

# Pupil Premium Grant Expenditure: Report to Governors Academic Year 2022/2023

## Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	401
Proportion of disadvantaged pupils	60%
Amount of PPG received per pupil	£1385 £1900 (CLA pupils)
<b>Total amount of PPG received</b>	<b>£331,015</b>
<b>Total spend</b>	<b>£425,100</b>

### The Key Challenges:

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading, and maths than their peers. In KS2, 63% of disadvantaged pupils achieving expected in reading compared to 79% of non-disadvantaged. In KS2, 63% of disadvantaged pupils achieving expected in maths compared to 88% of non-disadvantaged. 11% of disadvantaged pupils achieving greater depth in maths compared to 33% of non-disadvantaged.

3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers.</p> <p>In KS2, 51% of disadvantaged pupils achieving expected in writing compared to 79% of non-disadvantaged.</p> <p>In KS2, 1.7% of disadvantaged pupils achieving greater depth in writing and RWM combined in 2022, compared with 17% non-disadvantaged.</p>
4	<p>Assessments, observations, and discussions with pupils suggest 0% of disadvantaged Reception pupils are at age related expectations on entry which increases the difficulty of supporting disadvantaged pupils to reach the expected standard for their chronological ages at the end of EYFS, KS1 and KS2.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities in the local community. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased throughout the school. 100% of the children who require additional support with social and emotional needs are disadvantaged receiving small group or individual interventions.</p>
6	<p>Our assessments, observations and discussions with pupils have identified lack of aspirations with regards to further education and career options, due to socio-economic factors within the local community. These challenges affect all of our pupils, particularly with those who are disadvantaged.</p>
7	<p>During the last year data indicates 65% of disadvantaged pupils have been 'persistently absent' compared to 35% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

### Summary of spending and actions taken:

- Investment in RWI resources: Fast Track and Fresh Start resources.
- Employ extra teachers across phases so that experienced teachers can concentrate on vulnerable groups
- CPD for both teachers and TAs (culture & ethos, RWI, Wellcomm, Elklan, Maths Mastery, NELI etc)
- School Counsellor
- Speech and Language Therapy
- Access to free Breakfast Club provision
- School trips are free to enrich the curriculum
- 1-1 interventions for identified children (Bursary Foundation)
- Catch up interventions for identified children
- Music tuition (Brass, steel pans, resident musician)
- Wide range of extra-curricular activities both before and after school
- All school trips are free to enrich the curriculum
- Drawing & Talking Therapy

The following table gives a record of spending by priority/action 2022/23

Challenge 1: Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.		
Intended Outcome	Success Criteria	Progress In Year 1 (2022-2023)
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>	<p>Developing a language rich environment within EYFS which exposes the children to relevant vocabulary and texts to support later learning in Key Stage 1 and beyond.</p> <p>Director of Education worked closely with EYFS Lead to develop key vocabulary within the EYFS environment.</p> <p>EYFS Lead refined the EYFS curriculum to link closely to Year 1 curriculum and build on subject specific vocabulary.</p> <p>Read Write Inc invested in and training and updates given to all staff. Children consistently receiving RWI on a daily basis.</p> <p>Fast Track Tuition and Fresh Start Interventions taking place consistently and showing progress. RWI Interventions Years 1-4 Fresh Start Interventions Year 4 Summer – Year 6</p> <p>Read Write Inc Consultant in school for 2 development days to further support and develop RWI further.</p> <p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Highly skilled members of staff will provide additional support to small groups to accelerate progress thus reducing the class size and in turn the attainment gap and ensuring progress.</p>

		<p>Use of internal and external specialist staff to develop teaching &amp; learning opportunities, progress and culture &amp; ethos, e.g. CPD lead, Character Ambassadors, Retrieval / Metacognition expert.</p> <p>Purchase of programmes and additional members of staff to deliver the programmes (Elklan, Welcomm, NELI) within EYFS. Desired outcome improves listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills in EYFS.</p> <p>TAs deployed and an additional member of staff to administer the Nuffield Early Language Intervention to improve children’s language and early literacy skills in EYFS.</p> <p>Employment of an experienced Speech and Language Therapist to support with early identification of speech issues and to support teaching staff with strategies and techniques to use – weekly S&amp;L sessions with targeted children and reports for S&amp;L Therapist to further support children on a day to day basis.</p> <p><b>Expenditure - £105,800</b></p>
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**Challenge 2: Disadvantaged pupils generally have greater difficulties with reading, and maths than their peers.**

Intended Outcome	Success Criteria	Progress In Year 1 (2022-2023)
<p>Improved reading and maths attainment among disadvantaged pupils. staff with strategies and techniques to use.</p>	<p>KS1 and KS2 reading and maths outcomes in 2022/23 will show that disadvantaged pupils are working broadly in line with non-disadvantaged pupils.</p>	<p>In KS2, 76% of disadvantaged pupils achieved expected in Reading compared to 60% of disadvantaged pupils nationally.</p> <p>In KS2, 73% of disadvantaged pupils achieved expected in Maths compared to 56% of disadvantaged pupils nationally.</p> <p>In KS2, 5% of disadvantaged pupils achieved greater depth in Reading, Writing and Maths compared to 3% of disadvantaged pupils nationally.</p>

In KS2, the gap between disadvantaged and non-disadvantaged pupils has significantly closed between July 2021 and July 2022.

