

Wistaston Academy Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	Wistaston Academy
Number of pupils in school	458
Proportion (%) of pupil premium eligible pupils	31% (138 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) <i>(Additional adjustments since plan implemented)</i>	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2024
Statement authorised by	Dominique Griffiths, Headteacher
Pupil premium lead	Angie Dewsbury
Governor / Trustee lead	Lynne McMulkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,345 (2023-2024)
Recovery premium funding allocation this academic year	£ 20,010 (2023-2024)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (2023-2024)
Total budget for this academic year	£ 220,355 (2023-2024)

Part A: Pupil premium strategy plan

Statement of intent

At Wistaston Academy we recognise that the lived experiences and the needs of our children are diverse. Our children are at the 'heart' of everything we do and we are dedicated to supporting them to achieve and attain their full potential across all subject areas. All members of staff and the governing body are committed to meeting our children's pastoral, social and academic needs within a caring and nurturing environment. We aspire for each child to develop a love for learning and acquire skills and abilities to enable them as an adult to find employment in their community and beyond.

Our pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority within our school system. We strive to close the attainment gap between disadvantaged children and their peers. This is an important gain for these children as often they are more likely to be working at a lower attainment than other children and this can have an impact on their long-term goals.

We know not all of our children who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium Grant to support and meet the needs of any child or groups of children in our school we have legitimately identified as being in need of intervention and support. This informs our approach to prioritising strategies that impact on the majority of our children, however we specifically consider those children who are deemed to be at a disadvantage educationally and socially.

High quality teaching is at the core of our approach. This has been proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children at Wistaston Academy. This will be enhanced by supportive interventions and tutoring for those most affected by the pandemic (lockdowns, partial re-opening, COVID related absence and requirements to self-isolate).

Our key principles are:

- The Wistaston Academy's curriculum is progressive and underpinned by an understanding of how children learn and research (both academic and social/emotional). It is based on a rich accumulation of knowledge, skills, concepts and attributes that contribute to success. It aims to develop each child: intellectually, physically, emotionally and socially.
- Effective high-quality teaching and learning opportunities are provided through a wide range of activities and experiences both in and beyond the classroom. Through first hand experiences we endeavour to educate and celebrate the whole child.
- Leaders and staff have a strong belief that the key to a child's success is their ability to effectively communicate and read.

- We ensure high-quality teaching and learning opportunities meet the needs of all children through instructional coaching.
- Reserving the right to allocate the Pupil Premium funding to support any child or groups of children the school has legitimately identified as being educationally/socially disadvantaged.

Our ultimate objectives are:

- To develop all children's communication and language skills so that they have the ability to communicate confidently and effectively in a wide range of contexts.
- To ensure all children are able to read fluently and with good understanding to enable them to access the breadth of the curriculum we provide.
- To reduce the attainment gaps between disadvantaged children and non-disadvantaged children within the school and nationally for reading, writing and maths.
- To raise the attainment of all children to close the gap created by COVID-19 lockdown measures.
- To enable all children to develop strategies to enable them to look after their social and emotional health and well-being.
- To main good attendance and punctuality for all children.
- To provide access to a wide range of opportunities and experiences to develop their knowledge and understanding of their local community, county and country.

To achieve our ultimate objectives and overcome the barriers to learning we will:

- Provide all staff with high-quality and researched informed CPD to ensure that children receive effective high-quality teaching.
- To use the expertise of external education consultants to enhance the quality of education to develop high-quality teaching through instructional coaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small groups and one to one tuition to improve and/or consolidate the rate of progress for disadvantaged children or any child that would benefit from this.
- Provide tutoring for any child that is not on track to meet their prior attainment by ensuring tutor delivery high-quality support.
- Provide appropriate nurture support and emotional literacy intervention to enable all children to access the learning within and beyond the classroom.
- Provide targeted support and intervention to families experiencing challenging circumstances.
- Increase attendance and punctuality by providing appropriate support and intervention.
- Increase opportunities to access before/lunch time/after school clubs e.g. performing arts, singing, dance, sports, crafts.
- Provide funding to ensure all children have access to trips, residential, first hand experiences e.g. theatre, music, sports.

Achieving these outcomes:

- To utilise external consultants and retain skilled members of staff to develop pedagogy and practice so that teaching and learning is high-quality.

- To allocate and employ additional support staff to provide small group work and one to one tuition.
- Reading Leaders to be released for sessions to ensure consistency in reading teaching so every child receives the best provision on a daily basis.
- Provide language, reading, writing and maths interventions to support children to accelerate rates of progress and ensure children can read at the appropriate level.
- Provide additional support and nurture from our family support worker, mental health practitioner and external agencies to ensure children and their families social and emotional barriers to learning are removed.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Our Pupil Premium strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for children whose education has been worst affected, including non-disadvantaged children.

We will be utilising the Education Endowment Fund's recommended tiered approach to implement this year's Pupil Premium strategy: high-quality teaching, targeted academic support and wider strategies. High impact professional development and strategies to be implemented are based upon robust evidence, diagnostic assessments and professional expertise.

Challenges

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

Challenge number	Detail of challenge
1	Wellcomm and Language Screen language assessments, EYFS baseline data, observations and discussions with children indicate gaps in pre-verbal skills, spoken language and understanding among disadvantaged children entering EYFS and for mobility children entering the school in KS1 and KS2. Children working below age-related expectations on entry into reception despite making accelerated progress do not meet the required end of year Early Learning Goals.
2	Assessments (EYFS, Phonic baseline/screening, comprehension assessments and observations indicate many children generally arrive at our school with limited experiences of pre-literacy skills, poor fluency and have a lack of practise and exposure to high quality texts beyond the classroom. This negatively impacts on their development as readers and writers.
3	An increasing number of children with emotional, social and mental health needs (low self-esteem, anxiety, anger management issues) that impact on their concentration and self-regulation in school including children with SEND, those who have experienced attachment and childhood trauma.
4	Challenging and difficult family circumstances facing parents which limit their capacity to support their child's/children's learning which can impact on their child's/children's well-being, attendance, behaviour and progress.

