is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their non-disadvantaged classmates</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf</a></p>	<p>4, 5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p> <p align="right">Budgeted PP cost: <b>£15,588</b></p>



# The Discovery School

## Pupil Premium Grant 2021/22

### Section 3: Review and evaluation

#### Review of outcomes in the previous academic year

*The impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year*

Assessments during 2021/22 showed that the performance of disadvantaged pupils was in line with non-disadvantaged pupils in EYFS. Our assessments and observations also indicated that pupil wellbeing continued to be adversely affected by the pandemic. The positive impact of Forest School provision was evident in our youngest children, with 76% of disadvantaged children in EYFS achieving a Good Level of Development at the end of EYFS.

Dedicated support for language development has had a positive impact in 2021-2022, with 100% of disadvantaged children meeting the phonics threshold in Year 1. Performance of disadvantaged pupils in reading, writing and mathematics was lower than that of non-disadvantaged pupils in KS1. This was similar to the national picture and is underpinned by research that shows that pupils in Years 2 and 3 have been most adversely affected by school closures caused by COVID-19.

A higher % of disadvantaged pupils achieved the expected standard in reading, writing and mathematics at the end of KS2, compared to non-disadvantaged pupils. A much higher % of disadvantaged and non-disadvantaged pupils in our school achieved the expected standard in core subjects compared to that achieved nationally. This evidences the positive impact of the work undertaken by the school over time. There remains a deficit between disadvantaged and non-disadvantaged pupils in achieving the higher standard in mathematics and writing at the end of KS2.

Overall attendance in 2021/22 was in line with that of non-disadvantaged children. However, a greater % of pupils that were 'persistently absent' were disadvantaged. Our assessments and observations for these children, indicate that absenteeism is negatively impacting upon progress. This is why attendance is a continued focus in our current plan.

<b>Total PPG received 2021 - 2022</b>	£55,755 plus £5,728 Recovery Premium
<b>Total PPG expenditure 2020 - 2021</b>	£61,271
<b>Total PPG remaining 2020 - 2021</b>	£213

Expenditure and Impact Report 2021-2022			
Objective	Intervention	Cost	Impact
Assessments and observations indicate significantly improved outcomes, with disadvantaged pupils achieving in line with their non-disadvantaged peers. This is evident when triangulated with other sources of evidence, including statutory assessments, formative assessment, engagement in lessons, book scrutiny and pupil voice.	Precision and Pre-teaching teaching – daily	TA support - £7,338	Refer to teacher assessment data below - achieved
KS2 reading outcomes will show that 85% disadvantaged pupils met the expected standard and 35% met the higher standard.	Year 1 Literacy and Numeracy support – daily	TA support - £5,724	Refer to teacher assessment data below - achieved
KS1 (Year 1) phonics outcomes will show that 100% disadvantaged pupils (without SEND) met the phonics threshold in Year 1.	Individual phonics tuition– daily	Additional CT support - £7,307	Refer to teacher assessment data below - achieved
Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	KS1 Additional speech and language intervention – daily	Additional HLTA support - £6,566	All children with a speech and language plan received dedicated support from a qualified speech and language HLTA, with individual targets being consistently met.
Sustained high levels of wellbeing will be demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>	Lunchtime Nurture Group – daily School Council Diversity Council Play Leaders	TA- £2,446	Governor pupil voice data showed that pupils felt safe at lunchtimes and well-supported.  Pupil voice underpinned by positive progress measured through Leuven Scale and SDQ to measure levels of individual progress.
KS2 reading outcomes will show that 85% disadvantaged pupils met the expected standard and 35% meet the higher standard	Reading Plus Intervention Group – KS2	TA support - £5,616	Refer to teacher assessment data below – achieved

Expenditure and Impact Report 2021-2022			
Objective	Intervention	Cost	Impact
KS2 mathematics outcomes will show that 85% disadvantaged pupils met the expected standard and 35% meet the higher standard	UKS2 Mastery mathematics tuition – 3 x weekly before/after school (30 minutes)	Teacher (QTS) - £4,704	Refer to teacher assessment data below – achieved
KS2 reading outcomes will show that 85% disadvantaged pupils met the expected standard and 35% meet the higher standard	UKS2 reading tuition – 3 x weekly before/after school (30 minutes)	Teacher (QTS) - £4,704	Refer to teacher assessment data below – achieved
KS1 reading outcomes will show that 80% disadvantaged pupils met the expected standard and 25% meet the higher standard. This will be shown through moderated teacher assessments	Online reading interventions to support EYFS/KS1 learning at home and in school – Reading Eggs (30 licences)	Licences - £816	Refer to teacher assessment data below – achieved
A sustained & significant increase in parental engagement with school	Family Liaison Officer Support - daily	FLO - £1,230	Of the seven families supported this year, five have been successfully closed with no further action.  Additionally, training courses offered to all parents: positive parenting, autism awareness and transition to secondary. Regular review meetings. Singposting to services. Support offered to encourage engagement. Parent coffee morning with FLO and SENCO.
An increase in the % of children completing the EYFS achieving a typical level of development  100% of disadvantaged pupils making better than expected progress for relative starting points	Additional full-time TA to support disadvantaged children in EYFS	TA support – £13,468	Refer to teacher assessment data below – achieved

