



# Pupil premium strategy statement 2022-2023 - Priestsic Primary & Nursery School

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	399 + 29 nursery
Proportion (%) of pupil premium eligible pupils	162 + 1 service 40.85%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 (year 2 of 3)
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Sarah Stamp
Pupil premium lead	William Burke
Governor / Trustee lead	John Ydlibi

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£226,075
Recovery premium funding allocation this academic year	£10,585
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>	£236,660

# Part A: Pupil premium strategy plan

## Statement of intent

### STATEMENT OF INTENT

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

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

#### Principles

- ✓ We ensure that teaching and learning opportunities that meet the needs of all the pupils
- ✓ We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- ✓ In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- ✓ We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- ✓ Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Ultimate Objectives:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils by providing additional targeted support for pupils to ensure they make rapid and sustained progress, catching up on lost learning caused by the impact of the COVID-19 whole school closures.

- ✓ For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

### Achieving these objectives:

The range of provision the Governors consider making for this group could include and would not be inclusive of:

- ✓ High quality CPD to ensure quality first teaching
  - ✓ 1-1 and small group tuition using the NTP
  - ✓ Targeted 1-1 and small group intervention to enable "catch-up" based on needs analysis
  - ✓ Behaviour, emotional and social support through our Priestsic Pastoral Package – FSW,
  - ✓ Onsite counselling services to support social, emotional and mental health need. (Casy Counselling)
  - ✓ Forest schools provision to provide opportunities for resilience building, social interactions and emotional well-being ensuring children are ready to access learning.
  - ✓ Improving attendance through the use of an attendance officer
  - ✓ Subsidy for educational activities, experiences and residential visits ensuring children have first-hand experiences to increase their cultural capital and draw upon when learning back in the classroom.
  - ✓ Behaviour and nurture support during lunchtimes by providing activities to engage and promote the Priestsic Values and thus enhance learning.
  - ✓ Use of the Reading ladies to increase reading miles for those children who do not read regularly at home.
- This list is not exhausted and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge											
1	Assessments, observations and discussions with pupils indicates that disadvantaged pupils' speech and language skills are very low on entry to Nursery. This slows their progress in many areas of learning into KS1 and beyond.											
2	A range of social and emotional issues heightened by Covid-19 and the subsequent extended school closures are hindering the progress of our PP children.											
3	<p>A widening of learning gaps in reading, writing and mathematics for pupil premium pupils as a result of the extended school closures caused by Covid-19.</p> <p><b>Internal school data summer 2022 shows</b></p> <table><tr><th>Current year group:</th><th>% of non-disadvantaged pupils achieving ARE combined</th><th>% of disadvantaged pupils achieving ARE combined</th><th>GAP</th></tr><tr><td>1</td><td>59%</td><td>42%</td><td>17%</td></tr></table>				Current year group:	% of non-disadvantaged pupils achieving ARE combined	% of disadvantaged pupils achieving ARE combined	GAP	1	59%	42%	17%
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1	59%	42%	17%									

	2	57%	48%	9%
	3	51%	40%	11%
	4	53%	22%	31%
	5	56%	45%	11%
	6	68%	43%	15%
4	Disadvantaged pupils' attendance was 88.87% in 2021-2022. This reduces their school hours and can cause them to fall behind their peers. (Data measured from 2021-22 academic year)			
5	Disadvantaged pupils have limited experience and knowledge of their own community and the wider world. This has a significant impact on their vocabulary, comprehension skills and ability to be creative writers that is required to access the curriculum and achieve age related expectations.			

## 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
Improve oral language skills and vocabulary among disadvantaged pupils	Assessments and observations evidence significantly improved oral language among disadvantaged pupils. This is shown when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments.
To achieve and sustain improved wellbeing for all our pupils in our school, particularly disadvantaged pupils.	Sustained high levels of wellbeing from October 2023 demonstrated by: -qualitative data from pupil voice, pupil and parent surveys and teacher observations -a significant reduction in the number of disruptive behaviour incidents logged on CPOMS -individual case study reports for identify pupils and their families.
Improve the combined attainment for disadvantaged pupils at the end of each key stage.	FS2, KS1 and KS2 combined outcomes in October 2023 show more than 60% of disadvantaged pupil met the expected standard. (In 2019 the national average for all pupils was 65% with an average gap of 2.91% for disadvantaged pupils)
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Sustained high attendance from October 2023 demonstrated by: Improved attendance and punctuality in targeted children to at least 95%.