5	The impact of COVID 19 pandemic and loss of direct teaching has had an impact on the academic attainment of particular children, including the disadvantaged who have not performed as well in reading, writing and maths. Notably particular children were in Reception and Year 2 and 3 when the pandemic began. The lack of phonological awareness and vocabulary to draw on: poor spelling and sentence construction, restricted oral language and limited writing skills and mathematical fluency in key skills have led to children falling further behind age-related expectations.
6	Attendance data over time indicates that attendance and punctuality is lower among disadvantaged than non-disadvantaged children. This is caused by a range of factors but negatively impacts self-esteem, attainment and progress.

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
Improved language acquisition and communication skills of disadvantaged children whether higher ability, making expected progress, EAL or SEND in Nursery, Reception, KS1 and KS2.	<ul style="list-style-type: none"> • Assessments, triangulation of observations, book scrutiny and formative assessment demonstrated across the school indicate improved language and vocabulary development of disadvantaged children in EYFS, KS1 and KS2 make significant progress from their starting point by the end of the academic year. • End of Reception year ELGs outcomes in Listening, Attention and Understanding and Speaking show more than 75% disadvantaged children met the expected standard. • Wellcomm and Language screening provided early identification and targets for intervention for disadvantaged children. • Disadvantaged children with SCLN referred promptly to NHS and their NHS care plans implemented and consistently reviewed and updated. • Wellcomm and Nuffield Early Language Intervention programmes implemented and NHS SLT care plans in EYFS, KS1 and KS2 delivered consistently. • Word Aware whole school approach is implemented in nursery. • Parents/carers are informed and motivated by EYFS Star Word Tips by Text weekly messages and there has been a high uptake of implementation in the home. • The ShREC approach is embedded in daily practice by all EYFS staff. • SENDCo worked with teachers to improve capacity to support children with SEND and those working below age-related expectations with strategies and resources relating to their barriers and addressing their needs. <p>CPD:</p> <ul style="list-style-type: none"> • Book Sharing Programme (Bangor University) CPD for staff completed. • Early Identification NHS SaLT CPD for staff completed. <p>Teaching:</p> <ul style="list-style-type: none"> • Wordaware signs for nursery indoor/outdoor provision displayed and utilised by staff.

	<p>Home Learning Environment:</p> <ul style="list-style-type: none"> • Staff delivered Book Sharing Programme workshops to parents/carers in Nursery/Reception. • Parents/carers book sharing/ having a conversation about the books from programme at home with their child/children.
<p>Improved reading and writing progress of disadvantaged children whether higher ability, making expected progress, EAL or SEND.</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Read Write Inc Leaders baselined, monitored, assessed and tracked progress of all children throughout the year. • RWI CPD by Read Write Inc Leaders to maintain high standards of teaching and ensure programme was taught consistently and with fidelity. Staff received timely support when required. • All staff delivering the RWI programme attended all RWI RPC sessions. • Children taught in smaller groups for RWI tuition in Reception and KS1 and in KS2 if on RWI programme. • Children making slower progress particularly those who were at risk of falling behind received RWI 1:1 tuition (hotlisting) in Reception, KS1 and KS2. • Year one phonics screening test outcomes show more than 75% of disadvantaged children met the expected standard. • All children not on RWI programme accessed the Accelerated Reader Programme. • KS2 reading outcomes show more than 80% of disadvantaged children met the expected standard. • myON PP children regularly accessed and read e-books out of school hours. • Parental/carer engagement in RWI workshops supported disadvantaged children to make expected progress in phonics and reading. • Triangulation of observations, book scrutiny and formative assessment activities demonstrated whole school Wordaware approach is improving children's vocabulary knowledge and understanding. • Wordaware CPD for staff completed and strategies implemented and monitored ensured consistency in delivery of approach. • Parents/carers informed and motivated by EYFS Star Word Tips by Text weekly messages and there has been a high uptake of implementation in the home. • Reception Library installed, parent/carer targeted support programme (Book Sharing Programme) 100% attendance. • All Year 2 and KS2 staff have completed Literacy subject lead guided reading instructional coaching sessions. • SENDCo worked with teachers to improve capacity to support children with SEND and those working below age-related expectations with strategies and resources relating to their barriers and addressing their needs. <p>CPD:</p> <ul style="list-style-type: none"> • Talk Through Stories Training completed. • Fresh Start CPD for teachers and teaching assistants completed. <p>Teaching:</p> <ul style="list-style-type: none"> • EYFS staff have delivered explicit instruction in phonological awareness and concepts of print. • RWI Talk Through Stories programme delivered in Nursery (summer term), Reception and Year 1.

	<ul style="list-style-type: none"> • Children identified below appropriate reading age, missed schooling or late arrivals into school, new to the UK education system and EAL have completed the RWI Fresh Start programme. <p>Home Learning Programme:</p> <ul style="list-style-type: none"> • Every Talk Through Story book has been taken home. All parents/carers have used the dialogic reading questions when sharing the book with their child. <p>Writing:</p> <ul style="list-style-type: none"> • All KS1 and KS2 staff have completed CPD sessions with Jonathan Riley Literacy First consultant/lead moderator CE. • End of year KS2 writing outcomes show more than 75% of disadvantaged children met the expected standard. • Pupil Premium lead/ Reading Lead have attended the EEF Preparing for Literacy CPD actions identified and implementation plan initiated. • Triangulation of observations, book scrutiny, assessments and moderation feedback demonstrated children's writing is improving sampled writing contained explicitly taught vocabulary, accurate spellings and good sentence structure. • SENDCo worked with teachers to improve capacity to support children with SEND and those working below age-related expectations with strategies and resources relating to their barriers and addressing their needs. • Nursery and Reception Finger Gym take home packs- there has been a high uptake of implementation by parents/carers in the home. <p>CPD:</p> <ul style="list-style-type: none"> • Jonathan Riley Literacy First consultant/ Lead moderator for Cheshire East- planning/scaffolding/moderation/ instructional coaching completed with teachers. • EEF Metacognition and Self-Regulation delivered to teachers by SLT. <p>Teaching:</p> <ul style="list-style-type: none"> • EYFS staff have delivered explicit instruction in pre-writing skills. • Pre-writing skills individual stroke programme delivered in Autumn 1 in Reception. • Individual strokes introduced in all RWI handwriting lessons. <p>Home Learning Environment:</p> <ul style="list-style-type: none"> • Pre-writing skills parent/carer workshops delivered half termly in Reception and Year 1. • Pre-writing skills Finger Gym Borrow Me packs for targeted home learning support routinely used by parents/carers in nursery, reception and Year 1.
<p>Improved Maths progress of disadvantaged children whether higher ability, making expected progress, EAL or SEND.</p>	<ul style="list-style-type: none"> • Rigorous testing process in place to identify needs for intervention. • Evident increase in children's knowledge and using and applying key skills in numeracy demonstrated in class 'explore and explain' starters, class/formal assessments.

