



The Magdalen Church of England / Methodist Primary School



Pupil Premium Strategy Statement November 2023

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	The Magdalen Church of England / Methodist Primary School, Wainfleet
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	65.7% (119)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by Headteacher	Melanie Page
Pupil premium lead	Melanie Page
Local Council Member responsible for disadvantaged pupils	Susan Alldread
Trust Lead for disadvantaged pupils	Vicky Matthews/ Sam Eden (EDA) Tamara Allen (DCEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189 000
Recovery premium funding allocation this academic year	£7290
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£196 290

Part A: Pupil premium strategy plan

Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equality for all.

Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors, windows and doors', where children are given opportunities that allows them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally).

Every disadvantaged and vulnerable child has the right to be privileged and it is our intention to address any social divide and inequality. This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining. Strategies also include supporting children who are young carers; those that have a social worker; looked after and previously looked after children; pupils in receipt of FSM and those not on FSM but may be on the poverty line; and service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as disadvantaged and SEND or EAL. There is an expectation that all can achieve.

We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations, high challenges and high ambitions for all children, and particularly for those experiencing socio-economic disadvantage. We have received bespoke training from the Trust that has secured our understanding that if we get teaching and learning right for our most vulnerable pupils, then we are getting it right for all.

Research identifies quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure disadvantaged pupils' attainment will be accelerated and sustained in line with their non-disadvantaged peers.

The impact of the pandemic, particularly on vulnerable children, cannot be ignored and the recovery premium funding is being used as targeted support through additional tutoring for children who have been affected the most.

Our decision-making has taken into account a thorough diagnostic assessment of our children's challenges and individual needs. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- be uncompromising in our belief that all pupils and staff should be supported and challenged to be the best that they can be.
- adopt a whole-school approach in which all staff take responsibility for monitoring the wellbeing of children (if this is at the heart of what we do, then this should have a positive impact on attainment)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve: First and Best!
- ensure there are no 'capped ceilings' on learning.

- address any further barriers as soon as they arise to mitigate against any additional negative impact on progress.

This statement of intent is in line with our school development plan and existing practices to ensure sustained impact.

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

Challenge number	Detail of challenge
1	<p>Baseline assessments, book looks, observations and pupil voice indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuf-field-early-language-intervention</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading fluency and comprehension than their peers. This negatively impacts their development as readers, as well as their accessibility in other curriculum areas.</p>
3	<p>Internal and external (where available) assessments (both formative teacher assessment and summative) indicate that maths, reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p>
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils continue to be impacted following the pandemic to a greater extent than for other pupils.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
5	<p>Our observations, assessments, wellbeing, pupil & parent surveys indicate that pupils have found it difficult to interact with their peers on a social and emotional level. This is true of some of our disadvantaged pupils who have a higher proportion of social and emotional and behaviour difficulties compared to other groups of pupils (CPOMS).</p> <p>Research by NFER supports our findings.</p> <p>https://www.nfer.ac.uk/news-events/press-releases/school-leaders-highlight-how-curriculum-has-been-adapted-to-support-pupils-in-covid-19-learning-recovery</p> <p>Education recovery in schools: spring 2022 - GOV.UK (www.gov.uk)</p>

6	<p>Our attendance data over the last academic year indicates that attendance among disadvantaged pupils.</p> <p><u>Attendance:</u></p> <p>All Pupils: 94.04% Disadvantaged Pupils: 92.83%</p> <p><u>Persistent Absence 2022-2023:</u></p> <p>All Pupils: 34.90% Disadvantaged Pupils: 39.42%</p>
7	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils continues to be impacted following COVID.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. In correlation with this, pupils have lost their resilience to tackle challenging tasks and are struggling to retain previous learning into long term memory (knowing more, remembering more).</p>

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 oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice/book study and ongoing formative assessment.</p> <p>Lesson visits and pupil book looks provide evidence that children are being taught explicit vocabulary and are able to commit the words to long-term memory, which they use to articulate their learning.</p> <p>Assessment of pupils' language skills including vocabulary speech sound knowledge shows an upward trend.</p>
Improved reading attainment among disadvantaged pupils.	<p>Phonics outcomes in 2024/25 show that there is a higher percentage of disadvantaged children achieving the standard than the national average.</p> <p>KS1 reading outcomes in 2024/25 show that more disadvantaged children have met the expected standard than the national average.</p> <p>KS2 reading outcomes in 2024/25 show that more disadvantaged pupils have met the expected standard than the national average.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>EYFS maths outcomes in 2024/25 show that we are at or above National average for the number of disadvantaged pupils who have met the expected standard.</p> <p>KS1 maths outcomes in 2024/25 show that we are at or above average for the number of disadvantaged pupils who have met the expected standard.</p> <p>KS2 maths outcomes in 2024/25 show that we are at or above average for the number of disadvantaged pupils who have met the expected standard.</p>

