



Davenham Church of England Primary School

“Working Together, Playing Together, Serving God and Serving Others”

*“...encourage one another and build each other up...”*

**1 Thessalonians 5:11.**

**PART A 2024 – 2025 PUPIL PREMIUM STRATEGY**

**PART B1 REVIEW OF 2023 – 2024 PUPIL PREMIUM STRATEGY**

**PART B2 REVIEW OF 2022 – 2023 PUPIL PREMIUM STRATEGY**

## **Our Pledge**

**Our Pledge to the children of Davenham C of E Primary School is ...**

**“To help and support them to become rounded, educated citizens with confidence and an appreciation of human diversity, creativity and achievement.”**

**To help children achieve these goals, we will ensure that they ....**

- **Visit and explore our local church and other places of worship.**
- **Learn about and celebrate different faiths, cultures and festivals.**
- **Develop an understanding about the diversity of the world we live in.**
  - **Have the opportunity to learn two modern foreign languages.**
    - **Support the people in our local community.**
    - **Support charity at a local, national and global level.**
- **Learn about how to care for and protect the environment we live in.**

- **Learn to play a musical instrument.**
  - **Perform to an audience.**
  - **Work with an artist in residence.**
- **Have the opportunity to represent school at a sporting event.**
  - **Visit a city of culture.**
  - **Enjoy a range of residential visits.**
- **Study and meet a range of people who can widen their understanding of the world, including people who have made a difference or overcome adversity.**

## What is Pupil Premium?

### Pupil Premium Strategy Statement 2024 – 2025

*This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.*

*It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.*

#### School overview

Detail	Data
School name	Davenham C of E Primary School
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Current year Review of past two years
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Joanne Hyslop and Martin Mewies
Pupil premium lead	Jessica Ollier and Joanne Hyslop
Governor / Trustee lead	Vicky Curran

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,620
Recovery premium funding this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£45,620

## PART A

### Statement of Intent

*Our ultimate objective for our disadvantaged children is to narrow any gaps between them and other groups of children.*

*Our plan helps support disadvantaged children (and other children) by providing quality interventions, reducing pupil to teacher ratios and providing quality training for staff.*

*We focus on basic literacy and numeracy skills*

*‘The key to unlocking educational opportunity is literacy. Pastoral and enrichment approaches matter, but literacy, rooted in oral language must be at the heart of every strategy.’*

*Marc Rowland, Deputy Director of the National Education Trust*

## Challenges

Challenge number	Detail of challenge and actions to address challenge
1	<p><b>Dip in achievement in Mathematics at the end of KS2</b></p> <p>To avoid teaching mixed age groups in maths at the end of Ks2 we have employed additional teachers to teach maths to Year 5 and 6</p>
2	<p><b>The importance of reading to all areas of the curriculum</b></p> <p>We recognise the need to support pupils who are falling behind or under achieving in reading. A dedicated reading leader and SENDCO track the lowest 20% of readers closely and monitor the impact of interventions.</p>
3	<p><b>Staff knowledge and skills</b></p> <p>We recognise the importance of high-quality teachers and teaching assistants who are able to deliver a range of interventions and small group tutoring to support and challenge children, where necessary.</p>
	<p>We are committed to high quality staff training and development. This may be in house or from external providers.</p> <p>Staff must be aware of, and equipped to tackle, the barriers facing our disadvantaged pupils. Time is dedicated each term to Pupil Progress Meetings where we are able to consider pupil progress and the impact of interventions.</p>
	<p>We expect all staff to have high expectations for all pupils regardless of background.</p>
4	<p><b>Low self-confidence, self-esteem and poor communication skills (Significantly increased need around SEMH Post Covid)</b></p>
	<p>We will support children to demonstrate their understanding, express their feelings and ask questions.</p>