	<ul style="list-style-type: none"> • End of year KS2 maths outcomes show more than 80% of disadvantaged children met the expected standard. . • CPD 'Early Years Maths' delivered by White Rose Maths for all staff completed and strategies implemented and monitored to ensure success. • CPD 'Early Years Maths' Jigsaw programme (EEF trial) completed by all Reception and Year 1 staff. • Mastering Number by NCTEM programme implemented and completed in Reception, Y1 and Y2 throughout academic year. • TTRockstars/Numbots PP children regularly accessed during out of school hours. • Smaller group size in Year 6 continues to improve children's confidence and progress. • Triangulation of observations, informal drop ins, assessments demonstrated improvement in children's mathematical fluency. • SENDCo worked with teachers to improve capacity to support children with SEND and those working below age-related expectations with strategies and resources relating to their barriers and addressing their needs. <p>CPD:</p> <ul style="list-style-type: none"> • White Rose Maths Bar Modelling CPD completed by teachers and teaching assistants November 2023. • Nursery staff completed Maths Champions programme TBC. <p>Targeted:</p> <ul style="list-style-type: none"> • Teach Activ Maths Intervention delivered from January 2024. • Additional teacher completed targeted intervention with identified children. <p>Home Learning Environment:</p> <ul style="list-style-type: none"> • Mastery Maths parent/carer workshops for Reception delivered from Jan 2024.
<p>To achieve and sustain the mental health and well-being and life experiences of all children in our school, particularly our disadvantaged children.</p>	<ul style="list-style-type: none"> • For children with SEMH needs, accurate early identification, support, intervention and careful monitoring of all children displaying emotional, social and behavioural difficulties enables children to develop their resilience and build their confidence and self-esteem. • Family Support and Attendance Officer, Mental Health Practitioner and PP Lead meet regularly and have a clear plan in place for pupils with low attendance or persistent lateness. • Fewer behavioural issues reported on CPOMs. • Staff completed Emotional Literacy Support Assistant Training and Mental Health First Aid Training. • Staff awarded Certificate in Child and Adolescent Mental Health TISUK (Trauma Informed Schools). • Staff completed Emotion Coaching delivered by CE EP. • Targeted social and emotional interventions programmes delivered and completed by Mental Health Practitioner and external agencies for parents/carers. • Emotion Corners: universal approach of explicit teaching of social and emotional strategies and spaces created in every classroom. Children's emotional literacy is developing, there has been a continual decline in behaviour incidents in the classrooms, at play/lunch times. • All children accessed a breakfast snack every morning as part of the National Breakfast Programme. • All children, including disadvantaged, experience a range of trips and visits to build their cultural capital.

	<p>CPD:</p> <ul style="list-style-type: none"> • Additional staff Emotional Literacy Support Assistant trained. • Staff completed the Mediated Learning Support Assistant (MeLSA) training delivered by educational psychologists. • Staff completed KiVa (anti-bullying programme) training by Bangor University. <p>Targeted Intervention:</p> <ul style="list-style-type: none"> • Identified children completed Master your Mind, Worry Warriors, Worry Management, Resilience and Worry, Anger Alphabet, Feelings Detective, Drawing Therapy, Mindfulness and Yoga delivered by NHS Mental Health Team Mental Health Practitioner. Music Box Meditations. • Year 6 children received mentoring to support Year 7 transition. • Identified parents/carers completed Heart to Heart delivered by Family Ties, SPACE programme delivered by Start for Life CE, Incredible Years, Timid to Tiger, CLASP (including group/one to one support) delivered NHS Mental Health Team. • Parents/carers received support through CLASP. • Identified parents/carers completed play therapy sessions delivered by Creative Education Therapies.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged children.</p>	<ul style="list-style-type: none"> • Attendance of disadvantaged children meets the school target of 96%. • PP lead and Family Attendance Officer meet regularly and have a clear plan in place for pupils with low attendance or persistent lateness. • Staff are aware of difficulties that impact disadvantaged children and have plans in place to support them. • Focussed early support and intervention for parents/carers. • Focussed early identification, support, intervention and monitoring of disadvantaged children. • Evidence of parents/carers engaging more effectively with learning and as a result disadvantaged children are making good progress. • Continue to reduce the number of persistent absentees and lateness among children eligible for EYPP and PP. • Continued EWO involvement focussed on improving persistent absentee's attendance- 'Late Gate' successfully continued in challenging parents/carers and improving children's punctuality.