Improved writing attainment for disadvantaged pupils at the end of KS2	<p>EYFS writing outcomes in 2024/25 show that we are at or above National average for the number of disadvantaged pupils who have met the expected standard.</p> <p>KS1 writing outcomes in 2024/25 show that we are at or above average for the number of disadvantaged pupils who have met the expected standard.</p> <p>KS2 writing outcomes in 2024/25 show that we are at or above average for the number of disadvantaged pupils who have met the expected standard.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant reduction in the number of behaviour incidents recorded on CPOMS. • A significant reduction in the number of pupils who are monitored for ongoing behavioural issues. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Trained mental health lead in school to monitor the effectiveness of support and develop a whole school approach to mental health. • Enhanced training for Pastoral Manager to improve wellbeing for all pupils and reduce the number of incidents linked to behaviour.
To improve pupils' retention of knowledge (knowing more, remembering more) and to develop metacognition and self-regulation, particularly for our disadvantaged pupils.	<p>Through lesson visits and pupil book looks:</p> <ul style="list-style-type: none"> • The pedagogy of how we teach the curriculum, including individual subjects will be evaluated and developed, using research to ensure that we are teaching in the most effective ways. The impact of this will be monitored through learning audits, EDA visits and statutory assessment results. • pupils are able to articulate learning that has been retained in long term memory. • tier 3 vocabulary is explicitly taught to support understanding and pupils are able to use this vocabulary to explain what they have learned. • Substantive and disciplinary knowledge is mapped out for pupils and therefore disadvantaged pupils will be able to demonstrate or articulate information required to help to improve their learning. This will be monitored to ensure that pupils are able to develop learning schematas. • disadvantaged pupils are able to show an increased level of concentration for longer periods of time. • disadvantaged pupils and teachers are able to provide examples where the children persevered with a challenging task. • there is a noticeable increase in the quality and quantity of work as pupils progress across the year.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained low absence rates by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is no more than 1% lower. • the percentage of all pupils who are persistently absent being below national average percent and the figure among disadvantaged pupils being no more than 2% lower than their peers.

Strategies/activities 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.

High-Quality Teaching (CPD, recruitment and retention)

Budgeted cost: **£97,000**

Strategy/Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring that our approach to writing is effectively embedded across the school, using the talk for writing pedagogical approach.</p> <p>Training for staff will continue to be undertaken and implementation will be monitored through learning walks, staff meeting, teacher feedback sessions, pupil progress meetings and statutory results. Cold and hot tasks will also be monitored to identify steps of progress.</p>	<p>Talk for writing has been suggested by the English hub, following a writing audit during last academic year.</p> <p>Writing results for schools that use this approach have significantly improved – including a local school, who were consulted before deciding on this approach. The impact for our school will be monitored closely over the next two academic years to ensure that statutory results show improvement.</p> <p>Staff and pupil voice will indicate that the approach is embedded correctly, and any misunderstandings will be discussed with the trainer.</p>	<p>1, 2, 3</p> <p>Total Cost: £10,000</p>
<p>Update our school approach to reading using the updated reading framework and novel study approach.</p> <p>Follow advice from school EDA and English Hub to ensure that the updated approach is implemented effectively.</p> <p>Invest in novels and reading materials that are linked to writing topics during the next term for the children to innovate their write using familiar characters and setting.</p>	<p>Reading Audit offering evidence of current approach and changes that need to be made.</p> <p>Our updated curriculum approach will be planned carefully using the EEF guidance on implementation Implementation EEF (educationendowmentfoundation.org.uk) and the updated Reading Framework The reading framework (publishing.service.gov.uk) to ensure that</p> <p>Staff and pupil voice will indicate that the approach is embedded correctly, and any misunderstandings will be discussed with the trainer.</p>	<p>2, 3</p> <p>Total cost: £10 000</p>
<p>Continue to develop effective diagnostic assessments, using accurate teacher assessment alongside standardised scores</p>	<p>PIRA/ PUMA/ GAPS</p> <p>PUMA, PIRA and GAPS tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p> <p>Total cost £3000</p>