	<p>Persistent absenteeism for PP pupils is reduced from the 2019 figure of 25.1% (measured from 2.9.20 – 14.2.20 due to COVID 19) to 16%.</p> <p>2021-22 It was 9.8% whole school</p> <p>40 pupils total</p> <p>24 pupil premium</p> <p>14.7% of PP children persistent</p>
To improve disadvantaged pupils' experience and knowledge of their own community and the wider world.	<p>Long term curriculum plans show planned opportunities for authentic experiences within the local community and wider world.</p> <p>Increase in comprehension skills evident by the percentage of pupils achieving ARE in reading are in line with national expectations by October 2023.</p> <p>Percentage of pupils achieving ARE in writing is in line with national expectations by October 2023.</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.

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

Budgeted cost: £76,301

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Professional Development – coaching programme</u></b></p> <p>Deputy Headteacher x 2 days per week</p> <p>Focus on improving the standard of quality first teaching through a programme of</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during coaching sessions, staff meetings and INSET days. We are also part of the</p>	3

coaching and support across KS2. <b>£32,326</b>	Southwell Minster Maths Hub and access CPD through the Flying High English Hub.	
<b><u>Professional Development – coaching programme</u></b>  Deputy Headteacher x 1.5 days per week  Focus on improving the standard of quality first teaching through a programme of coaching and support across KS1. <b>£26,287</b>	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>  High quality staff CPD is essential to follow EEF principles. This is followed up during coaching sessions, staff meetings and INSET days. We are also part of the Southwell Minster Maths Hub and access CPD through the Flying High English Hub.	3
<b><u>Supporting Great Teaching: National College Subscription</u></b>  <b>£1245 for the year</b>	All staff have access to high level CPD that is relevant to their individual needs. They will be able to access all webinars and courses remotely, anywhere, anytime, on any device.  Teachers have a thorough understanding of the “Recovery” programme and can access a range of opportunities for professional development to help pupils make up for lost teaching time and reducing pupil attainment gaps.	1,2,3
<b><u>Speech and Language TA 2.5 day per week.</u></b>  Use the Language Link assessment system to screen all children on entry to FS2 and establish bespoke SALT to improve communication and language skills through the use of the Nuffield Early Language principles.  <b>£16,068 – SALT TA</b>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  On entry to Reception, most children have low Language and Communication skills – 88% of disadvantaged children are working below age related expectations on entry to F2.  57% of all pupils are in the 30-50/ 22-36 month age band on entry with 33% of disadvantaged children working significantly below in 8-20/16-26 or 22-36 month age band.  Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ Reception children have. In KS1 and KS2, children are	1, 5

<b>£375 – language link subscription.</b> To screen all children on entry to F2 and ensure identified children are targeted for speech and language intervention.	unlikely to use talk to connect ideas and explain what is happening coherently.  Despite making accelerated progress, 54% of disadvantaged pupils do not meet the required end of year ELG's. Communication and language skills is the biggest limiting factor.  **Disadvantaged pupil achieving GLD was 46% in school which slightly outperformed the LA at 45%.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £67,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b><u>1:1 Online tuition</u></b>  To accelerate the progress of disadvantaged pupils in maths in Y6 by filling the gaps in their learning through an individual weekly tutor led IT session – 3rd Space Learning.  <b>£6900</b>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:  <a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>  Following a year of Third Space Learning online tuition, the “headline” attainment measures at the end of KS2 shows 68% of our disadvantaged children achieved ARE in maths, outperforming the LA at 59% indicating that the intervention is successful in reducing that limiting factor for our disadvantaged children. Compare this to the “headline” attainment data at the end of 2019 which saw only 26% of our disadvantaged pupils achieve ARE in maths.  We will continue to run the intervention in order to maintain the higher than local ARE outcomes in maths at the end of KS2.	<b><u>1:1 Online tuition</u></b>  To accelerate the progress of disadvantaged pupils in maths in Y6 by filling the gaps in their learning through an individual weekly tutor led IT session – 3rd Space Learning.
<b><u>1:1 and small group support:</u></b>  To accelerate the progress for the most vulnerable readers from FS2 to Year 2 through a	The 1:1 Teaching of reading is used across school to teach pupils to use strategies for developing and monitoring their reading comprehension using prediction, questioning, clarifying summarising and activating prior knowledge as recommended in the EEF guide to Improving Literacy at KS1.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	<b><u>1:1 and small group support:</u></b>  To accelerate the progress for the most vulnerable readers from FS2 to Year 2 through a