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: £116,022

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to explicitly and implicitly teach and model use of high-academic vocabulary using 'Word Aware' approach.</p> <p>All EYFS staff to embed the ShREC approach into their daily practice.</p> <p>EYFS Star Word Texts activities to complete in the home to embed learnt vocabulary.</p>	<p>Research by EEF suggests high impact on pupil outcomes +6 months additional progress. Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary. Oral language interventions over a sustained period and with a frequency of three times a week or more have a high impact on learning, including on oral language skills and reading comprehension.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-and-modelling-vocabulary</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (Beck et al.: Bringing Words to Life)</p> <p>Evidence advises we should prioritise the development of children's communication and language through socially-meaningful interactions. Children thrive on conversation and discussion with people they have a strong relationship with, focused on things they want to talk about.</p> <p>https://educationendowmentfoundation.org.uk/news/the-shrec-approach-four-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-modelling-language</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-and-modelling-social-communication-skills</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-through-collaborative-talk</p> <p>Evidence from EEF suggests that parental engagement activities are more effective with parents or younger children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p> <p>Evidence from programme trials indicates childrens' improved expressive language ability and prosocial skills.</p> <p>https://sway.office.com/SlaQE7kyt9x8WKIz?ref=Link&loc=play</p>	1, 2, 3, 5
<p>Read, Write Inc (validated scheme) across EYFS, KS1 and KS2 (for children who did not meet threshold for PSC in KS1) and Fresh Start (for children who to support the teaching of phonics).</p> <p>Read Write Inc small group tuition children to be taught in smaller RWI groups.</p> <p>Additional teacher in Year 5 and SLT teaching Maths in Year 6 children to be taught in small class sizes to provide</p>	<p>Research by EEF indicates phonics has a positive overall impact of +5 months with extensive evidence and is an important component in the development of early reading skills. The teaching of phonics should be explicit and systematic...matched to the children's current level of skill...improves a child's accuracy of reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>EEF findings suggest that primary-age pupils have significantly lower achievement in ...reading as a likely result of missed learning due to COVID caused by school closures.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closures</p> <p>Evidence from EEF 'studies have also found that smaller class size in primary schools can have a greater positive impact on disadvantaged pupils than their peer.' (Impact +2 months)</p>	2, 5

<p>increased flexibility for organising learners and to focus more on high-quality feedback and interaction with children.</p> <p>Two RWI Reading Managers for staff CPD: RWI Development Days provided by RWI consultant Coaching to develop staff expertise through RWI RPC for EYFS and KS1/2 mentoring, coaching and team teaching.</p> <p>EYFS staff delivered explicit instruction in phonological awareness and concepts of print.</p> <p>RWI Parent/Carer Workshops to provide parents and carers with the knowledge and skills to support their child with reading at home.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>EEF research identifies professional development as a crucial tool for improving outcomes for pupils by developing quality teaching and classroom practice.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>EEF Early Years Evidence Store suggests that it is useful for educators to make sure children have a good foundation in sound discrimination and manipulation before introducing sound-letter pairings.</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-literacy?approach=teaching-sound-manipulation</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-literacy?approach=interactive-reading-in-early-literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p> <p>Evidence from EEF suggest that parental engagement has an impact of 4 months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Guided Reading and Accelerated Reader to develop children's reading comprehension strategies.</p> <p>Enhance resources to compliment curriculum subjects e.g. history, geography, science to promote reading across the curriculum and daily reading for pleasure.</p> <p>CPD RWI Talk Through Stories programme designed to extend and deepen children's vocabulary and comprehension.</p> <p>RWI Talk Through Stories children to take home every Talk Through Story book</p> <p>JR Literacy First/Lead Moderator CE instructional coaching/planning/scaffolding/moderation</p>	<p>Research by EEF reading comprehension strategies are high impact on average (+6 months) progress. Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p> <p>EEF evidence suggests that oral language approaches that have shown to be effective through: encouraging children pupils to read aloud and then have conversations about book content with teachers and peers; modelling inference through use of structured questioning; group or paired that allow pupils to share thought processes and implicit and explicit activities to extend pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Using high quality texts will ensure that all children have access to quality literature.</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-literacy?approach=interactive-reading-in-early-literacy</p> <p>EEF states there is consistent evidence that the level and quality of parental involvement in learning is linked to a child's communication, language, and literacy capabilities and efforts to support parents in helping their children learn have the potential to improve outcomes for all children. Studies highlight the benefits of reading to children before they are able to read themselves, and—when they do begin to read—the value of parents reading with them.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf?v=1670405718</p> <p>EEF states that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom, research demonstrates it can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 5

<p>Funded training from EEF Aspirer Research Schools Network: Metacognition and Self-Regulation SENCo/ two Assistant Principals</p> <p>CPD Metacognition and Self-regulation for all teachers delivered by SLT.</p> <p>CPD Kagan refresher training for all teachers and teaching assistants.</p> <p>Funded training from EEF Aspirer Research Schools Network: Preparing for Literacy for Pupil Premium Lead/ Reading Lead</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that this approach is most effective when it is embedded into the school curriculum, a specific subject lesson and delivered explicit teaching of metacognitive and self-regulation strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>EEF Teaching and Learning Toolkit suggests professional development can support the effective management of collaborative learning and that activities and tasks need to be designed carefully so that working together is effective and efficient.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://www.kaganonline.com/free_articles/research_and_rationale/282/Kagan-Structures-Research-and-Rationale</p> <p>The course builds on the recommendations presented in EEF's Improving Literacy in Key Stage One and Two reports, but is specific to the needs of three to five year old children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p>	<p>1, 2, 3, 5</p>
<p>All staff receive appropriate components of Early Years Maths training delivered by White Rose Maths as part of the Reception Jigsaw EEF Trial.</p> <p>CPD: White Rose Maths Bar Modelling training.</p> <p>CPD: Maths Champions delivered by NDNA/ Bar Modelling delivered by White Rose Maths</p> <p>Reception staff to receive bespoke support in developing effective practice as part of the Reception Jigsaw EEF programme.</p> <p>CPD Mastering Number NCTEM Maths Lead, Reception, Year 1 and Year 2 staff to receive training.</p> <p>Additional teacher in Year 5</p>	<p>EEF research suggests a positive impact on learning equivalent to approximately 6 months additional progress. A high-quality numeracy education in the early years can have long-lasting effects which may help close the gap in achievement throughout life.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early- numeracy-approaches</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1703869184</p> <p>EEF randomised controlled trials of the Maths Champions programme has shown positive outcomes for children's mathematical development.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maths-champions-subsidised-programme?utm_source=/projects-and-evaluation/projects/maths-champions-subsidised-programme&utm_medium=search&utm_campaign=site_search&search_term=maths</p> <p>Reception Jigsaw is a professional development training package that aims to improve maths teaching quality and children's maths learning in Reception classes.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reception-jigsaw</p> <p>Mastering Number NCTEM project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.</p> <p>EEF findings suggest that primary-age pupils have significantly lower achievement in ...maths as a likely result of missed learning due to COVID caused by school closures.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closures</p> <p>Evidence from EEF 'studies have also found that smaller class size in primary schools can have a greater positive impact on disadvantaged pupils than their peer.' (Impact +2 months)</p> <p>Our internal data indicates that this approach has been highly effective in closing the gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>5</p>