<p>Develop the teaching of reading and embed improvements to maths teaching.</p>	<p>The school has introduced the Maths- No Problem as a vehicle to support the teaching of the maths curriculum. This series has been recommended by the DFE for schools on the mastery programme. This scheme has also been recommended by our local Maths Hub</p> <p>Diagnostic assessments from PIRA/ PUMA and GAPS will identify progress over time.</p> <p>Use of Maths.co.uk to develop ongoing assessment and feedback.</p> <p>Pupils highlighted who do not have sufficient depth of knowledge in a particular area will need help catching up before the class moves on.</p> <p>Evaluation of Shanghai Maths Teacher Exchange (publishing.service.gov.uk)</p>	<p>1, 3, 4, 7</p> <p>Total cost £30 000</p>
<p>Improving teaching and learning through NPQ and CPD to develop expertise across specialist areas related to the role of the individual.</p> <p>Provide curriculum development time to Subject Leaders to research and develop the curriculum in line with the needs of pupils in the school.</p>	<p>Developing high quality teaching is essential to improving pupil outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1702618873</p> <p>https://www.gov.uk/government/publications/national-professional-qualifications-frameworks-from-september-2021</p> <p>Curriculum research reviews - GOV.UK (www.gov.uk)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>7</p> <p>Total cost: £20,000</p>
<p>Ensuring that all staff have secure teacher judgement, which are moderated throughout the year.</p> <p>Training and moderation opportunities at regular intervals throughout the year within and across schools to ensure accurate teacher assessment.</p>	<p>A system that places significant emphasis on achievement in national tests at various key stages contradicts the need for teachers to think deeply about assessment. Numerous past papers and their associated marking schemes have dominated schools' practices for years, leading many professionals to side-line the importance of getting to grips with core assessment principles.</p>	<p>1, 2, 3, 4</p> <p>Total Cost: £5,000</p>

<p>Training and release time to embed new feedback policies and practices and to carry out weekly conference feedback with disadvantaged children.</p>	<p>Assessment that does not rely on test outcomes is hard to get right and therefore requires dedicated ongoing professional development to ensure its accuracy. However, a balance between ongoing formative assessment, then teacher assessment that is confirmed by test outcomes is good practice. We know that, especially for younger children, that the results of a test don't always reflect pupils' progress and attainment seen within the classroom.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p> <p>https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better</p>	
<p>Developing diagnostic assessment throughout school to ensure that effective the level of challenge is adjusted during activities.</p> <p>Reteach specific concepts or topic vocabulary.</p> <p>Adjust the curriculum content in the medium or long term.</p> <p>Provide pupils with feedback through which they can address their own areas for improvement.</p> <p>Decide which pupils may need additional, targeted academic support.</p> <p>Implement targeted intervention</p>	<p>The school has introduced the Maths- No Problem as a vehicle to support the teaching of the maths curriculum. This series has been recommended by the DFE for schools on the mastery programme. This scheme has also been recommended by our local Maths Hub</p> <p>Diagnostic assessments from Maths No problem would assess if the pupils have truly mastered maths, assessing Mathematical fluency and problem-solving skills.</p> <p>Pupils highlighted who do not have sufficient depth of knowledge in a particular area will need help catching up before the class moves on.</p> <p>Evaluation of Shanghai Maths Teacher Exchange (publishing.service.gov.uk)</p>	<p>1, 2, 3, 4</p> <p>Total Cost: £3000</p>
<p>Fund ongoing training and release time for EYFS staff to maximise learning through sustained shared thinking.</p> <p>Opportunities to observe good practice across the hub and to participate in joint moderation.</p>	<p>Sustained shared thinking improves both the skills involved in learning, as well as supporting children in knowing and remembering more in all 7 areas of development via adult-child interaction.</p>	<p>1, 3, 4, 5</p> <p>Total Cost: £2,000</p>