### Expenditure and Impact Report 2021-2022

Objective	Intervention	Cost	Impact
<p>Sustained high levels of wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>	<p>Access to Forest School (EYFS &amp; KS1) to enable language development, collaborative working, problem solving and enhanced well-being</p>	<p>CT support - £9,054</p>	<p>Participation was high with 100% of disadvantaged pupils accessing all sessions. All children were exposed to enriching outdoor experiences. Forest School Practitioner and support staff observations in addition to in class observations showed higher levels of the children's wellbeing and engagement.</p>
<p>A sustained &amp; significant increase in participation in enrichment activities, particularly among disadvantaged pupils will be recorded</p>	<p>Access to extra-curricular opportunities – music tuition and sport</p>	<p>£2,986</p>	<p>Children have accessed their learning in and out of school in the same way as their non-disadvantaged peers</p>
<p>Attendance of disadvantaged children will be &gt;97%</p>	<p>Attendance at Breakfast and After School Club for targeted children</p>	<p>£650</p>	<p>Attendance of PPG 96.4% (excluding COVID-19 absence)</p>
<p>A sustained &amp; significant increase in participation in enrichment activities, particularly among disadvantaged pupils will be recorded</p>	<p>Subsidised school trips, including Residential stays</p>	<p>£1,328</p>	<p>100% of disadvantage pupils attended the Year 6 residential. All disadvantaged children were offered the opportunity of participating in enrichment activities. 9% of disadvantaged children chose to begin learning an instrument.</p>
<p>High levels of pupil engagement with home learning will be recorded in KS2, with 100% of disadvantaged children completing and submitting set tasks</p>	<p>IPADS for home use</p>	<p>£600</p>	<p>An IPAD was provided for every pupil in KS2 who required one to support home learning. Tasks were set via Class DoJo in UKS2. 100% of disadvantaged pupils completed set tasks, either themselves or supported in school.</p>



Due to a significant number of cases of COVID-19 in school throughout the academic year 2021 – 2022, attendance was severely, negatively impacted.

<b>Pupil Attendance 2021 – 2022</b>		
	<b>School 2021/22</b>	<b>National 21/22</b>
PPG Disadvantaged	94.6%	90.3%
Non-disadvantaged	94.8%	Not yet available
Whole School	94.7%	93.1%

<b>Pupil Outcomes 2021 - 2022</b>			
<b>Year 6</b>	<b>Disadvantaged - PPG 21/22</b>	<b>Non - Disadvantaged 21/22</b>	<b>National 21/22</b>
% of pupils achieving the Expected Standard – Reading	100%	83%	74%
% of pupils Working at a Greater Depth – Reading	0%	44%	N/A
% of pupils achieving the Expected Standard – Writing	100%	91%	69%
% of pupils Working at a Greater Depth - Writing	0%	28%	N/A
% of pupils achieving the Expected Standard - Math	80%	88%	71%
% of pupils Working at a Greater Depth – Math	20%	33%	N/A
% of pupils achieving the Expected Standard – Grammar, punctuation and spelling	100%	86%	72%
% of pupils Working at a Greater Depth – Grammar, punctuation and spelling	20%	44%	N/A
% of pupils achieving the Expected Standard Reading, Writing, Mathematics combined	80%	80%	59%
% of pupils Working at a Greater depth – Reading, Writing, Mathematics combined	0%	21%	N/A
<b>Children in receipt of PPG = 5</b> <b>Disadvantaged child (PPG) registered with SEN = 1</b>			

<b>Pupil Outcomes 2021 - 2022</b>			
<b>Year 2</b>	<b>Disadvantaged PPG 21/22</b>	<b>Non - Disadvantaged 21/22</b>	<b>National 21/22</b>
% of pupils achieving the Expected Standard – Reading	40%	88%	67%
% of pupils making Working at a Greater Depth – Reading	20%	25%	18%
% of pupils achieving the Expected Standard – Writing	20%	69%	58%
% of pupils making Working at a Greater Depth - Writing	0%	4%	8%
% of pupils achieving the Expected Standard - Math	40%	80%	68%
% of pupils making Working at a Greater Depth - Math	10%	19%	16%
<b>Children in receipt of PPG = 10</b> <b>Disadvantaged child (PPG) registered with SEND = 5</b>			

<b>KS1 Phonics Pupil Outcomes 2021 - 2022</b>			
	<b>Disadvantaged 21/22</b>	<b>Non-Disadvantaged 21/22</b>	<b>National 21/22</b>
Phonics – Year 1	100%	91%	76%
Phonics – Year 2	0%	33%	Not yet available
Phonics – KS1 cumulative	89%	96%	N/A
<b>Year 1 children in receipt of PPG = 11</b> <b>Year 2 children in receipt of PPG = 6</b> <b>Disadvantaged child (PPG) registered with SEND = 1</b>			

<b>EYFS – Good Level of Development 2021 - 2022</b>			
<b>All children</b>	<b>Disadvantaged PPG 21/22</b>	<b>Non -Disadvantaged 21/22</b>	<b>National 21/22</b>
78%	75%	76%	Not yet available
<p><i>Children in receipt of PPG = 4</i>  <i>Disadvantaged child (PPG) registered with SEND = 1</i></p>			