	Where children struggle with specific areas of learning, teaching assistants are employed to work with children in small groups or individually with the aim of improving understanding, skills and confidence. The impact of these interventions is monitored and adjusted termly by our SENDCO.
	Where children struggle with communication skills, support will be provided through interventions, including speech and language and ELSA (Emotional Literacy Support Assistants).
	Physical activity linked to Christian values used to promote resilience and risk taking
5	<b>Increased needs around Speech and Language</b>
	TA dedicated to providing SALT support in the afternoons
6	<b>Pupil Premium pupils achieving ARE is significantly lower than non-pupil premium pupils</b>
	Pupil Premium children prioritised for interventions if behind ARE or making slow progress
	SENDCO to monitor progress and impact of interventions more closely.
	Funding applications made for pupil premium children who are also SEN where appropriate
7	<b>Increased cost of living is making it harder for families to pay for school visits</b>
	Subsidised visits for all Pupil Premium children



## Intended Outcomes

### How Pupil Premium funding is used at Davenham – The 3 Tiered Approach

A tiered approach helps schools to balance approaches to improve teaching, targeted academic support and wider strategies.

<p>Teaching</p>	<p>Spending money on teaching may include professional development, training and for early career teachers and recruitment and retention.</p> <p>Ensuring an effective teacher is in front of every class, and that every class is supported to keep improving is the key ingredient of a successful school and will be a key priority for our Pupil Premium spending.</p>
<p>Targeted Academic Support</p>	<p>Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, will be another key priority of our Pupil Premium strategy.</p>
<p>Wider Strategies</p>	<p>Wider Strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.</p>

## Activity in this academic year

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

TIER	Evidence that supports this approach	Challenge number(s) addressed	Total spend
<b>TIER I TEACHING</b>			
Reading leader	Dedicated reading leader time with a focus on additional support for the lowest 20% of readers	2, 3, 6	£7,424
Additional support for UKS2 Mathematics	Additional teacher to support teaching of maths in UKS2 in mixed class	1, 6	£9,966
Total Spend Tier I			£17,390

<b>TIER 2</b>			
<b>TARGETED ACADEMIC SUPPORT</b>			
Training staff in a range of interventions and then monitoring of the impact of interventions particularly for PP children. (SENDCO )	<p>By training staff in a range of interventions, means that children receive timely and bespoke interventions.</p> <p>By monitoring the impact more closely, we know which interventions are having the greatest impact</p>	<p>1, 2, 3, 6</p> <p>1, 2, 3,6</p>	£4,228
Targeted TA support for PP children across school	By having in-house experts in the field, we can accelerate progress and provide support to more pupils.	1,2	£6,890
Total Spend Tier 2			£10,897

TIER 3 WIDER STRATEGIES			
ELSA and training	<p>Children's emotional needs are met in a timely manner with a trusted adult.</p> <p>Out of class ELSA in the afternoons can respond in a timely manner to safeguarding support such as Voice of the Child.</p> <p>Additional ELSAS mean that more children can access targeted support.</p>	4, 6	£12,949
Subsidised visits	Ensures all children enjoy the benefits of educational visits.	7	£1,735
Project Touchline	Outdoor learning linked to Christian values promotes resilience and teamwork.	4	£2,500
Total Spend Tier 3			£17,184
Total PP Spend			£45,692
Less expected PP income			£45,620
Projected Overspend from budget			£72

## TIER 1 TEACHING

(38% of total spend)

- Quality First Teaching supported by CPD for all staff
- Continued in house training for all EYFS and KSI teachers and TAs in RWInc (funded from budget)
- Development Days for SLT for RWInc (funded from budget)
- Dedicated Reading Leader to support reading across school, including training for staff
  - Additional teacher for Maths in UKS2

## TIER 2

### TARGETED ACADEMIC SUPPORT

(24 % of total spend)

- Termly progress meetings with all teachers to focus on progress
- Bespoke interventions / catch up sessions where required
- KS2 booster sessions in English and Maths
  - In-house SALT support
- Monitoring time for interventions from SENDCO

### TIER 3

#### WIDER STRATEGIES

(38% of total spend)

- A broad and engaging, thematic curriculum
  - Subsidised trips and visitors
- Whole school focus on resilience / curiosity
- Nurture Provision – a dedicated ELSA room
- A dedicated, non-class based ELSA Assistant in the afternoons
  - 4 additional, class based ELSA Assistants
  - Project Touchline to promote resilience and team building

