

# Pupil premium strategy statement 2022-23 – Devonshire Junior Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22, 2022-23, 2023-24
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Elise Waldron
Pupil premium lead	Nicky Clements
Governor / Trustee lead	Harpal Tiwana

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 116, 340
Recovery premium funding allocation this academic year	£ 13,971
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£130, 311

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent for our disadvantaged pupils is to raise attainment, build positive relationships between all stakeholders and flip the wider disadvantage where possible so that all children can be the best they can be.

Devonshire Junior's current pupil premium plan works towards achieving this across a 3-year period providing an overarching strategy, or key principles, focusing on building upon the progression of learning towards end of key stage outcomes while supporting their personal development. We believe providing a tiered approach leads to the best outcomes for all pupils.

Initiatives to raise attainment includes a range of actions as outlined in the strategy to provide high level, quality first teaching and learning, small group and 1:1 interventions and quality resources. Language acquisition features highly. Robust tracking of pupil progress, observation of teaching and learning and pupil voice across the key stage closely monitors the impact of this part of the strategy.

A double-pronged approach of improving both academic outcomes (whatever their level of attainment) and outcomes for personal development provides the equity that our disadvantaged pupils need to leave Devonshire Junior as proficient, articulate, confident learners and citizens, ready for their next stage of education.

Underpinning this double pronged approach, is tireless effort on behalf of school to build positive relationships with our children and their families. This ranges from professional interventions of support and services, to quality, ongoing CPD for staff. Strong relationships with academy council provide accountability.

Regular review and evaluation as we monitor progress throughout the year enables us to adapt practice where needed. Any adaptations to the current strategy as a result of the ongoing review are noted in the review, particularly where we have implemented a more robust approach. We believe that all children are unique and know that sometimes a different approach may be required. We are also acutely aware that in some instances there are disadvantaged pupils who do not have 'gaps' with their non-disadvantaged peers, but who with an extra layer of support could become greater depth pupils. For them, providing the equity to reach the very highest levels of attainment is the necessary intervention.

The Education Endowment Foundation supports this tiered approach to provide a balance of approaches between improving teaching and learning, targeted support and wider non-academic strategies.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Language. More than 80% of our pupils have English as an additional language, and some have been newly arrived to the country during their time with us. Although decoding is mostly picked up quickly in KS1, there are some children who need extra phonics support and intervention. Children are at a disadvantage with vocabulary and inference skills. It impacts everything from reading comprehension to maths reasoning.</p> <p>Language challenges do not only affect reading. Due to having English as an additional language, many children lack confidence with oracy. This can act as a barrier to full participation in learning. The current year 3 cohort missed large parts of their EYFS provision and children had limited back and forth adult interactions with a range of adults throughout their early years. As many parents do not speak English in the home, their early language skills, and English language, needs continued support. This can be seen in the cohort in a range of outcomes, from their ability to listen carefully and follow instructions, to being able to verbalise feelings and emotions when being supported with self-regulation.</p>
2	<p>Socio-economic factors. The Indices of Multiple Deprivation (IMD) 2019 shows Sandwell's average deprivation score as ranked 12th most deprived local authority in England. Within Sandwell, Smethwick is an area with high levels of deprivation. 31.8% of children living in Smethwick are living in poverty compared to the national average of 19.9%.</p> <p>We have an unknown number of families with no recourse to public funding which we believe limits our pupil premium numbers.</p>
3	<p>Attendance and punctuality. Although until Covid19 pandemic Devonshire Juniors was regularly hitting the national attendance target, the % of persistent absences remains higher among disadvantaged pupils. There are relevant associated health factors: for example, last year, Sandwell was the local authority area with the highest level of obesity in year 6, with 33.7 per cent of children considered to be obese against an England average of 23.4 %.</p>
4	<p>Gaps in knowledge and experiences. Sandwell came 12<sup>th</sup> in the 2017/18 top 20 local authorities with highest level of child poverty across the UK after housing costs (43.2% of children). Having little disposable income after housing costs means our disadvantaged children may not have the access to wider experiences in the community or beyond from their early years that help develop neural pathways. This in turn prevents them building on schema, making wider links and developing a 'hinterland' knowledge, which adds meaning and essential context to core knowledge learned in school.</p>
5	<p>Reading gaps. Our new year 3 intake (2022) arrived with Reading outcomes of 62.2% expected or above. Although much higher than the previous year, this cohort has been affected by the Covid 19 pandemic for their entire EYFS and part of their KS1 education. Gaps in phonic knowledge, fluency and inference/comprehension skills need early intervention to ensure they recover to year group, and eventually end of key stage, expectations. Also, due to limited interactions with a range of adults in spoken English in their early</p>