	Reading	Difference	Writing	Difference	Maths	Difference
<b>2022 Disadvantaged</b>	37%	-5%	7%	-4%	27%	+1%
<b>2022 Non-disadvantaged</b>	42%		11%		26%	
<b>2021 Disadvantaged</b>	20%	-22%	0%	-17%	11%	-22%
<b>2021 Non-disadvantaged</b>	42%		17%		33%	

Developing a language rich environment within EYFS which exposes the children to relevant vocabulary and texts to support later learning in Key Stage 1 and beyond.

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance – purchase of White Rose Maths to ensure consistency and progression of maths across the school.

We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD, inclusive of Mastering Number and Fluency – release time of CPD Lead / Maths Leads to attend sessions and develop this within school.

Development of Vocabulary lessons to further support children’s language and Investment in Literary Leaves to ensure high-quality Reading lessons across the school. Reading Lead to implement and support staff.

Read Write Inc invested in and training and updates given to all staff. Children consistently receiving RWI on a daily basis.

		<p>Fast Track Tuition and Fresh Start Interventions taking place consistently and showing progress.</p> <p>RWI Interventions Years 1-4 Fresh Start Interventions Year 4 Summer – Year 6</p> <p>Read Write Inc Consultant in school for 2 development days to further support and develop RWI further.</p> <p>Whole school approach to Reading for Pleasure and developing a love of reading – investment of books across the school for DEAR time (Drop Everything and Read).</p> <p>Investment in high-quality books in all year groups, both linking to a range of subject areas as well as those identified through pupil voice.</p> <p>Links with Wood Street Mission enabling a Book Fair visiting school and providing children from Year 1-6 five new books each.</p> <p>Purchase of standardised diagnostic assessments – NGRT and White Rose Maths.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Highly skilled members of staff will provide additional support to small groups to accelerate progress thus reducing the class size and in turn the attainment gap and ensuring progress.</p> <p>Use of internal and external specialist staff to develop teaching &amp; learning opportunities, progress and culture &amp; ethos, e.g. CPD lead, Character Ambassadors, Retrieval / Metacognition expert.</p> <p>Engaging with the Bursary Foundation and School Led Tutoring to provide a blend of tuition and mentoring where accelerated progress is needed. Weekly Tuition has taken place for pupils in Year 5.</p>
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		<p>Purchase of programmes and additional members of staff to deliver the programmes (Eiklan, Welcomm, NELI). Desired outcome improves listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills in EYFS.</p> <p>The school will deploy TAs and an additional member of staff to administer the Nuffield Early Language Intervention to improve children’s language and early literacy skills in EYFS.</p> <p>School to facilitate current Maths Lead to join the NW Maths Hub to develop fluency and mastery in intervention groups.</p> <p><b>Expenditure - £90,600</b></p>
<b>Challenge 3: Disadvantaged pupils generally have greater difficulties with writing than their peers.</b>		
<b>Intended Outcome</b>	<b>Success Criteria</b>	<b>Progress In Year 1 (2022-2023)</b>
Improved writing attainment among disadvantaged pupils.	KS1 and KS2 writing outcomes in 2022/23 will show that disadvantaged pupils are working broadly in line with non-disadvantaged pupils.	<p>In KS2, 56% of disadvantaged pupils achieved expected in Writing compared to 58% of disadvantaged pupils nationally, which is broadly in line.</p> <p>Developing a language rich environment within EYFS which exposes the children to relevant vocabulary and texts to support later learning in Key Stage 1 and beyond.</p> <p>Director of Education worked closely with EYFS Lead to develop key vocabulary within the EYFS environment.</p> <p>EYFS Lead refined the EYFS curriculum to link closely to Year 1 curriculum and build on subject specific vocabulary.</p> <p>Read Write Inc invested in and training and updates given to all staff. Children consistently receiving RWI on a daily basis.</p>