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

Budgeted cost: £31,857

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellcomm screening diagnostic tool for early identification of underlying speech and language problems.</p> <p>Speech and Language Therapist to assess and write care plans for children.</p> <p>Wellcomm and Early Years Talk Boost Intervention for small groups in Nursery.</p> <p>NELI Programme Intervention for small groups in Reception and Year 1 (for identified children).</p> <p>CPD NELI Programme training for additional staff.</p> <p>Additional Teaching Assistant to deliver one to one tuition for Speech and Language NHS Care Plans.</p> <p>RWI Hot Listing intervention one to one tuition in Reception, KS1, KS2, for new pupils, SEND and EAL.</p> <p>Books Together Book Sharing Programme CPD training for staff delivered by Bangor University and Parent/Carer Book Sharing Workshops</p>	<p>Delayed language skills lead to under-performance later in life, yet many primary school children have unidentified speech and language difficulties. https://www.gla-assessment.co.uk/assessments/products/wellcomm/</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>Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers.</p> <p>Nuffield Early Language Intervention (NELI) programme has been found to improve children's language and early literacy skills (+4 months progress) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention?utm_source=projects-and-evaluation/projects/nuffield-early-language-intervention&utm_medium=search&utm_campaign=site_search&search_term=nuffield%20early%20</p> <p>https://www.elklan.co.uk/OurWork/CaseStudies/NELI/</p> <p>EEF research identifies professional development as a crucial tool for Improving outcomes for pupils by developing quality teaching. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF Approaches that focus on developing parents own skills, for example by providing structured training, can have a moderate positive impact on learning. In general, more intensive approaches, which target particular families or outcomes, are associated with higher learning gains with on average a positive impact +4 months progress over the course of the year. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	<p>1, 2,3, 5</p>

<p>Pre-writing skills parent/carer/child workshops in Nursery/ Reception /Year 1</p>	<p>Evidence from EEF suggests that parental engagement activities are more effective with parents or younger children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p> <p>Evidence from programme trials indicates childrens' improved expressive language ability and prosocial skills. https://sway.office.com/SlaQE7kyt9x8WKIz?ref=Link&loc=play</p>	
<p>National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Rapid Evidence Assessment (2020) indicates it is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf</p>	5
<p>CPD Mediating Learning Support Assistant (MeLSA) training in the mediated learning approach to deliver individual, small group and whole-school interventions with the aim of facilitating accelerated progress in struggling learners whilst developing learner independence.</p>	<p>MeLSA is a training programme with ongoing supervision for educational support staff that focuses on how children learn and is informed by psychological theory and evidence informed research. Ensuring that learning interactions are effective and informed by best practice has the potential to impact a significant number of learners in educational settings and is at the heart of the MeLSA training. https://repository.uel.ac.uk/download/31b0b2548c70a9a038eef33d5938e33411337a88e8634dce78fe6196a7d7175a/172604/Educational%20Psychology%20Research%20and%20Practice%202022%208%201%20Stanley-Duke%20et%20al.pdf</p>	1, 2, 5
<p>Class Attainment and Progress Meetings</p>	<p>EEF implementation requires ongoing evaluation and adjustments according to impact of interventions.</p>	1, 2, 3, 5

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

Budgeted cost: £127,512

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National Breakfast Programme to provide all children with a bagel every day and cereals for the nursery/ before and after school club/The Hub.</p>	<p>Implementing breakfast strategies indicate an improvement in pupil behaviour and attendance. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>The aim of Family Action believes a healthy school breakfast, without barrier or stigma, can set up children to succeed and give them the very best chance to learn. https://www.family-action.org.uk/what-we-do/children-families/breakfast/</p>	2, 3, 4, 6

<p>Family Support and Attendance Officer providing support and early intervention to families and children.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Our internal evidence demonstrates working with families to meet the needs of children who have been legitimately identified has a positive academic and social outcomes for children.</p> <p>EEF Rapid Evidence Assessment (2020) highlights the risk of high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf</p>	<p>3, 4, 6</p>
<p>Emotional Literacy Support Assistant released to deliver one to one support for identified children.</p> <p>Educational Psychologist to provide advice and support for children.</p> <p>Nurture interventions/ Lego Therapy to develop positive behaviours for identified children.</p> <p>CPD: Emotion Coaching all staff <i>Completed 2022-2023</i></p> <p>Adult Mental Health First Aid Training for deputy head and Family Support and Attendance Officer <i>Completed 2022-2023</i></p> <p>Funded training from EEF Aspirer Research Schools Network: Learning Behaviours and Metacognition for Pupil Premium Lead <i>Completed 2022-2023</i></p> <p>Emotion Corners explicit teaching of social and emotional strategies and spaces in classrooms to support children emotional and social needs. <i>Completed 2022-2023</i></p>	<p>The ELSA programme is recognised as an evidence-informed intervention programme that teaches ELSAs to design bespoke intervention plans tailored to the specific needs of each pupil or group of pupils, and enables schools to intervene early when social, emotional or well-being needs are identified. The setting of targets and progress evaluation allows schools to evidence the impact and response to intervention.</p> <p>https://www.elsanetwork.org/elsa-network/evaluation-reports/</p> <p>EEF suggest some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=emotional%20r</p> <p>EEF CPD focus- working in collaboration to create long-term, sustained improvement partnerships to improve attainment outcomes for all pupils, especially those facing disadvantage.</p> <p>EEF social and emotional learning universal approaches have a positive impact, on average of 3 months additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3, 4,5</p>
<p>Student Mental Health Ambassador team. To provide a student voice</p>	<p>The Department for Education published their Learning outcomes for senior mental health leads in schools and colleges: a document to help 'enable a senior mental health lead to implement and sustain an effective whole school or college approach to mental health and wellbeing in their setting.' Enabling student voice is one of the priority outcomes in this document.</p>	<p>3,4</p>