years, vocabulary needs to be a priority of not just the reading lesson but across the whole curriculum.
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## Intended outcomes

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

Intended outcome	Success criteria
Disadvantaged pupils can speak confidently in both informal and more formal scenarios. They are able to show good listening skills by responding to cues, instructions and asking appropriate and challenging questions. (1)	Pupil premium pupils are well represented when delivering strategies to improve oracy. They independently lead other activities for other children. EAL pupils make rapid progress in their English acquisition and engage confidently and clearly in conversations. Pupil voice shows that pupils speak clearly, politely and appropriately. When reading aloud, they use the appropriate pitch and intonation required for the listener.
Increase numbers of disadvantaged pupils reaching Age Related Expectations (ARE) in each year group for reading, writing and maths. (1,5)	Assessment trackers and tracking pupil progress meetings show pupils are making progress from year group starting points. Pupils have regularly attended interventions. Attendance and wider strategies have improved attendance of disadvantaged pupils.
Accelerated progress for all pupil premium pupils particularly in reading and phonics (4,5)	Monitoring of lessons, books and planning shows reading lessons are planned in line with school policy/pedagogy.
Children want to be at school; they attend regularly and are punctual and gain personally and academically from a range of wider curriculum opportunities. (2, 3,4)	Sustained high attendance by 2024/25 – in line with national or better. Reduced persistent absence Increased PP participation in clubs and activities offered. Pupil voice shows children are engaged in the curriculum and participate in wider curriculum or cultural experiences.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training new middle leaders with effective CPD to drive excellence in teaching and learning</p>	<p><b>EEF research provides the following three professional development recommendations we strive to implement:</b></p> <ol style="list-style-type: none"> <li>1) When designing and selecting professional development, focus on the mechanisms. Consequently, choosing Best Practice Network as a provider delivers mechanisms of building on prior learning, goal setting and in school performance coaching. Cover has been provided to allow staff to both study and be coached.</li> <li>2) Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. Middle leaders focussing on NPLT and NPQDT have the opportunity to both network within school and within the trust, providing motivation and discussion to embed practice. Teachers will then be covered using internal staff to observe and develop their own teaching practiced. A programme of peer observation/development, monitored by SLT, will follow the impact.</li> <li>3) Implement professional development programmes with care, taking into consideration the context and needs of the school. This has been a key recommendation. Following a successful OFSTED inspection,</li> </ol>	<p>1,5</p>

	<p>we are keen to make sure that recommendations for CPD leading to overall attainment in phonics and language development, particularly for disadvantage pupils, are quickly put in place.</p>	
<p>Voice 21 Oracy training for all teachers in order to provide opportunities to use spoken word and formal language that will express opinion and impact confidence and self-esteem, preparing pupils for the wider world.</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p><b>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.(EEF +6)</b></p>	1,4
<p>Embed the teaching of phonics, vocabulary, language development, inference and comprehensions</p>	<p>We continued to invest in Word Aware training to provide teachers with a strategy for teaching vocabulary, as well as continuing with RVI approach to teaching reading.</p> <p><b>Research (EEF and wider) shows that knowing more words leads to comprehending more – and ultimately making more progress. EEF +6</b></p> <p>The newly appointed Reading and Phonics leads (latter being a new post) is an investment to ensure readers close any phonics gaps early in KS2, and that older children learning to read, such as those newly arrived to the country, have the expertise and provision to make rapid progress.</p> <p>Whole school phonics training has meant that every member of staff that works with children has undertaken training in the delivery of systematic synthetic phonics with a focus of staff modelling oral segmenting and blending.</p> <p><b>EEF evidence – Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</b></p>	1,4,5