## MONITORING AND IMPLEMENTATION

Area	Challenge	Mitigating Action
Teaching	Ensuring enough time is dedicated to staff training and monitoring	<p>Management Time for Reading Leader</p> <p>On-going in-house support for teachers and TAs delivering RWInc</p> <p>Support from SLT Team Teaching etc.</p>
Targeted Support	Ensuring interventions are adequately monitored	<p>Time for SENDCO term to complete analysis via Target Tracker</p> <p>Time each term for dedicated Pupil Progress Meetings</p> <p>Time for staff development – time with SENDCO</p>
Wider Strategies	<p>Ensuring sufficient time for all children in need</p> <p>Ensure all ELSAs have contact time with children to ensure skills are maintained</p>	<p>Half termly reviews</p> <p>SENDCO prioritises PP pupils each half term</p> <p>All ELSAs to access supervision</p> <p>All ELSAs to be allocated at least one child each week</p>

# BI REVIEW OF 2023 – 2024



## Part B1: Review of outcomes in the previous academic year 2023 - 2024

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

School Name	Davenham C of E Primary School
Pupils in school	308
Proportion of disadvantaged pupils	8%
Pupil Premium Allocation this academic year	£55,888
Total budget for the academic year 23-24	£55, 888

## TIER 1 TEACHING

(49% of total spend)

- Quality First Teaching supported by CPD for all staff
- Additional teaching support staff to support Maths and English teaching
- Continued in house training for all EYFS and KSI teachers and TAs in RWInc (funded from budget)
- Development Days for SLT for RWInc (funded from budget)
- Non-contact time for all subject leaders and middle leaders (funded from budget)

## TIER 2

### TARGETED ACADEMIC SUPPORT

(20 % of total spend)

- Termly progress meetings with all teachers to focus on progress
- Bespoke interventions / catch up sessions where required
- KS2 booster sessions in English and Maths
  - SALT support
- Monitoring time for interventions from SENDCO and Assistant

### TIER 3

#### WIDER STRATEGIES

(31% of total spend)

- A broad and engaging, thematic curriculum
  - Daily Mile initiative
  - Forest School initiative
  - Subsidised trips and visitors
- Whole school focus on resilience / curiosity
- Nurture Provision – a dedicated ELSA room
- A dedicated, non-class based ELSA Assistant
  - 4 additional, class based ELSA Assistants
  - Outdoor chapel / ELSA Area

**In 2023 – 2024 the money was spent as follows**

Focus	Total Amount
TIER 1	
Subsidising additional teachers in each phase for Maths and English	£15,750 £6547
Dedicated reading leader	£7072
<b>Total Spend Tier 1</b>	<b>£29,369</b>
TIER 2	
Training staff in a range of interventions and then monitoring of the impact of interventions particularly for PP children. (SENDCO )	£4007
Time for assistant SENDCO out of class (training of TAs/ SEND in by subject booklet)	£5993
Training of assistant SENDCO to support workload for SENDCO	£1670
Wellcom Training and Resources	£534
<b>Total Spend Tier 2</b>	<b>£12,204</b>

TIER 3	
ELSA and training	£16,012
Subsidised visits	£1648
Forest Schools	£1200
Total Spend Tier 3	£18,860
Total PP Spend	£60,433
Less PP income (includes c/f and Covid Recovery Premium of 1957.50)	£55,888
Balance Overspend	- £4545

## Externally provided programmes (none)

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## TIER I TEACHING PRIORITIES

Measure	Activity	Impact (completed at the end of the cycle)
Subsidising additional teachers in each phase for Maths and English	Reduced ratio class teaching of Maths and English	See tables below
Dedicated Reading Leader time	Time for Reading Leader to focus on progress of lowest 20% of readers across school	See reading data tables
Barriers to learning that these activities address	Range of ability in classes  Mixed year classes  Gaps in phonics addressed through bespoke teaching	
Total Spend	<b>£29,369</b>	

# PROGRESS MEASURES FOR PUPIL PREMIUM AND NON-PUPIL PREMIUM CHILDREN

## SUMMER 2023 – SUMMER 2024

The first table shows progress for all pupils across the year groups 1 – 6 at the end of the summer term 2024.