<p>Purchasing resources so that the provision includes all 7 areas of development that enriches adult-child interaction.</p>	<p>Development Matters - Non-statutory curriculum guidance for the early years foundation stage (publishing.service.gov.uk)</p> <p>https://www.ucl.ac.uk/ioe/case-studies/2021/feb/sustained-shared-thinking-early-years</p> <p>https://www.birhtto5matters.org.uk/wp-content/uploads/2021/04/Birhtto5Matters-download.pdf</p>	
<p>Embedding explicit teaching of vocabulary and dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Bridging the gap in cultural literacy can ensure that no-one is left outside of current or future conversations.</p> <p>We have started to purchase resources (such as high-quality texts) and fund ongoing teacher training and release time. This also includes curriculum planning and support from subject leaders.</p>	<p>There is a strong evidence base that suggests explicit teaching of vocabulary and oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p> <p>Total Cost: £2000</p>
<p>Support implementation of the ELS Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Monitor effectiveness of phonics teaching through phonics tracker assessment tool and advice from English Hub.</p> <p>Address any vocabulary deficits early through language acquisition and phonic development.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p> <p>Total Cost: £6 000</p>
<p>Enhancement of our reading curriculum and teaching delivery in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD.</p> <p>Funding will also be used to buy high-quality texts for children to use and study from rather than having to rely on photocopies (if there are budget restraints, ensure</p>	<p>The EEF reports offer seven practical evidence-based recommendations—that are relevant to all pupils, but particularly to those struggling with their literacy. To develop the recommendations, the EEF reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching.</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p>	<p>2 (and/or 3 if reading is a challenge in place of maths)</p> <p>Total Cost: £2000</p>

<p>disadvantaged children have access to the real texts first).</p> <p>Funding will also be used to support progress in reading in order for the school to gain the Gold award in conjunction with Lincolnshire Reading Pledge from LEAD/ Witham St Hughs English Hub, following successful silver award during last academic year. .</p>	<p>These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and/or CPD (including Teaching for Mastery training).</p> <p>CPD will also be included as part of the LAAT development days for Maths Leads and/or additional CPD/support from Jenny Cook – maths consultant, Math Hub and Maths No Problem.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p> <p>Total Cost: £4000</p>

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

Budgeted cost: **£45,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engage with the National Tutoring Programme to provide a blend of tuition, mentoring for pupils whose education has been most impacted by the pandemic.</p> <p>Many of the pupils receiving tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeting specific needs and knowledge gaps can be an effective way to support low-attaining pupils or those not progressing at expected levels.</p> <p>One to one tuition and small groups can be beneficial to support pupils.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p> EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Third Space learning tuition is delivered online via a global specialist maths tutor community, meaning pupils can receive personalised one to one tutoring.</p>	<p>1, 2, 7</p> <p>£35, 000</p>
<p>NELI to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Nuffield Early Language Intervention Scale Up EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p> <p>Total Cost: £5,500</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p> <p>Total Cost: £5,000</p>

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: **£46,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils social, emotional and behavioural needs to ensure that they are able to successfully engage in their learning.</p> <p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Pastoral manager working within school to support the impact of behavioural systems and support to ensure that these are effective.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Improving behaviour in schools (educationendowmentfoundation.org.uk)</p>	<p>5</p> <p>Total Cost: £18,000</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p> <p>Total Cost: £10,000</p>
<p>Ensuring that all children have access to something to eat each morning and therefore are not hungry before lunchtime</p>	<p>Improved focus from children in school. This also improves the behaviour of children and supports us to ensure that physiological needs are being met. This also has also supported us to improve attendance.</p> <p>NSBP-Impact-report-v11-LOWRES.pdf (family-action.org.uk)</p>	<p>1, 2, 3, 5</p> <p>Total cost £1,000</p>
<p>Purchasing of equipment, such as technology devices or other equipment, such as a dictionary, phonics guides, mathematical resources and stationery to support learning/ home learning.</p>	<p>The EEF research and DfE guidance supports the use of funding to support children to catch up on any lost learning. The lack of equipment should not be a barrier to children being able to access learning at home so that they do not fall further behind.</p>	<p>2, 3, 4, 6, 7</p> <p>Total Cost: £3,500</p>
<p>Increase parental engagement through reading cafes and other workshops so that they know how they can support their children's learning.</p> <p>Develop strong relationships with parents and families through the pastoral lead in order to foster trust.</p> <p>Use funding to release teachers to carry out structured conversations (AfA strategies)</p>	<p>The EEF research states there is moderate impact for very low cost based on extensive research. The right approach is key to improved outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/</p>	<p>1, 2, 3, 4, 5, 6</p> <p>Total Cost: £2000</p>