<p>Purchase of a wide range of phonics reading books to support children at every stage of developing reading.</p>	<p><b>EEF evidence:</b> The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p>	<p>1, 5</p>
<p>Continue to purchase a wide variety of reading books for whole school in order to expose children to a variety of texts and authors which will enhance reading for pleasure. This will ensure that we continue to be well stocked in children’s literature.</p>	<p>Research shows that reading and vocabulary are the key to ‘knowing more’. See EEF research above. We invest in texts that show diverse central characters and settings so that all children within our context can identify with texts and to raise aspirations.</p>	<p>4,5</p>
<p>Continue to focus on and embed the mastery approach to maths to support mathematical development and reasoning and arithmetic skills</p>	<p>The Education Endowment Foundation ran a project investigating the effectiveness of Mathematics Mastery, which found that it had a positive impact on maths at primary level. Mathematics Mastery made, on average, one months’ progress compared to other pupils in comparison schools. A similar average impact was found for pupils eligible for free school meals (<b>EEF +1</b>)</p>	<p>4</p>
<p>Continue to provide quality support and CPD for staff so that quality first teaching of a high standard meets the needs of all children</p>	<p>Reviews that explore school turnaround by looking at the actions of school leaders, such as Meyers &amp; Hitt (2017), find that successful turnaround (including improvement in student attainment) is associated with a focus on professional development (<b>Teacher Development Trust</b>).</p> <p>See also EEF professional development recommendations above.</p>	<p>4,5</p>

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue with Reading Plus across Years 4-6 and invest in Reading Plus for year 3 .Reading Plus is a web-based program that builds upon the foundational skills of phonics and phonemic awareness to develop silent reading fluency, comprehension (deeper understanding), and re-engaging reluctant readers in Reading for Pleasure.</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. <b>(EEF +6)</b></p> <p><b>EEF evidence also states:</b> Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p>	<p>1,5.</p>
<p>Ensure PP pupils have access to small group and 1:1 interventions for 'recovery' as appropriate, particularly relating to phonics.</p>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness <b>(EEF +4)</b></p> <p><b>EEF evidence re older children and phonics:</b> While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. <b>If an older reader is struggling with decoding, phonics approaches will still be appropriate.</b> Where readers are struggling with vocabulary</p>	<p>1,4,5</p>

	or comprehension, other interventions may be more appropriate.	
Before and after school small group intervention to those who have been identified as having gaps to age related expectations in maths.	As above	1,4
Continue to ensure peer reading opportunities are in place	Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains. <b>(EEF +5)</b>	4,5
Continue to develop the highly successful book club led by senior leaders, targeting Year 5/6 pupil premium pupils with a focus on RVI SATS style questions.	Research (EEF and wider) shows that knowing more words leads to comprehending more – and ultimately making more progress. <b>EEF +6</b>	1,4,5