### Steps Progress Between Terms Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (283 pupils)

07 January 2025  
Sum2 22-23 to Sum2 23-24

			Average of Displayed Subjects			Reading			Writing			Mathematics		
	No.	%	Sum2 22-23	Sum2 23-24	Progress	Sum2 22-23	Sum2 23-24	Progress	Sum2 22-23	Sum2 23-24	Progress	Sum2 22-23	Sum2 23-24	Progress
Pupil Premium	29	10.2	51.7	57.8	6.1	51.9	57.5	5.6	51.0	57.7	6.7	52.1	58.1	6.0
Not Pupil Premium	254	89.8	49.4	55.3	5.9	49.7	55.6	5.9	49.0	54.9	5.9	49.5	55.4	5.9

It should be noted that there is very little difference between the progress of pupil premium children and non-pupil premium children.

In reading progress was very similar (-0.3). In writing, pupil premium children made more progress than non-pupil premium children (+0.8).

In maths, progress was almost identical (+0.1)

This second table breaks down the progress made by pupil premium children and non-pupil premium children across each year groups. The low numbers in each year group should be noted when making comparisons.



Year 2 (46 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
◆	No. ◆	% ◆	Rec Sum2 ◆	Yr1 Sum2 ◆	Progress ◆	Rec Sum2 ◆	Yr1 Sum2 ◆	Progress ◆	Rec Sum2 ◆	Yr1 Sum2 ◆	Progress ◆	Rec Sum2 ◆	Yr1 Sum2 ◆	Progress ◆
Pupil Premium	4	8.7	35.0	40.5	5.5	35.0	40.5	5.5	35.0	40.0	5.0	35.0	41.0	6.0
Not Pupil Premium	42	91.3	34.6	40.6	6.0	34.8	40.9	6.1	34.5	40.1	5.6	34.6	40.8	6.2

  

Year 3 (45 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
◆	No. ◆	% ◆	Yr1 Sum2 ◆	Yr2 Sum2 ◆	Progress ◆	Yr1 Sum2 ◆	Yr2 Sum2 ◆	Progress ◆	Yr1 Sum2 ◆	Yr2 Sum2 ◆	Progress ◆	Yr1 Sum2 ◆	Yr2 Sum2 ◆	Progress ◆
Pupil Premium	2	4.4	39.7	45.0	5.3	39.5	45.0	5.5	39.5	45.0	5.5	40.0	45.0	5.0
Not Pupil Premium	43	95.6	40.2	46.2	6.0	40.5	46.5	6.0	40.0	45.9	5.9	40.1	46.4	6.3

  

Year 4 (48 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
◆	No. ◆	% ◆	Yr2 Sum2 ◆	Yr3 Sum2 ◆	Progress ◆	Yr2 Sum2 ◆	Yr3 Sum2 ◆	Progress ◆	Yr2 Sum2 ◆	Yr3 Sum2 ◆	Progress ◆	Yr2 Sum2 ◆	Yr3 Sum2 ◆	Progress ◆
Pupil Premium	4	8.3	44.7	47.8	3.1	45.0	47.0	2.0	44.0	48.3	4.3	45.0	48.0	3.0
Not Pupil Premium	44	91.7	46.2	51.6	5.4	46.4	51.8	5.4	45.9	51.1	5.2	46.2	51.8	5.6

  

Year 5 (46 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
◆	No. ◆	% ◆	Yr3 Sum2 ◆	Yr4 Sum2 ◆	Progress ◆	Yr3 Sum2 ◆	Yr4 Sum2 ◆	Progress ◆	Yr3 Sum2 ◆	Yr4 Sum2 ◆	Progress ◆	Yr3 Sum2 ◆	Yr4 Sum2 ◆	Progress ◆
Pupil Premium	5	10.9	51.7	57.1	5.4	51.2	56.4	5.2	51.0	57.0	6.0	52.8	58.0	5.2
Not Pupil Premium	41	89.1	51.9	57.6	5.7	52.2	58.3	6.1	50.9	56.4	5.5	52.4	57.9	5.5

  