<p>across the whole school.</p>	<p>Our aim is the programme helps increase capacity to provide more wellbeing support to more children and through increasing strategies for wellbeing reduce some mental health issues building up for children, while also freeing up adult, pastoral capacity to support more vulnerable pupils.</p>	
<p>CPD: Mental Health Lead training via Trauma informed Schools UK (TISUK) Certificate in Child and Adolescent Mental Health for Senior Mental Health Leads (Policy, Practice and Leadership). <i>Completed 2022-2023</i> Clear Sky Parent Child Attachment Play practitioner training for in house Mental Health Practitioner <i>Completed 2022-2023</i> Mental Health Training for all staff Trauma Informed Schools (TISUK)</p>	<p>Supporting the continued application of Trauma informed practice within School and developing new policies and systems to ensure those with high ACES's are given quality early intervention. Research shows that a 'Rising numbers of children are presenting with mental health difficulties in schools and current teaching environments are struggling to keep up. Many children have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life and even early death' (The ACE study Felitti and Anda, a study involving over 17,000 people).</p> <p>'Security of parent-child attachment in childhood is well-known to predict children's outcomes across the lifespan in all domains including, social, economic, psychological and educational. It is also linked with school-readiness and social competence on entry to education.' (Maskell Graham 2017)</p> <p>'Students' ability to reach their potential in school—both behaviourally and academically – is linked to their educator's knowledge of child and adolescent development, childhood adversity and trauma, and how these impact learning and behaviour.</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9360367/#:~:text=Notwithstanding%20the%20dearth%20of%20robust,perspectives%20and%20attitudes%20towards%20trauma%2D</p>	<p>3,4,6</p>
<p>Be Happy resources membership https://www.behappyresources.co.uk Science backed resources, imaginative activities to help children understand and learn about mental health as early as possible.</p>	<p>Evidence suggest there are 5 steps you can take to improve your mental health and wellbeing. https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/</p> <p>Be Happy Resources provide activities, worksheets and strategies that help teachers to implement these 5 steps into class and beyond.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p>	<p>3, 4,6</p>
<p>Welltogether programme. Includes Bounce Together, Teach appy and Working towards the Carnegie School Mental Health Award.</p>	<p>Bounce Together - provides us with a survey platform for measuring and monitoring physical and mental wellbeing and the attitudes of pupils, staff and parents. https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/understanding-need/measure-pupil-wellbeing/</p> <p>Teachappy and the Carnegie School Mental Health Award – helps to support wellbeing in the class room and across the whole school and works alongside the 6 recommendations of the EEF's Improving Social and Emotion Learning in Primary Schools https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1670320042</p> <p>'There is also evidence that children's skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time' (Taylor, R., Oberle, E., Durlak, J. and Weissberg, R. (2017) 'Promoting Positive Youth Development Through SchoolBased Social and Emotional Learning Interventions: A MetaAnalysis of Follow-Up Effects')</p>	<p>3,4,5, 6</p>
<p>KiVa antibullying programme Whole staff training and implementation of programme.</p>	<p>'Data shows that after the first year of implementation, the programme reduced all forms of bullying significantly. 98 % of the bullied pupils felt that their situation improved after the intervention. In addition, positive effects on school liking, academic motivation and achievement have been reported. KiVa also reduces anxiety and depression and has a positive impact on students' perception of their peer climate.' https://uk.kivaprogram.net/kiva-is-effective/</p>	<p>3</p>

<p>Improve the provision for physical development of children in Reception Nursery</p> <p>Landscaping of Outdoor Areas to provide enhanced outdoor learning spaces.</p> <p><i>Completed 2022-2023</i></p>	<p>Research suggests there is a causal link between increased physical activity has beneficial effects on motor skills and cognitive functioning.</p> <p>https://www.tandfonline.com/doi/abs/10.1080/03004279.2021.1895276?journalCode=rett20</p> <p>https://www.hindawi.com/journals/bmri/2017/2760716/</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1001610/IELS_Physical_Development_Report.pdf</p> <p>In Reception, obesity prevalence has increased 9.9% in 2019/20 to 14.4% in 2020/21.</p> <p>https://digital.nhs.uk/data-and-information/publications/statistical/national-child-measurement-programme/2020-21-school-year</p>	<p>1, 3, 5</p>
<p>RHS Campaign for School Gardening Level 1 and 2. Including planting school wildflower field, development of pond area and 1000 bulbs planted by students around the school</p>	<p>Level 2 focuses on supporting pupil wellbeing and developing new gardening skills. It also provides an opportunity to show how pupil voice is a fundamental part of growing and caring for plants in your school.</p> <p>'Well beyond mood, gardening can also serve as a powerful therapeutic tool against depression and anxiety. Gardens and the act of gardening have been found to have a positive impact on peoples' health and wellbeing.' https://www.rasmussen.edu/degrees/education/blog/gardening-for-kids-benefits/</p>	<p>3,4</p>
<p>School based and out of school enrichment activities e.g. sewing, gymnastics, music (singing), sports delivered by two in house P.E. specialists</p> <p>Goblin Greenpower Series Car Racing e.g. build a battery-powered race car from a kit before creating bodywork for it then compete in a NW race 2023 <i>Completed 2022-2023</i></p> <p>Lego League 2023 12 week club followed by a competition. <i>Completed 2022-2023</i></p> <p>WA mini bus e.g. tax, insurance, fuel.</p> <p>Residentials, trips, visitors, pantomime.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived background.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1, 3, 4, 5</p>