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

Budgeted cost: £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Transport to places of interest and experience linked to the curriculum and / or visiting specialists in school that will inspire and motivate and could potentially lead to greater aspiration for the future and acquisition of cultural capital.	<p>“A great curriculum builds cultural capital.” (OFSTED). Cultural capital was coined from academic work relating to social mobility.</p> <p>Pupil premium was introduced in 2011 to support schools in encouraging social mobility.</p>	4
Continue to employ EWO to raise attendance and lower PA for PP Pupils	<p><b>The Department for Education (DfE)</b> published research in 2016 which found that:</p> <p><i>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</i></p>	3
Provide opportunities for PP pupils, and families where possible, to access after school clubs and activities (arts: club, dance club, singing club, science club, STEM club, DT club, book club, sport: multisport club)	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. <b>(EEF +3)</b></p> <p>A fundamental message from the Sporting Future strategy is that positive experience of sports and physical activity must start when we're young to lay solid foundations for future participation, with all the positive mental and physical benefits that can bring <b>(HM Government, 2015)</b></p>	2,3,4
Continue to employ mentors and family support staff to support vulnerable families	<p>Vulnerable families need support, and by making us a base for support, we empower parents, encourage collaborative learning and also raise parental engagement Research from EEF confirms this. <b>EEF + 4, +3</b></p> <p>Programmes which have a clear structure and expectations, provide training and support for mentors, .... are associated with more successful outcomes. <b>EEF +2</b></p>	2,3
Appointment of new mentoring support via a	<b>EEF evidence:</b> Mentoring has increasingly been offered to young	2,4,5

<p>sports coach approach. The sports coach employed to raise fitness and aspiration, particularly with disadvantage pupils, will now also support children with <b>a range of disadvantage, wellbeing or behaviour/attendance needs</b> in class and follow up with mentoring discussions and sporting rewards for academic/personal achievement and effort.</p>	<p>people who are deemed to be hard to reach or at risk of educational failure or exclusion.</p> <p>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p><b>EEF +2</b></p>	
<p>PP pupils targeted first with extra curriculum or wellbeing projects and learning experiences to provide equity. 'Girls Can', via Sandwell Cultural Education Partnership, and workshops and theatre to support safeguarding will be revisited this year.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. <b>(EEF +4)</b></p>	4
<p>We will also continue to provide equity for participation school organisations such as school council, PCSO, music tuition and other initiatives which gives pupil a voice</p>	<p>Arts (music tuition) participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. <b>(EEF +3)</b></p> <p><b>Mentally Healthy Schools (Anna Freud National Centre for Children &amp; Families) :</b></p> <p>"Schools with a strong commitment to pupil voice have reported many positive outcomes. These include a reduction in exclusions, better behaviour, better relationships across the whole-school community, and improving attainment and attendance"</p>	4
<p>Continue to foster partnerships with organisations that can offer cultural capital in a range of contexts (Welsh National Opera, Sandwell Cultural Education Partnership, Poetry Press, Birmingham Hippodrome, Young</p>	<p><b>Sir Kevan Collins, EEF, 2015:</b></p> <p>Being clear eyed about the current state of the evidence on arts education enables us to reflect critically on what we want from our schools and why we engage in the work we do. In my view, schools should still find space in their day to ensure all children benefit from a stimulating arts education. We should continue to investigate links to other outcomes we value, but we shouldn't</p>	2,4

<p>Voices, Artsmark Award so far for 2022-23)</p> <p>We believe that despite robust evidence yet to surface, these experiences help to provide our pupils with the hinterland knowledge they are missing that enable them to make full links with core curriculum knowledge.</p>	<p>expect everything to link tightly to academic attainment. Instead, we should teach the arts for their own sake – for the intrinsic value of learning creative skills and the enjoyment they bring – while at the same time doing our level best to ensure our children and young people leave school with a good level of literacy, numeracy and scientific curiosity.</p> <p>“The core knowledge you want pupils to remember is supported by an equally important hinterland, the little examples, the stories, the illustrations, the richness, the dwelling on this but not that, and the times when you as a teacher go off-piste with your passion.” <b>Christine Counsell</b></p>	
<p>Poverty proofing the curriculum audit. Following the successful qualification last year of staff members as both auditors and research assistants, this year our own school will be audited and recommendations from the audit taken on board to ensure our school is poverty proofed.</p>	<p>Children are the group of the population most likely to be in poverty, and child poverty has been rising in absolute and relative terms for nearly a decade during which pensioner poverty has fallen consistently and dramatically. (Children’s Commissioner, January 2021)</p> <p><b>Education Policy Institute report February 2022:</b></p> <ul style="list-style-type: none"> <li>• The disadvantage gap is even wider for students who are in long-term poverty (those who spend at least 80% of their school lives on free school meals), who trail their better off peers by as many as 1.6 grades on average at GCSE.</li> <li>• For this group of the very poorest students who are in long-term poverty, the disadvantage gap has now failed to improve since 2011, despite government interventions.</li> <li>• There are now more students falling into this long-term poverty 80% FSM group. The proportion of all disadvantaged students that fall into this long-term poverty group increased to 39% in 2020, up from 35% in 2017.</li> </ul>	<p>2,4</p>

