

Review of Academic year 2022-23 Pupil Premium Strategic Statement

Challenges

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

Challenge number	Detail of challenge
1	Learning: Ensuring all teaching is at least good, and the importance we place on the learning for our PP pupils is reflected in planning and learning.
2	Learning and Lives: Retention and memory is weak and the children lack strategies to support retention.
3	Language: Vocabulary is limited and reading is not embedded in culture and routine.
4	Learning: Maths fluency has deteriorated and needs to remain a key focus. Lack of retention of key math related facts are barriers to progress in Maths learning.
5	Learning: Children have limited access to the wider world, including STEM and EXPERT subjects beyond school.
6	Lives: Pupil Premium children benefit from the development of the united ethos of seamless working together across both schools.
7	Learning: Many of our PPG children also have additional needs.
8	Learning: To continue to develop The Write Stuff approach to writing, and beyond in the EXPERT curriculum. To ensure progress rates in writing are accelerated across school in 2022/23

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	Review of
1. Learning: To ensure Pupil premium children have access to teaching that is at least good, taking into	All teaching is good, with carefully planned provision for children, including PPG. Staff can discuss progress of PPG children.	KN OFSTED reports school as good 4 th /5 th May 2023 Teaching is judged as increasingly good across both schools.

<p>account new staff and roles within school.</p>		<p>Joint PPA times across learning teams focus on aspirational progress for all. PPG children's particular learning needs are discussed within these sessions and support and challenges are set within them.</p> <p>Smaller class sizes allow staff to know their children well, teaching with their individual learning needs in mind.</p> <p>CDP focus on assessment and feedback has ensured all staff have a clearer understanding of how progress is clear within data and how it can be seen within books and in classroom learning.</p> <p>Ongoing progress discussions within PPA and cross school and inter-school moderation means staff are confident in identifying progress and making judgements of achievements.</p> <p>Team Pupil progress meetings additionally helped to identify children shared needs for interventions.</p> <p>Collaborative learning approach including KAGAN ensured all children actively engaged in learning.</p>
<p>2. Learning and Lives: To ensure Pupil Premium children develop understanding of memory, and its importance in education. The children develop strategies to improve their memory within the Expert Curriculum.</p>	<p>Children and staff have a deeper understanding of memory and how it works to support learning.</p> <p>Memory strategies developing across the school, with children being able to articulate key aspects of learning from previous years. EXPERT Books and class books support this.</p> <p>HT – CPD</p>	<p>Golden thread within planning and teaching reinforces links between and within subjects and across year groups.</p> <p>Children now more conscious of the purpose of their learning, links between subjects and how it impacts their learning. PP children have positive attitudes to learning during discussions with AH. AH meets with identified children to celebrate learning, track progress and set personal targets. These are children for whom a picture of their school journey is being built.</p>
<p>3. Language: To ensure Pupil Premium children develop a wide vocabulary through taking part in NELI, Reading, Word-Work and the wider curriculum.</p>	<p>BPVS and reading scores demonstrate accelerated progress.</p> <p>Taking into account small cohorts, children make accelerated progress on PIRA scores.</p> <p>AR scores evidence word counts significantly higher than previous year.</p> <p>Soft data:</p> <p>Children contribute in Word Work lessons.</p> <p>Vocabulary in writing has more impact on the reader, with the FANTASTIC lenses being used well to support.</p>	<p>Ongoing work to improve SATs scores in reading and writing for PP children (Year 6 and Year 2 KN (See data grid below)</p> <p>Word counts have been higher than recent post-covid years and Millionaire readers have included children from lower KS2 year groups as well as upper KS2. (KN 12 chn +4 chn KG 35chn +3chn)</p> <p>Vocabulary work continues to be made clear within the ambitious vocabulary planned into, explained and modelled for use within writing sessions.</p> <p>Clear enjoyment and anticipation of Fantastics.</p> <p>Across school vocabulary continues to be a priority across all areas of learning.</p>