Total budgeted cost: £275,392

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Intended outcome	Outcome																																												
<p>Improved language acquisition and communication skills of disadvantaged children whether higher ability, making expected progress, EAL or SEND in Nursery, Reception, KS1 and KS2.</p> <p><i>We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.</i></p>	<p>EYFS Early Learning Goal Outcomes</p> <table border="1"> <thead> <tr> <th rowspan="2">Early Learning Goals</th> <th colspan="2">All children</th> <th colspan="2">Pupil Premium</th> <th colspan="2">Non-Pupil Premium</th> <th colspan="2">National</th> </tr> <tr> <th>2021-22</th> <th>2022-23</th> <th>2021-22</th> <th>2022-23</th> <th>2021-22</th> <th>2022-23</th> <th>2021-22</th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>Listening and Attention, Understanding</td> <td>50.8%</td> <td>62.3%</td> <td>50%</td> <td>57%</td> <td>51%</td> <td>64%</td> <td>82.2%</td> <td>82.2%</td> </tr> <tr> <td>Speaking</td> <td>57.6%</td> <td>75.4%</td> <td>55%</td> <td>64%</td> <td>60%</td> <td>78%</td> <td>82.6%</td> <td>82.8%</td> </tr> <tr> <td>Comprehension</td> <td>54.2%</td> <td>75.4%</td> <td>50%</td> <td>71%</td> <td>57%</td> <td>77%</td> <td>80.3%</td> <td>80.6%</td> </tr> </tbody> </table> <p>18% of the reception cohort had a NHS speech and language care plan and 8% were referred and awaiting clinic assessment during the academic year. All reception children were screened, 33% of the cohort were identified and participated in the NELI intervention. 75% of children completing the programme demonstrated an improvement in receptive and expressive language skills. The remaining 25% of children who entered Year 1 continued the programme in autumn 2023.</p> <p>Children's improved language acquisition and communication skills are having an impact on their attainment in their language comprehension, the gap for disadvantaged children is reducing.</p> <p><i>'The emphasis placed on language and vocabulary is clear.'</i> SIP Nov 2023</p> <p><i>'Children know basic concepts.'</i> NHS SLTs/IST assessments 2022-23</p> <p>Children's Listening and Attention, Understanding will continue to remain a priority in order to continue to close the attainment gap for disadvantaged children.</p>	Early Learning Goals	All children		Pupil Premium		Non-Pupil Premium		National		2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	Listening and Attention, Understanding	50.8%	62.3%	50%	57%	51%	64%	82.2%	82.2%	Speaking	57.6%	75.4%	55%	64%	60%	78%	82.6%	82.8%	Comprehension	54.2%	75.4%	50%	71%	57%	77%	80.3%	80.6%
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<p>Improved reading and writing progress of disadvantaged children whether higher ability, making expected progress, EAL or SEND.</p>	<p>Phonic Screening Check 2022/2023</p> <table border="1"> <thead> <tr> <th rowspan="2">Year 1</th> <th colspan="3">Pupil Premium</th> <th colspan="3">All Children</th> </tr> <tr> <th>School</th> <th>National</th> <th>Difference</th> <th>School</th> <th>National</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2022-23</td> <td>77%</td> <td>67%</td> <td>+10</td> <td>82%</td> <td>79%</td> <td>+3%</td> </tr> <tr> <td>2021--22</td> <td>41%</td> <td>80%</td> <td>-39%</td> <td>72%</td> <td>75%</td> <td>-3%</td> </tr> </tbody> </table> <p>The gap for Pupil premium children at Wistaston Academy is reducing they have achieved above National pupil premium children this academic year for the phonic screening check.</p>	Year 1	Pupil Premium			All Children			School	National	Difference	School	National	Difference	2022-23	77%	67%	+10	82%	79%	+3%	2021--22	41%	80%	-39%	72%	75%	-3%																	
	Year 1		Pupil Premium			All Children																																							
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Improved Maths progress of disadvantaged children whether higher ability, making expected progress, EAL or SEND.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Multiplication Tables Check (there were 57 children in Year 4 during 2022-23)

Marks	No. of children	% of cohort
25/25	10	18%
20+	37	65%

Year	Pupil Premium			All Children		
	School	National	Difference	School	National	Difference
2021-22	18.5	17.9	+0.6	21.1	19.8	+1.3%

Key Stage 2 SATS Results (there were 62 children during 2022-2023)

	EXS			GDS			Progress Measure
	No. of children	% of cohort	National	No. of children	% of cohort	National	
Reading	43	71%	73%	12	20%	29%	-0.48
Writing (TA)	45	73%	71%	0	0%	13%	0.15
Maths	45	73%	73%	16	27%	24%	1.78
RWM	35	59%	59%	0	0%	8%	
SPAG	39	63%	72%	8	13%	30%	

Attainment of disadvantaged and non-disadvantaged pupils:

Year 6	Pupil Premium EXS		Non- Pupil Premium EXS	
	No. of children (29)	% of group	No. of children (33)	% of group
Reading	24	83	19	58
Writing (TA)	19	66	26	79
Maths	24	83	21	64

High quality teaching is supporting children to make progress in their learning from their respective starting points. Internal data indicates there is a continued improvement in standards achieved by disadvantaged children as a result of CPD tailored to children's current and future needs, good/outstanding teaching and effective use of resources. The quality of interventions continues to improve leading to better outcomes for disadvantaged children to keep up with their peers.

Although Writing attainment for the whole cohort achieved above national, writing attainment for the disadvantaged children remains an issue. Writing will continue to remain a priority in order to continue to close the attainment gap for disadvantaged children.

To achieve and sustain the mental health and well-being and life experiences of all children in our school, particularly our

Over 300 pupils in the last year have accessed dedicated mental health and wellbeing support including 1:1 interventions, outside referrals, group interventions and parent work. A third of these children were Pupil Premium.