	<ul style="list-style-type: none"> <li>The proportion of students confined to poverty for their <i>entire school lives</i> – those on FSM for 100% of the time – has also risen, from 19% of all disadvantaged students in 2017 to 25% in 2020</li> </ul>	
Providing PRACTICAL assistance such as uniform and lunchbags, subsidising school trips and experiences	<p>Experiential learning and learning support are barriers in our context. By providing these we are ensuring that PP children have the same chances as others. Sports provision, clubs, Sandwell Cultural Education Partnership projects, book club, small group tuition are all included in this. <b>EEF shows these to be effective. EEF + 2, +4, +6</b></p> <p>“What matters to children from low-income families is that a school enables them to achieve a qualification to get on in life.”</p>	2
Safe and well checks ongoing for vulnerable and disadvantaged families	Home-school liaison officers are good for targeted contact with ‘hard to reach’ or ‘under-served’ families, especially when there are limited language or literacy skills in the family ( <b>Emerson et al 2012</b> ).	1,2
Participation on Laurel Trust attendance action research project for marginal gains around persistent absence.	<p><b>EEF Rapid Evidence Assessment Attendance Interventions: March 2022</b></p> <p><b>Parental engagement:</b> “The overall impact of targeted parental engagement studies was small and positive...A key component of the interventions was building effective partnerships between schools and parents, through discussions, meetings and conferences. The purpose of these partnerships was to identify issues leading to absences and collaboratively source effective solutions to the problems”.</p>	3

**Total budgeted cost: £131,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Funding for 2021-2022: £ 117,867**

Internal assessment data showed that key gaps for PP children following Covid19 had increased in some areas but particularly in year 6. Reading (30 percentage point gap) Writing (40.8 percentage point gap) and Maths (42 percentage point gap) were the highest PP gaps in school, even though overall attainment for reading and writing had improved. This showed that disadvantaged children, despite all the initiatives and interventions across their year in year 6, had been negatively impacted compared to non-pupil premium pupils.

The smallest pupil premium gaps were seen across year 5 (current year 6), where internal data showed that the percentage points gaps as follows: Reading (4.3) Writing (12.4) Maths (13.7).

Year 3 and 4 pupil premium pupils showed attainment gaps of between 20/25% in all core subjects compared to non pupil premium pupils.

#### **Improving teaching and learning/targeted support.**

Monitoring and tracking pupil progress/pupil premium meetings showed that teachers were offering equity with quality first teaching to disadvantaged pupils. They were priority for targeted questioning for assessment, small group and 1:1 tuition, live marking and feedback and 'word aware' vocabulary retrieval. Targeting of pupils to close attainment gaps has been refined and made more robust for the current academic year to ensure no stone goes unturned in the push to achieve a value-added outcome for disadvantage pupils.

New phonics books were used effectively to support children in year 3 with phonics gaps. An identified adult for each class took responsibility for ensuring children were heard read and changed books regularly. Increasing this provision is a priority in the current strategy plan. Following on from a Trust monitoring visit, we also incorporated more robust system for hearing all children read, with priority given to need or disadvantaged pupils who may not have anyone hear them read at home. Records are kept to show when and how often children are being heard read aloud.