Year 6 (50 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
◆	No. ◆	% ◆	Yr4 Sum2 ◆	Yr5 Sum2 ◆	Progress ◆	Yr4 Sum2 ◆	Yr5 Sum2 ◆	Progress ◆	Yr4 Sum2 ◆	Yr5 Sum2 ◆	Progress ◆	Yr4 Sum2 ◆	Yr5 Sum2 ◆	Progress ◆
Pupil Premium	8	16.0	53.8	61.3	7.5	54.6	61.0	6.4	53.1	61.1	8.0	53.6	61.6	8.0
Not Pupil Premium	42	84.0	58.7	64.8	6.1	59.1	65.2	6.1	58.4	64.5	6.1	58.5	64.6	6.1

  

Year 7 (48 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
◆	No. ◆	% ◆	Yr5 Sum2 ◆	Yr6 Sum2 ◆	Progress ◆	Yr5 Sum2 ◆	Yr6 Sum2 ◆	Progress ◆	Yr5 Sum2 ◆	Yr6 Sum2 ◆	Progress ◆	Yr5 Sum2 ◆	Yr6 Sum2 ◆	Progress ◆
Pupil Premium	6	12.5	63.1	70.3	7.2	63.2	70.7	7.5	62.2	70.2	8.0	64.0	70.2	6.2
Not Pupil Premium	42	87.5	64.4	70.8	6.4	64.7	71.0	6.3	64.0	70.8	6.8	64.6	70.7	6.1

### **Year Groups with low progress for PP children**

**The low numbers in each year group should be noted when making comparisons.**

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>1</b>	<b>5.5</b>	<b>5</b>	<b>6</b>
<b>2</b>	<b>5.5</b>	<b>5.5</b>	<b>5</b>
<b>3</b>	<b>2.0</b>	<b>4.3</b>	<b>3.0</b>
<b>4</b>	<b>5.2</b>	<b>6.0</b>	<b>5.2</b>
<b>5</b>	<b>6.4</b>	<b>8.0</b>	<b>8.0</b>
<b>6</b>	<b>7.5</b>	<b>8.0</b>	<b>6.2</b>

## TIER 2 TARGETED ACADEMIC SUPPORT

Measure	Activity	Impact (completed at the end of the cycle)
Assistant SENDCO to support SENDCO	<p>Training staff in a range of interventions and then monitoring of the impact of interventions particularly for PP children. (SENDCO and Assistant SENDCO)</p> <p>Time for assistant SENDCO out of class – training of TAs</p> <p>Training of assistant SENDCO to support workload for SENDCO</p>	See below for summary of impact of different interventions.
Barriers to learning that these activities address	<p>Underlying S&amp;L difficulties impacting progress</p> <p>Range of SEND across school</p> <p>SEND children require more than Quality First Teaching in order to make good progress</p>	
Total Spend	£12,204	

**PROGRESS OF ALL CHILDREN ACCESSING INTERVENTIONS (may include children who are not PP children)**

<b>Intervention</b>	<b>IDL Reading Progress for Group</b>	<b>IDL Writing Progress for Group</b>	<b>RWInc 1-1</b>	<b>Bespoke Spelling Groups</b>	<b>SALT</b>
<b>Number of children accessing intervention  (average progress is 6)</b>	30  (10 of whom were PP)	30  (10 of whom were PP)	13  (2 of whom were PP)	7  (3 of whom are PP)	25  (2 of whom are PP)
<b>Average progress</b>	5.9	5.8	5.5	8.75	9 (36%) children no longer needing intervention

In most cases, the intervention is having a positive impact and supporting pupils to make at least good progress.

\*SALT Interventions have had a positive impact for children. However, this is difficult to quantify in terms of percentages.

### TIER 3 WIDER STRATEGIES

Measure	Activity	Impact (completed at the end of the cycle)
<p>ELSA Sessions</p>	<p>ELSA sessions for children in need of additional support</p> <p>Forest School sessions for all pupils</p>	<p>32 children had bespoke ELSA sessions 1:1.</p> <p>After a successful block of 1:1 sessions, 11 (34%) children no longer needed support.</p> <p>11 children accessed group support with a trained ELSA with a social communication focus.</p> <p>After a successful block of group sessions, 3 (27%) children (1 of the 3 groups) no longer needed group support.</p> <p>Parents report back very positively about the impact of ELSA sessions.</p> <p>Parents report back positively about impact of Forest School sessions</p> <p>Out of class ELSA also enables rapid response to safeguarding issues such as the completion of Voice of the Child.</p>
<p>Barriers to learning that these activities address</p>	<p>Behaviour and social and emotional well-being impacting on academic progress</p>	
<p>Total Spend</p>	<p><b>£18860</b></p>	