<p>4. Learning: To ensure Pupil Premium children are fluent mathematicians, and can use and apply number facts.</p>	<p>Maths scores demonstrate accelerated progress. Maths interventions successful.</p>	<p>Data from academic year 2022-23</p> <table border="1" data-bbox="1137 134 1823 738"> <thead> <tr> <th>KG</th> <th>Y2 EXS/+</th> <th>Y2 PP EXS/+</th> <th>Y6 EXS/+</th> <th>Y6 PP EXS/+</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>51%</td> <td>22%</td> <td>62%</td> <td>43%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>22%</td> <td>71%</td> <td>57%</td> </tr> <tr> <td>Maths</td> <td>49%</td> <td>22%</td> <td>60%</td> <td>36%</td> </tr> <tr> <th>KN</th> <th>Y2 EXS/+</th> <th>Y2 PP EXS/+</th> <th>Y6 EXS/+</th> <th>Y6 PP EXS/+</th> </tr> <tr> <td>Reading</td> <td>48%</td> <td>40%</td> <td>50%</td> <td>57%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>13%</td> <td>60%</td> <td>57%</td> </tr> <tr> <td>Maths</td> <td>52%</td> <td>53%</td> <td>60%</td> <td>43%</td> </tr> </tbody> </table>	KG	Y2 EXS/+	Y2 PP EXS/+	Y6 EXS/+	Y6 PP EXS/+	Reading	51%	22%	62%	43%	Writing	40%	22%	71%	57%	Maths	49%	22%	60%	36%	KN	Y2 EXS/+	Y2 PP EXS/+	Y6 EXS/+	Y6 PP EXS/+	Reading	48%	40%	50%	57%	Writing	24%	13%	60%	57%	Maths	52%	53%	60%	43%
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<p>5. Learning: Pupil Premium children benefit from the development of Expert subjects, as per the school plan for all subjects with a particular focus on the development of the STEM learning provision.</p>	<p>Children engage in EXPERT subjects and show high quality learning, recalling their learning and using appropriate subject specific language. Subject leads demonstrate working knowledge of schools, and their subject. Children access STEM learning and can discuss the wider world in relation to their experiences, raising aspirations.</p>	<p>Ongoing curriculum developments to ensure impact of Expert learning sessions. and pupil voice have shown enjoyment and retention of some key facts (Evident in Expert learning books) Long term plans reviewed for coverage, consistency, relevance and impact for our children. High vocabulary focus within planning and teaching. Subject leaders developing schemes of work in collaboration with phase leaders and staff ensuring vocabulary acquisition, skill and knowledge progression and clarity of golden thread links. Subject leaders support learning teams as needed during medium term planning days.</p>																																								
<p>6. Lives: Pupil Premium children benefit from the development of the united ethos of working together across both schools. For both schools to be considered high quality provision for the community. Governors work seamlessly, as do staff.</p>	<p>Children attend activities together across school, including STEM. Residential activities take place across the year, with both schools accessing together.</p>	<p>Successful collaborative working within staff teams, learning focused with a priority to also be aware of children’s personalised learning needs. Successful residential and joint school trips and events e.g. Warwick Arts Centre, Pantomime trips, Hoar Farm Park, Coventry Transport Museum.), Experience days, Dol-y-moch, residential trips, National Reading Awards. Families were supported as needed to ensure all children were able to access these learning and enrichment experiences.</p>																																								

		<p>On many of these occasions, wider family members were invited and able to attend to also broaden their experiences. Financial support was provided to ensure all students (Particularly PP) were able to benefit from these opportunities.</p> <p>Parent engagement and feedback continues to be positive around in-school and external enrichment opportunities.</p>
<p>7. Learning: To ensure Pupil Premium children with additional needs have their needs met and that they make at least expected progress. For staff to gain expertise in ASD, and that classrooms are supportive of children with ASD needs. Explore therapeutic aspects of provision - dogs, lego, art, cross school support, enhanced provision. To ensure wider agencies have the impact expected on children with additional needs.</p>	<p>Clear strategies for children with ASD, SEND and PPG. ASD knowledge across school is good. Children have clear entry and exit data.</p>	<p>27% KG 23% KN of PP children have identified SEND. Edukey Provision Map used by all staff. PP children clearly identified within this program and provisions can be easily tracked. Program is used to centrally record personalised learning plans, interventions and information from outside agencies. Plans are reviewed, updated, and impacts of interventions and next steps are easily accessible. Effectiveness of these are reviewed in relation to their impact on learning. Focused staff training to recognise behaviours which may be indicators of ASD needs. Immediate interventions and ideas to support whilst referrals are made provided for staff to use with pupils. Provide additional in-depth record of pupil learning experiences across primary education. Termly (As well as Reception baseline) NFER and teacher assessments provide clear assessment data and identify progress within groups and individuals, as well as those who need more focused support and interventions. SEND parent coffee afternoons – Specialists in school supporting families with ideas of how to support with additional needs at home.</p>
<p>Language, Learning, Lives: Other areas which will benefit Pupil Premium Pupils: RSE – continue for year 2. Spelling – Implement new program across school. KAGAN – Review and include weekly structure in the first instance. Music – Charanga, implement for the year and work towards the Model music Curriculum.</p>		<p>Positive impacts of these other areas include impact on standards evident in assessment results, active learning within classes, wider opportunities and within soft data of children’s feedback of experiences, learning and enrichment.</p> <p><u>Additional impacts</u> Family Liaison and support team members have provided advice, linked and signposted families to resources and programmes to support them e.g. Early Help. PE kits and uniform provided for PP families.</p>

<p>Subject Leads – Continue to develop and provide CPD. Writing – continue CPD across school. Subject Lead plans for Expert, RE, PPG, SRE, Reading, Writing, Maths, Spelling. (Additional) Effective PPA, within resource. EYFS - Explore mixed Nursery and Reception provision to ensure best practice.</p>		<p>‘Positive Impact’ group and 1-1 sessions targeted to PP children and tailored to their needs e.g. self-confidence, team building, managing transitions and emotions. Wellbeing staff and children links – staff have dedicated children to have incidental chats with to help increase self-worth and togetherness. More in-school parent experiences: e.g. Praise assemblies, Meet the teacher, Parents evenings, Golden Tickets, Book looks, Phonics meeting, Themed creative breakfasts.</p>
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