Our assessments and observations indicate that behaviour, well-being and mental health continue to impact on our children. Children experiencing attachment issues, anxiety and an increase in safeguarding intervention and cost of living crisis has been particularly acute for disadvantaged children. The Family Support Worker has seen a significant increase of referrals needing to be made to the Access Team with more children now being at risk of significant harm. The Family Support Worker continues to work tirelessly in implementing different strategies and different approaches to provide parent/carer support in order to remove the barriers to make a significant difference to the lives of our children and their parents/carers. We have

<p>disadvantaged children.</p> <p><i>We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, behaviour and wellbeing.</i></p>	<p>a very high percentage of children in school who have some level of Safeguarding intervention and who are subject to various different plans. We work hard to identify and target these parents/carers to engage with support by completing interventions in order to improve the lives of our young people and their lived experiences. Engagement has always been incredibly challenging and this requires the time to build and develop trusting relationships with them. We have found our parents/carers respond best to individual support and feeling listened to rather than being told what to do. Resulting in parents/carers engaging with programmes/courses.</p> <p>Targeted support alongside SEMH support through ELSA and 1:1 counselling is having a positive impact in building children's confidence, self esteem and social skills, however they remain 'vulnerable.' We are building on this approach with further strategies detailed in the plan. Children who have needed individual help have been supported appropriately. Further pastoral programmes are being developed and embedded to build on the already exceptional provision.</p> <p>Small group trials in Reception parent/child workshops to support the home learning environment proved successful in engaging parents/carers, all parents/carers requested workshops to continue in Year 1. Workshops/programmes to support the home learning environment to continue.</p> <p>Our disadvantaged children enjoy and embrace residential trips, external visits and expert visitors delivering themed days/lessons. There continues to be an increase in participation in before/ lunch/ after school extra-curricular clubs for disadvantaged children. This has contributed to improved self-esteem and full engagement in the wider, richer curriculum in and out of school. All educational visits, including residential continue to be fully funded.</p>																								
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged children.</p> <p><i>We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance.</i></p>	<p>Attendance 2022-23</p> <table border="1" data-bbox="399 981 1391 1400"> <thead> <tr> <th>Attendance Category</th> <th>Total</th> <th>Authorised</th> <th>Unauthorised</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>94.8%</td> <td>3.96%</td> <td>1.26%</td> </tr> <tr> <td>National Average for Schools & Colleges 2022-2023</td> <td>93.6%</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>FSM</td> <td>93.4%</td> <td>4.74%</td> <td>1.78%</td> </tr> <tr> <td>PP</td> <td>93.6%</td> <td>4.57%</td> <td>1.76%</td> </tr> <tr> <td>SEND</td> <td>94%</td> <td>4.55%</td> <td>1.38%</td> </tr> </tbody> </table> <p>Family Support Worker/Attendance Officer and Education Welfare Officer continue to work with individual families to access support with attendance on a regular basis. Support and guidance delivered to help remove potential barriers for low attendance is addressed through letters, medical evidence and regular face to face meetings with parents in school.</p> <p>School attendance remains relatively stable as shown in the above statistics, compared to the National Average, we as a school are performing positively with our overall school attendance.</p> <p>We continue to see a rise in parents/carers taking children out of school during term time for family holidays, on some occasions two family holidays a year. This has resulted in higher than normal absence levels. Requests continue to be made to the Local Authority to issue penalty notices to those parents/carers.</p> <p>Attendance Case Supervision sessions are being held, once a term, for all schools and academies which the Family Support Worker/Attendance Officer attends with the Local Authority. This is due to the legislation within the Working Together to Improve School Attendance document which clearly sets out the responsibilities of schools/academies, those of parents and those of the Local Authority.</p>	Attendance Category	Total	Authorised	Unauthorised	Whole School	94.8%	3.96%	1.26%	National Average for Schools & Colleges 2022-2023	93.6%	N/A	N/A	FSM	93.4%	4.74%	1.78%	PP	93.6%	4.57%	1.76%	SEND	94%	4.55%	1.38%
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	<p>Despite these sessions not being a statutory requirement, the Family Support Worker/Attendance Officer has engaged and continues to attend case supervision sessions in order to discuss pupils who are classed as persistent absentees by the Department for Education.</p> <p>The Family Support Worker/Attendance Officer continues to follow the processes and procedures in addressing irregular attendance supported by the Education Welfare Officer. Attendance continues to be reviewed and the following actions completed:</p> <ul style="list-style-type: none"> ✓ Letter 1 warning letter sent to parents ✓ Medical evidence only letter 2 sent to parents ✓ Initial parents meeting/review meetings held in school ✓ Request for penalty notice warning letters to be sent to parents ✓ The issuing of the Legal First Warning letters to parents. This being when fines have been unsuccessful in securing the regular attendance of a child(ren) ✓ Appendix 3, the formal notice of possible prosecution ✓ Appendix 4, statement of Witness <p>(Criminal Justice Act 1967, s9; Magistrates' Court Act 1980, s 5A (3)(a) and 5B Criminal Procedures Rules 2005, r 27.1)</p>
<p>Based on all the information above, the performance of our disadvantaged pupils have exceeded expectations in reading, phonics and maths, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25 for improving language acquisition and communication skills for our disadvantaged pupils, as stated in the Intended Outcomes section above.</p> <p>In light of our disadvantaged children not making the desired gains in writing progress at the end of KS2 (2022-23) we have reviewed our strategy plan and have made changes to how we intend to use some of our budget this academic year.</p>	

Externally provided programmes

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
Speech and Language Therapist	IST
Early Years Tool Box	eytoolbox.com.au
Wellcomm Wizard Screening Tool	GL Assessment
Educational Psychologist	New Horizons Psychology
TTRockstars/Numbots	Maths Circle Ltd
Accelerated Reader and myON	Renaissance Learning
Teach Active	TeachActive.org
Teachappy	Teachappy
Bounce	Bounce Together

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We have also put a sharp focus CPD to support teachers and teaching assistants to develop their professional practice allowing them to develop expertise in high quality teaching and learning.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged children. We are working with EEF's Mobilisation Team and Research School Network, Aspirer Research School and local high schools, primary schools and special education schools as part of the EEF Evidence Exploration Partnership to identify priorities, co-develop solutions, and engage with the evidence base to meet specific challenges for disadvantaged children in Cheshire East.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will make adjustments and quality improvements to our plan over time to secure better outcomes for pupils.