		<p>Fast Track Tuition and Fresh Start Interventions taking place consistently and showing progress.</p> <p>RWI Interventions Years 1-4 Fresh Start Interventions Year 4 Summer – Year 6</p> <p>Read Write Inc Consultant in school for 2 development days to further support and develop RWI further.</p> <p>Whole school approach to Reading for Pleasure and developing a love of reading.</p> <p>Investment in high-quality books in all year groups, both linking to a range of subject areas as well as those identified through pupil voice – linking to writing genres.</p> <p>Writing Lead has developed the ‘Writing Journey’ across the school, with staff meetings and working closely with staff to ensure progression of genres and writing features.</p> <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Highly skilled members of staff will provide additional support to small groups to accelerate progress thus reducing the class size and in turn the attainment gap and ensuring progress – AHT’s teaching daily.</p> <p>Use of internal and external specialist staff to develop teaching &amp; learning opportunities, progress and culture &amp; ethos, e.g. CPD lead, Character Ambassadors, Retrieval / Metacognition expert.</p> <p>Engaging with the Bursary Foundation and School Led Tutoring to provide a blend of tuition and mentoring where accelerated progress is needed.</p> <p>Purchase of programmes and additional members of staff to deliver the programmes (Elklan, Welcomm, NELI). Desired outcome improves listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills in EYFS.</p>
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		<p>The school will deploy TAs and an additional member of staff to administer the Nuffield Early Language Intervention to improve children’s language and early literacy skills in EYFS.</p> <p><b>Expenditure - £5,000</b></p>
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**Challenge 4: 0% of disadvantaged Reception pupils are at age related expectations on entry which increases the difficulty of supporting disadvantaged pupils to reach the expected standard for their chronological ages at the end of EYFS, KS1 and KS2.**

<b>Intended Outcome</b>	<b>Success Criteria</b>	<b>Progress In Year 1 (2022-2023)</b>
<p>Improved end of EYFS outcomes among disadvantaged pupils.</p>	<p>EYFS outcomes in 2022/23 will show that disadvantaged pupils are working broadly in line with non-disadvantaged pupils.</p>	<p>Developing a language rich environment within EYFS which exposes the children to relevant vocabulary and texts to support later learning in Key Stage 1 and beyond.</p> <p>Director of Education worked closely with EYFS Lead to develop key vocabulary within the EYFS environment.</p> <p>EYFS Lead refined the EYFS curriculum to link closely to Year 1 curriculum and build on subject specific vocabulary.</p> <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Highly skilled members of staff will provide additional support to small groups to accelerate progress thus reducing the class size and in turn the attainment gap and ensuring progress.</p> <p>Additional cost covered to allow all children to attend Nursery full-time.</p> <p>Use of internal and external specialist staff to develop teaching &amp; learning opportunities, progress and culture &amp; ethos, e.g. CPD lead, Character Ambassadors, Retrieval / Metacognition expert.</p>

		<p>Purchase of programmes and additional members of staff to deliver the programmes (Eiklan, Welcomm, NELI). Desired outcome improves listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills in EYFS.</p> <p>The school will deploy TAs and an additional member of staff to administer the Nuffield Early Language Intervention to improve children’s language and early literacy skills in EYFS.</p> <p>Employment of an experienced Speech and Language Therapist to support with early identification of speech issues and to support teaching staff with strategies and techniques to use.</p> <p><b>Expenditure - £75,000</b></p>
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**Challenge 5: Social and emotional issues for many pupils, and a lack of enrichment opportunities in the local community.**

<b>Intended Outcome</b>	<b>Success Criteria</b>	<b>Progress In Year 1 (2022-2023)</b>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in incidents</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>	<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Updating of PSHE curriculum based on the needs of our pupils – PSHE lead developed and refined the PSHE curriculum.</p> <p>Further develop the WOW programme with staff continuing to work alongside the WOW Leads.</p> <p>Funded PSHE lead release time to develop and embed the curriculum into the school.</p> <p>The expanded curriculum offer includes access to specialist teachers in MFL, Computing and Music as well as access to clubs afterschool centred around fitness and wellbeing: yoga and multisports.</p> <p>Development of Music room with external music lessons invested in for Steel Pans. Music clubs provided e.g. Ukulele</p>

		<p>Funded extracurricular activities after school and during the school holidays - Holiday clubs developed for children during school holiday time with a multisport focus.</p> <p>Use of internal and external specialist staff to develop teaching &amp; learning opportunities, progress and culture &amp; ethos, e.g. CPD lead, Character Ambassadors, Retrieval / Metacognition expert.</p> <p>Building Forwards Together (BFT) and increased links with parents and the wider community and thus the school becoming a hub in the local community – variety of classes started including Friday Fakeaway, Family Yoga, Little Groovers, Baby Massage, Parent-baby Yoga sessions, CV writing etc.</p> <p>Well-being Walks for Parents started and well attended thus increasing links with parents and supporting their well-being.</p> <p>Additional member of staff employed to enable Family Support Worker to lead and continue to drive BFT.</p> <p>School will provide support to meet pupils' specific SEMH needs e.g. nurture interventions, school counsellor, play therapist, and resources; Drawing &amp; Talking therapy, Lego Therapy and mindfulness lessons.</p> <p>Providing free Breakfast Club places throughout the year, as well as a school jumper and book bag in September.</p> <p>Pupils will benefit from curriculum enrichment opportunities, including trips, throughout the school day and therefore develop a better understanding of the curriculum and the application of skills within our character programme.</p> <p>External support from specialist provisions (Bowker Vale, Bridgelea, Lancasterian, The Grange, Positive Regard - Wellspring etc).</p>
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		<p>Parent Workshops will run throughout each academic year, addressing the needs of the school and responding to the needs of Parents. Workshops will primarily be centred around Phonics, Reading and numeracy &amp; literacy skills – well attended by Parents e.g. Year 2 Phonics.</p> <p><b>Expenditure - £129,300</b></p>
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**Challenge 6: Lack of aspirations with regards to further education and career options, due to socio-economic factors within the local community**