with parents to support academic achievement and highlight the opportunities available for their children.	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	
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<p>Enrichment activities.</p> <p>Use of funding to allow disadvantaged children access to unique experiences, such as a trip to a university or to visit a city or art gallery.</p> <p>No financial barriers to participate in an outward bound residential that develops self-esteem and identifies talents.</p> <p>Use of funding to nurture talents and interests e.g., playing a musical instrument or to play sports at a higher level;</p>	<p>Widening children's experiences will support cultural capital and enrich the learning experience of all learners so that vulnerable children can become as privileged as their non-disadvantaged peers.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p> <p>Total Cost: £6,000</p>
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	<p>All</p> <p>Total Cost: £6,000</p>

Total budgeted cost: £189 000

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 2021 to 2022 academic year.

Our statutory assessments at Key stage 2 during 2022/23 were below national levels and disappointing in reading. The children had missed lots of teaching during Covid and do not tend to enjoy reading.

The ELS phonics programme was implemented in January 2022 and this year we had a huge improvement to the Year 1 phonics screen 79% of pupils reaching expected levels in the phonics check. However, only 31% of children retaking the phonics screen reached the expected standard so we need to ensure that this is still a priority across the school.

The NELI (Nuffield Early Language Intervention) has been fully implemented. All EYFS pupils were assessed and 54.5% of pupils have an overall score of below 100. In previous years, all children have made at least 1 year's progress and 60% of pupils identified reached age expected levels by the end of the 20-week programme. We are continuing this as an intervention as it is proven to help children aged 4-5 years and combines small group work with 1:1 sessions to target vocabulary, narrative skills, active listening and phonological awareness.

Bespoke moderation training was undertaken by the Year 6 teacher via Keystone. This has been invaluable in ensuring that there is a secure understanding of the requirements for children to reach expected standards in Year 6. During last academic year, we were moderated, and all judgements were secure. During this academic year, we are using this knowledge to improve outcomes across Key Stage 2 and support schools within our local hub.

PUMA and PIRA assessments have been used to support teacher judgements and support us to identify those children who are who may require targeted support. These assessments will be used during our Autumn, Spring and Summer data points to help to inform teacher judgements and provide us with question level analysis to help us look for trends across the school/ within year groups. We have also completed a question level analysis of SATs papers to identify areas that we feel need a focus within school.

The funding of EYFS provision remains a priority and money has been allocated to ensure that equipment is fit for purpose. The EYFS lead has used ongoing assessment of pupil needs to identify trends in what our pupils need and has put together a proposal

in order to consider further requirements to support learning at this stage of pupil development.

The English curriculum is being updated to ensure that high quality texts are being used to support learning. Our school is working with the English Hub, who have completed phonics, reading and writing audits to give us a baseline and support us to implement evidence-based approaches to the teaching of English. Our school has also achieved the Silver Award from the Lincolnshire Reading Pledge in order to develop reading throughout the school and we are hoping to gain the Gold Award during this academic year.

Our school has engaged with the National Tutoring programme, however, due to the high demand it was incredibly difficult to hire a tutor for this purpose and led to poor results in reading and maths. We used tutoring through Third Space Learning, however technical difficulties and the approach taken did not improve the results of pupils. We are now using White Rose Tutors and our maths lead is monitoring improvement of pupils who are receiving this intervention.

We have appointed a Pastoral Manager during the last academic year in order to support children and staff within school to develop their skills with emotional literacy and improve behaviour across the school.

Teaching assistants have been given the opportunity to develop their skills through apprenticeships in order to support the teaching and learning within school. They have considered the children or barriers to learning that they require further help to support and have engaged with the Growth and Development process to improve their understanding of support required for individuals. We have several new staff in school, and we are currently completing a skills audit to ensure that further training is pertinent to the needs of the staff and children within school.

Attendance has improved greatly since hiring our Educational Welfare Officer and this work will continue to improve overall attendance as well as reduce persistent absence of less than 90%. Pupil Premium children having significantly lower attendance than non-pupil premium children. We work together with four other schools within our Trust and have employed an Education Welfare Officer between us to improve attendance.

Externally provided programmes

	Provider
N/A	N/A
N/A	N/A