# REVIEW OF 2022 – 2023

## Part B1: Review of outcomes in the previous academic year 2022 - 2023

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

School Name	Davenham C of E Primary School
Pupils in school	324
Proportion of disadvantaged pupils	7%
Pupil Premium Allocation this academic year	£52,105
Recovery premium this academic year	£3009
Total budget for the academic year 22-23	£55,114

## TIER 1 TEACHING

(56% of total spend)

- Quality First Teaching supported by CPD for all staff
- Additional teaching support staff to support Maths and English teaching
- Continued in house training for all EYFS and KSI teachers and TAs in RWInc (funded from budget)
- Development Days for SLT for RWInc (funded from budget)
- Non-contact time for all subject leaders and middle leaders (funded from budget)

## TIER 2

### TARGETED ACADEMIC SUPPORT

(14 % of total spend)

- Termly progress meetings with all teachers to focus on progress
- Bespoke interventions / catch up sessions where required
- KS2 booster sessions in English and Maths
  - SALT support
- Monitoring time for interventions from SENDCO and Assistant



### **TIER 3**

#### **WIDER STRATEGIES**

**(30% of total spend)**

- A broad and engaging, thematic curriculum
  - Daily Mile initiative
  - Forest School initiative
  - Subsidised trips and visitors
- Whole school focus on resilience / curiosity
- Nurture Provision – a dedicated ELSA room
- A dedicated, non-class based ELSA Assistant
  - 4 additional, class based ELSA Assistants
  - Outdoor chapel / ELSA Area

**In 2022 – 2023 the money was spent as follows**

Focus	Total Amount
TIER 1	
Subsidising additional teachers in each phase for Maths and English	<b>£30779</b>
<b>Total Spend Tier 1</b>	<b>£30779</b>
TIER 2	
Training staff in a range of interventions and then monitoring of the impact of interventions particularly for PP children.  Training of assistant SENDCO to support workload for SENDCO	<b>£7605.29</b>
Private Speech and Language Support	Nil
<b>Total Spend Tier 2</b>	<b>£7605.29</b>
TIER 3	

ELSA, including training	£16,082
Subsidised visits	£647.50
<b>Total Spend Tier 3</b>	<b>£16730</b>
Total PP Spend	£55114
Less PP income (includes c/f and Covid Recovery Premium)	£55114
Balance Overspend	£0

## Externally provided programmes (none)

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## TIER I TEACHING PRIORITIES

Measure	Activity	Impact (completed at the end of the cycle)
Additional teaching staff to support teaching across school	Reduced ratio class teaching of Maths and English	See tables below which show that progress for PP and non PP children is higher than non PP children in both Maths and Reading. Slightly lower in writing for PP children compared with non PP children.
Barriers to learning that these activities address	Gaps in children's learning due to school closure Range of ability in classes Mixed year classes Gaps in phonics addressed through bespoke teaching	
Total Spend	<b>£30779</b>	

# PROGRESS MEASURES FOR PUPIL PREMIUM AND NON PUPIL PREMIUM CHILDREN

## SUMMER 2022 – SUMMER 2023

The first table shows progress for all pupils across the year groups 1 – 6 at the end of the summer term 2023.

It should be noted that there is very little difference between the progress of pupil premium children and non-pupil premium children. In reading and writing, pupil premium children made more progress than non-pupil premium children. In writing, pupil premium children made slightly less progress than non pupil premium children. Overall progress is almost identical.