Reading Plus was already established became and embedded part of the reading provision. The year 6 pupils had iPad devices in class to access Reading Plus meaning

no child did not access it due to a lack of technology. Some pupils were identified as a priority for accessing Reading Plus and did this in place of other activities on arrival to school, boosting their time on the programme. The analysis from the weekly results showed where fluency was being positively impacted and where further intervention was required. Reading Plus was also introduced across Year 3 for the first time. This supported those children with gaps from the pandemic disruption, especially pupil premium children, to access a programme to develop their fluency. Again, devices were used in classes for those children who need equity for access. Teachers prioritised times where these children could access Reading Plus during the school day, and supported parents to access at home.

Disadvantaged pupils in year 5 and 6 who were either borderline ARE (age related expectations) or potential greater depth with more focus continued to enjoy 'book club'. This has been a highly motivating and successful project for supporting reading for pleasure. As a result of heightened interest in reading, these pupils became peer tutors for year 3 in the new strategy. Investing in diverse and inclusive books stimulated great discussion and an increase in self-confidence.

The maths lead was also appointed to the senior leadership team as Head of Teaching and Learning. This enabled him to be in a position to really support teaching and learning in his time away from the classroom. Teachers were supported, and continue to be supported, in both PPA and in the classroom to deliver high quality maths lessons. CPD to raise attainment by focusing on breaking down maths concepts to match ability meant that some pupils closed gaps in maths. Following this, a focus on accurate assessment of pupils using validated standardised tests alongside teacher judgement helped teachers to carefully plan appropriate maths lessons with a focus on retrieval practice, manipulation, representation and abstract application. Word problems continued to play a pivotal role in the teaching of maths, as a priority for helping to develop mathematical language and calculation skills.

Daily Maths n Munch sessions resumed and offered skilled delivery of extra maths tuition based on pupil gaps identified in class. These were majority pupil premium children. The children had food and tuition before the school day started. This was attended and monitored by SLT and attendance by children was consistently high. As one of our highly successful strategies this continues for year 6 pupils this year until after SATS, when it resumes with year 5 pupils.

The HoT&L also supported in a similar way across school with the teaching of reading and writing.

Other internal CPD from other curriculum leaders saw a focus on ensuring strategies for developing vocabulary were applied across all subject areas, with a focus on developing substantive concepts to support retrieval across the key stage, building on

prior learning. This is supporting pupils with gaps in wider curriculum knowledge and experiences to benefit from a planned sequence of learning.

### **Wider strategies**

Mentoring resumed its pre-pandemic pace, ensuring all disadvantaged pupils had the option of a mentor-run food and mood intervention we call 'Sunshine Club'. This tackles the harder to reach families with food and activities that build self esteem, confidence and hopefully as a consequence attendance and participation in school life. Sunshine club was once again well attended and pupil voice revealed how children felt this supported them in their school life. Disadvantaged pupils were then given mentoring sessions throughout the week, via either check n discussions or specific interventions. These were particularly useful and relevant to pupils who had lost a parent as a result of Covid19. Other children who struggled to transition back into full time school or regulate as a result of the upheaval received close and careful support.

Our EWO monitored both attendance of pupil premium pupils and was able to contact and support parents to engage with returning to full time school.

Equity was provided to disadvantaged children for a wide range of experiences to encourage attendance and improve self-confidence. Music tuition resumed and a new cohort of pupils took up a new instrument. This was followed during the year with in school performances allowing children to learn to play for a purpose and an audience. Performance continues to be a key strand of development in our music and performing arts offer, allowing disadvantage pupils to gain confidence and self-esteem in preparation for the next stage in their learning.

Our sports coach from Sports Plus continued to build relationships with all children across school whilst delivering both curriculum PE and extracurricular activities. Knowing the impact of poverty locally on children's health via Public Health figures available to us, again disadvantaged pupils were prioritised for sport. Teaching all children across the school put this member of staff in a prime position to join our mentoring team this year. Our pupils respect him as their sports coach and he is an excellent local role model for raising aspirations and building trusting relationships.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Reading Plus	Reading Solutions
Timetables Rockstars	TTR
MyMaths	Oxford University Press
Spelling Shed	Ed Shed
Purple Mash	2Simple

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

**Further information (optional)**

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