<b>Intended Outcome</b>	<b>Success Criteria</b>	<b>Progress In Year 1 (2022-2023)</b>
<p>To achieve and sustain opportunities to develop high aspirations with regards to further education and career options for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of aspirations from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• events for pupils to develop aspirations e.g. careers week</li> <li>• Bursary Foundation.</li> <li>• Bespoke character programme.</li> </ul>	<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Updating of PSHE curriculum based on the needs of our pupils – PSHE lead developed and refined the PSHE curriculum.</p> <p>Further develop the WOW programme with staff continuing to work alongside the WOW Leads.</p> <p>Funded PSHE lead release time to develop and embed the curriculum into the school.</p> <p>Positive Footprint, Building Futures - WOW curriculum.</p> <p>The expanded curriculum offer includes access to specialist teachers in MFL, Computing and Music as well as access to clubs afterschool centred around fitness and wellbeing: yoga and multisports.</p> <p>Development of Music room with external music lessons invested in for Steel Pans. Music clubs provided e.g. Ukulele</p> <p>Engaging with the Bursary Foundation and School Led Tutoring to provide a blend of</p>

		<p>tuition and mentoring where accelerated progress is needed. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers ensuring children are making good progress.</p> <p>Building Forwards Together (BFT) and increased links with parents and the wider community and thus the school becoming a hub in the local community – variety of classes started including Friday Fakeaway, Family Yoga, Little Groovers, Baby Massage, Parent-baby Yoga sessions, CV writing etc.</p> <p>Additional member of staff employed to enable Family Support Worker to lead and continue to drive BFT.</p> <p>Additional member of staff (School Home Support) to engage and support targeted families with persistent absenteeism.</p> <p>Providing free Breakfast Club places, a school jumper and book bag in September.</p> <p>Careers talk for children in upper phase.</p> <p>Pupils will benefit from curriculum enrichment opportunities, including trips, throughout the school day and therefore develop a better understanding of the curriculum and the application of skills within our character programme.</p> <p>Funded extracurricular activities after school and during the school holidays.</p> <p>Parent Workshops will run throughout each academic year, addressing the needs of the school and responding to the needs of Parents. Workshops will primarily be centred around Phonics, Reading and numeracy &amp; literacy skills.</p> <p><b>Expenditure - £400</b></p>
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**Challenge 7: Higher proportion of disadvantaged pupils have been ‘persistently absent’ compared to that of their peers during that period**

Intended Outcome	Success Criteria	Progress In Year 1 (2022-2023)
<p>To achieve and sustain improved attendance specifically persistent absence for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>the percentage of disadvantaged pupils who are persistently absent will broadly be in line with non-disadvantaged pupils.</li> </ul>	<p>The expanded curriculum offer includes access to specialist teachers in MFL, Computing and Music as well as access to clubs afterschool centred around fitness and wellbeing: yoga and multisports.</p> <p>Building Forwards Together (BFT) and increased links with parents and the wider community and thus the school becoming a hub in the local community ('Cooking on a Budget' classes, Parent-baby Yoga sessions, CV writing, coffee mornings etc).</p> <p>Additional member of staff employed to enable Family Support Worker to lead and continue to drive BFT.</p> <p>Attendance Worker working closely with parents to drive attendance and support parents to improve their child's attendance.</p> <p>Whole School Attendance at SRA currently 94.4%</p> <p>Disadvantaged Attendance at SRA currently 93.5% with National disadvantaged average at 91.2%</p> <p>Attendance worker working closely with SLT to drive attendance across the school.</p> <p>Persistently absent currently 14.4% at SRA which is lower than the National average of 19.5%</p> <p>Disadvantaged Persistently absent currently 15.7% at SRA compared to 31.1% National average.</p> <p>Additional member of staff (School Home Support) to engage and support targeted families with persistent absenteeism.</p>

		External support from specialist provisions (Bowker Vale, Bridgelea, Lancasterian, The Grange, Positive Regard - Wellspring etc).  <b>Expenditure - £19,000</b>
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