### Steps Progress Between Terms Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (284 pupils)

08 December 2023  
Sum2 21-22 to Sum2 22-23

			Average of Displayed Subjects			Reading			Writing			Mathematics		
	No.	%	Sum2 21-22	Sum2 22-23	Progress	Sum2 21-22	Sum2 22-23	Progress	Sum2 21-22	Sum2 22-23	Progress	Sum2 21-22	Sum2 22-23	Progress
Pupil Premium	25	8.8	49.7	55.9	6.2	49.9	56.6	6.7	49.0	54.5	5.5	50.3	56.7	6.4
Not Pupil Premium	259	91.2	49.4	55.5	6.1	49.6	55.8	6.2	49.1	54.9	5.8	49.5	55.7	6.2

#### Key

Less than 6 points progress	Greater than 6 points progress
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This second table breaks down the progress made by pupil premium children and non-pupil premium children across each year groups. The low numbers in each year group should be noted when making comparisons.



Steps Progress Between Terms  
Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (284 pupils)

08 December 2023  
Sum2 21-22 to Sum2 22-23

Year 2 (45 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
◆	No. ◆	% ◆	Rec Sum2 ◆	Yr1 Sum2 ◆	Progress ◆	Rec Sum2 ◆	Yr1 Sum2 ◆	Progress ◆	Rec Sum2 ◆	Yr1 Sum2 ◆	Progress ◆	Rec Sum2 ◆	Yr1 Sum2 ◆	Progress ◆
Pupil Premium	2	4.4	34.3	39.0	4.7	35.0	39.0	4.0	33.0	39.0	6.0	35.0	39.0	4.0
Not Pupil Premium	43	95.6	34.6	40.1	5.5	34.8	40.4	5.6	34.2	39.9	5.7	34.7	40.1	5.4

  

Year 3 (46 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
◆	No. ◆	% ◆	Yr1 Sum2 ◆	Yr2 Sum2 ◆	Progress ◆	Yr1 Sum2 ◆	Yr2 Sum2 ◆	Progress ◆	Yr1 Sum2 ◆	Yr2 Sum2 ◆	Progress ◆	Yr1 Sum2 ◆	Yr2 Sum2 ◆	Progress ◆
Pupil Premium	2	4.3	39.0	44.7	5.7	39.0	45.0	6.0	39.0	44.0	5.0	39.0	45.0	6.0
Not Pupil Premium	44	95.7	40.5	46.3	5.8	40.6	46.5	5.9	40.4	46.0	5.6	40.5	46.3	5.8

  

Year 4 (48 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
◆	No. ◆	% ◆	Yr2 Sum2 ◆	Yr3 Sum2 ◆	Progress ◆	Yr2 Sum2 ◆	Yr3 Sum2 ◆	Progress ◆	Yr2 Sum2 ◆	Yr3 Sum2 ◆	Progress ◆	Yr2 Sum2 ◆	Yr3 Sum2 ◆	Progress ◆
Pupil Premium	4	8.3	45.5	51.2	5.7	45.0	50.5	5.5	45.0	50.5	5.5	46.5	52.5	6.0
Not Pupil Premium	44	91.7	46.1	51.9	5.8	46.2	52.3	6.1	45.7	51.0	5.3	46.5	52.4	5.9

  

Year 5 (50 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
◆	No. ◆	% ◆	Yr3 Sum2 ◆	Yr4 Sum2 ◆	Progress ◆	Yr3 Sum2 ◆	Yr4 Sum2 ◆	Progress ◆	Yr3 Sum2 ◆	Yr4 Sum2 ◆	Progress ◆	Yr3 Sum2 ◆	Yr4 Sum2 ◆	Progress ◆
Pupil Premium	8	16.0	48.3	53.8	5.5	48.6	54.6	6.0	47.6	53.1	5.5	48.8	53.6	4.8
Not Pupil Premium	42	84.0	52.3	58.7	6.4	52.8	59.1	6.3	52.1	58.4	6.3	52.1	58.5	6.4

  

Year 6 (48 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
◆	No. ◆	% ◆	Yr4 Sum2 ◆	Yr5 Sum2 ◆	Progress ◆	Yr4 Sum2 ◆	Yr5 Sum2 ◆	Progress ◆	Yr4 Sum2 ◆	Yr5 Sum2 ◆	Progress ◆	Yr4 Sum2 ◆	Yr5 Sum2 ◆	Progress ◆
Pupil Premium	6	12.5	56.1	63.1	7.0	56.2	63.2	7.0	56.3	62.2	5.9	55.7	64.0	8.3
Not Pupil Premium	42	87.5	57.9	64.5	6.6	57.9	64.8	6.9	57.8	64.0	6.2	58.1	64.6	6.5