<p>daily reading programme for those children who do not get the opportunity to read at home.</p> <p>Classroom assistance to provide 1:1 reading support to increase reading fluency, decoding skills and comprehension skills.</p> <p><b>£50,767.50</b></p>	<p>The percentage of disadvantaged children who achieved ARE in reading has fell considerably when compared to the 2019 end of KS1 data.</p> <p>In 2019 75% of disadvantaged children achieved ARE which was above the LA at 55%. In 2021 the percentage of disadvantaged children achieving ARE at the end of KS1 has fell by 38% to 37% which is well below LA and the 2019 school data.</p> <p>Summer 2021 in school data shows that the percentage of disadvantaged children achieving ARE across FS2-Yr2 in reading is:</p> <p><b>FS2 – 50%</b></p> <p>Year 1 – 54%</p> <p>Year 2 – 62%</p>	<p>daily reading programme for those children who do not get the opportunity to read at home.</p> <p>Classroom assistance to provide 1:1 reading support to increase reading fluency, decoding skills and comprehension skills.</p>																
<p><b><u>1:1 and small group tuition:</u></b></p> <p>To accelerate the progress of identified children within KS1 in phonics, writing and maths in order to achieve ARE by the end of the academic year through the National Tutoring Programme.</p> <p><b>(3 hours a day, 5 days a week for 30 weeks)</b> <b>(£183.75 per week X 30 = £5512.50)</b></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://www.educationendowmentfoundation.org.uk/Phonics-EEF">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p><b>Phonics Support:</b></p> <p>The “headline” attainment measure at end of EYFS identifies that despite making accelerated progress, 54% of disadvantaged pupils do not meet the required end of year ELG’s. Communication and language skills is the biggest limiting factor.</p> <p>The ‘headline’ attainment measure at KS1 (percentage of children achieving at least the expected standard in Reading, Writing &amp; Maths) could indicate that COVID-related disruption has had a considerable impact on outcomes, especially in 2021. Only 56% of pupils achieved the combined standard this year, compared to 61% of the school’s KS1 cohort in 2019, and 65% of pupils nationally in 2019. Data indicates that the group of pupils most disrupted by the pandemic are disadvantaged pupils. When comparing the 2019 outcomes for disadvantaged pupils to the 2021 outcomes there had been a significant decrease in the number of DP achieving ARE in reading, writing and maths.</p> <table><tr><td>% of DP pupils achieving ARE end of KS1</td><td>2019</td><td>2021</td><td>2022</td></tr><tr><td>Reading</td><td>75</td><td>37.5</td><td>63%</td></tr><tr><td>Writing</td><td>60</td><td>37.5</td><td>48%</td></tr><tr><td>Maths</td><td>60</td><td>37.5</td><td>63%</td></tr></table>	% of DP pupils achieving ARE end of KS1	2019	2021	2022	Reading	75	37.5	63%	Writing	60	37.5	48%	Maths	60	37.5	63%	<p><b><u>1:1 and small group tuition:</u></b></p> <p>To accelerate the progress of identified children within KS1 in phonics, writing and maths in order to achieve ARE by the end of the academic year through the National Tutoring Programme.</p> <p><b>(3 hours a day, 5 days a week for 30 weeks)</b> <b>(£183.75 per week X 30 = £5512.50)</b></p>
% of DP pupils achieving ARE end of KS1	2019	2021	2022															
Reading	75	37.5	63%															
Writing	60	37.5	48%															
Maths	60	37.5	63%															
<p><i>1:1 and small group tuition</i></p>	<p>Only 44% of disadvantaged pupils achieved ARE in reading at the end of KS1 compared to 71% of non-disadvantaged pupils.</p>	<p><i>1:1 and small group tuition</i></p>																



<p><i>To accelerate the progress of identified year 3 children who are working below age related expectations in read. 1:1 Teaching of reading.</i></p> <p><b>£4485</b></p> <p><b>Costing for RB ½ day per week = £115 x 39 weeks = £4485</b></p>	<p>The gap between the disadvantaged and non-disadvantaged pupils has widened considerably since the start of the Autumn term and is concerning. Upon closer analysis of the data, it can be seen that; of the 17 disadvantaged pupils, 47% of them are also SEND. This is a far greater percentage than of the non-disadvantaged pupils of whom 5% are SEND. Analysis of this group of pupils shows that the SEND pupils who are also disadvantaged have complex needs, individualised timetables and small group/one to one support to enable them to access the curriculum.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The 1:1 Teaching of reading is used across school to teach pupils to use strategies for developing and monitoring their reading comprehension using prediction, questioning, clarifying summarising and activating prior knowledge as recommended in the EEF guide to Improving Literacy at KS1.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	<p><i>To accelerate the progress of identified year 3 children who are working below age related expectations in read. 1:1 Teaching of reading.</i></p> <p><b>£4485</b></p> <p><b>Costing for RB ½ day per week = £115 x 39 weeks = £4485</b></p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £82,963

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Behaviour, social and emotional support:</u></b></p> <p><b>Family Support Worker:</b> To support the most socially and emotionally vulnerable PP pupils by giving them opportunities to talk, to understand and make sense of different situations.</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	2,4

<p>Availability of nurturing and resilience building activities in 1:1 or small groups.</p> <p>To offer targeted PP pupils support in self-regulation and emotional well-being in small groups or 1:1</p> <p>Family support work with identified vulnerable families – in school early help offer – prevention and early signposting to specialist support.</p> <p><b>£34,335</b></p>		
<p><b><u>Behaviour, social and emotional support:</u></b></p> <p>Identified TA to receive Forest School Lead Training – Level 3.</p> <p>Forest school provision 1 x half day per week. Lead by Forest School leader and 1 x TA plus volunteer.</p> <p><b>£2840</b></p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	2,4,5
<p><b><u>Improving Attendance:</u></b></p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Attendance office to be employed for 3</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://www.gov.uk/government/publications/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	1,2,3,4,5

<p>days per week to monitor persistent absence and late arrivals.</p> <p>Structured conversations to be used to engage parents.</p> <p>First day response by attendance officer.</p> <p><b>£16,313</b></p>		
<p><b><u>Improving social, emotional and mental health:</u></b></p> <p>Casey counselling sessions 2 whole day per week = 10 sessions. Cost to include a CPD session for staff to provide an insight into the counselling strategies that maybe used.</p> <p><b>£15,675</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	2,4
<p><b><u>Providing experiences:</u></b></p> <p>Curriculum enrichment subsidy. £6000</p> <p>Residential experiences £4000</p> <p>Total £10,000</p>	<p>Learning supported by trips that are planned carefully to enhance the school's curriculum.</p> <p>Learning embedded and extended through real first-hand experiences with purposeful and relevant learning opportunities, allowing them to produce quality final products, particularly in writing.</p> <p>Raised aspiration and cultural capital.</p>	2,4,5

<p><b><u>Reading for pleasure and raising aspiration:</u></b>          Author in residence          – Patron of Reading.          6 x workshops          across the year.          £2000</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p> <p>A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:</p> <ul style="list-style-type: none"> <li>• Reading attainment and writing ability;</li> <li>• Text comprehension and grammar;</li> <li>• Breadth of vocabulary;</li> <li>• Positive reading attitudes;</li> <li>• Greater self-confidence as a reader;</li> <li>• Pleasure in reading in later life;</li> <li>• General knowledge;</li> <li>• A better understanding of other cultures;</li> <li>• Community participation; and</li> <li>• A greater insight into human nature and decision-making.</li> </ul>	<p>1,2,3,5</p>
<p><b><u>Little Wandle phonics</u></b>  <b><u>£1000</u></b></p>	<p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 3, 5</p>
<p><b><u>Dare</u></b>  <b><u>£800</u></b></p>	<p>Learning embedded and extended through real first-hand experiences with purposeful and relevant learning opportunities, allowing them to produce quality final products, particularly in writing.</p> <p>Raised aspiration and cultural capital.</p>	<p>2, 4, 5</p>

**Total budgeted cost: £238,480**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Staff have had access to regular, high-quality coaching provided by both deputy head teachers. This coaching has focussed on implementing quality first teaching, whilst ensuring staff wellbeing to ensure children have access to the best possible education. This has further been supported by our National College subscription, which all staff have had access to, to further their knowledge and develop their own practice.*

*School employed an external counsellor for two days a week. She worked with a variety of children over the course of the year. Because of the success, this has been increased to three days from next year.*

*Persistent attendance for 2021-22 has improved from 25.1% persistent absentees during 2020-21, to 14.7% for 2021-22. This will continue for next year, targeting high profile pupil premium children to continue to improve this further.*

*Forest schools has had a positive impact on the children who have access it, however due to an increase in costs and staffing requirements, it was decided that it was not cost effective, and provision within school would be a better use of school funds. The aim is to develop an area in the recently acquired garden area, and develop a gardening club targeting the same children.*

*The use of 1:1 small groups for KS1 reading has been effective, however it was decided that the implementation of a quality phonics scheme of work would be more effective. The Little Wondle scheme of phonics was chosen, and has been implemented as the main phonics scheme of work, as well to be used for interventions for KS2 children.*

*Speech and language interventions have been of significant importance to children, especially given our catchment and the wait often incurred through NHS intervention. This will continue into the next academic year, with the aim of continuing to ensure our children have access to high quality intervention as early as possible.*

### 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
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Third Space Maths Programme	NTP
Forest School Provision	Bagthorpe Primary School
Tuition in KS1	NTP
Phonics intervention	Little Wandle