  

Year 7 (47 pupils)			Average of Displayed Subjects			Reading			Writing			Mathematics		
◆	No. ◆	% ◆	Yr5 Sum2 ◆	Yr6 Sum2 ◆	Progress ◆	Yr5 Sum2 ◆	Yr6 Sum2 ◆	Progress ◆	Yr5 Sum2 ◆	Yr6 Sum2 ◆	Progress ◆	Yr5 Sum2 ◆	Yr6 Sum2 ◆	Progress ◆
Pupil Premium	3	6.4	58.7	66.7	8.0	59.7	70.3	10.6	55.3	60.0	4.7	61.0	69.7	8.7
Not Pupil Premium	44	93.6	63.9	70.2	6.3	64.2	70.9	6.7	63.4	68.9	5.5	64.1	70.7	6.6

Key

Less than 6 points progress	Greater than 6 points progress
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## TIER 2 TARGETED ACADEMIC SUPPORT

Measure	Activity	Impact (completed at the end of the cycle)
<p>Implement bespoke interventions for children across school. SENDCO to monitor termly</p>	<p>SENDCO / Assistant SENDCO to organise termly interventions and to monitor termly interventions</p> <p>SENDCO / Assistant SENDCO to provide training</p>	<p>See below for summary of impact of different interventions.</p> <p>Quality First reading and IDL are the two interventions having the biggest impact of pupil progress.</p>
<p>Barriers to learning that these activities address</p>	<p>Underlying S&amp;L difficulties impacting progress</p> <p>Range of SEND across school</p> <p>SEND children require more than Quality First Teaching in order to make good progress</p>	
<p>Total Spend</p>	<p><b>£7605.29</b></p>	

**PROGRESS OF ALL CHILDREN ACCESSING INTERVENTIONS (may include children who are not PP children)**

	Maths Interventions Progress of Group	Progress for cohort	Quality First Reading Intervention Progress of Group	Progress for cohort	Phonics interventions Progress of group	IDL Reading Progress for Group	Progress for cohort reading	IDL Writing Progress for Group	Progress for cohort writing
Year 1	5.9	5.4	5.6	5.6	5.0				
Year 2	5.8	5.9	<b>5.2</b>	5.9	5.0	<b>5.0</b>	5.9	<b>4.2</b>	5.5
Year 3	<b>4.3</b>	5.9	6.0	6.0	6.2	6.1	6.0	5.3	5.4
Year 4	<b>4.6</b>	6.0	<b>5.2</b>	6.3		<b>5.9</b>	6.3	<b>5.6</b>	6.2
Year 5	10.2	6.8	7.0	6.9	8.7	8.8	6.9	6.5	6.1
Year 6	12	6.8	12.7	7.0		10.8	7.0	<b>3.8</b>	5.4

In most cases, the intervention is having a positive impact with pupils making at least as good progress and, in some cases, better progress than pupils who do not have the intervention.



### TIER 3 WIDER STRATEGIES

Measure	Activity	Impact (completed at the end of the cycle)
<p>ELSA Sessions</p>	<p>Implement ELSA sessions for children in need</p> <p>ELSA timetable (for non-class based ELSA) allows time to see children as need arises</p> <p>1-1 and Group sessions</p>	<p>24 children had bespoke ELSA sessions 1:1.</p> <p>After a successful block of 1:1 sessions, 7 (29%) children no longer needed support.</p> <p>22 children accessed group support with a trained ELSA with a social communication focus.</p> <p>After a successful block of group sessions, 15 (68%) children (4 groups) no longer needed group support.</p> <p>Parents report back very positively about the impact of ELSA sessions.</p> <p>Out of class ELSA also enables rapid response to safeguarding issues such as the completion of Wishes and Feelings.</p>
<p>Barriers to learning that these activities address</p>	<p>Behaviour and social and emotional well-being impacting on academic progress</p>	
<p>Total Spend</p>	<p><b>£16730</b></p>	

