

# Pupil Premium Strategy Statement



This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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	Broad Oak Community Primary School
Number of pupils in school	632
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	Initially December 2021 Reviewed December 2022
Date on which it will next be reviewed	December 2023
Statement authorised by	Melanie Hignett (Headteacher)
Pupil Premium lead	Gary Affleck (Deputy Headteacher)
Governor / Trustee lead	Emily Harwood

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£504, 535
Recovery premium funding allocation this academic year	£29, 012
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£533, 547

# Part A: Pupil Premium Strategy Plan

## Statement of intent

Our intention is that all pupils will have access to high quality first teaching and a range of support to ensure they make good progress, achieving in line with or exceeding the standards of their peers in other settings by the end of primary school. They will leave Broad Oak as independent learners ready for the next step in their education. The focus of our pupil premium strategy is to support all pupils to achieve that goal whatever their starting points.



We will consider the challenges faced by our children and the community such as poverty, adult mental health issues, adverse childhood experiences, involvement with social care and caring responsibilities. The activity we have outlined in this statement is also intended to support children who experience these barriers, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach supported by timely and appropriate intervention and support. It is our intention that all children will benefit from improved progress and attainment as the actions outlined in the plan are implemented.

Our strategy aligns with wider education recovery. We will engage with the National Tutoring programme in a range of different ways to support children most impacted by the closure of schools during the pandemic. We will also use the School Led Recovery funding to provide tutoring in school from experienced teachers and school staff who have completed tutor training.

We will use our assessment systems to identify both common gaps and misconceptions as well as individual needs. The approaches we implement will focus on our key objectives. To ensure they are effective we will:

- act early to intervene at the point need is identified
- support all staff to deliver the highest quality teaching
- ensure all children are challenged
- create a culture where everyone takes responsibility for enabling ourselves and our children to be the best we can be

## Challenges

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

Challenge number	Detail of challenge
1	The school's attendance rate is historically lower than other schools nationally whilst the percentage of persistent absentees is higher.
2	Levels of speech, language and communication in most cohorts is considerably below peers nationally. This is present across school but most prevalent as children join the school in EYFS
3	Analysis of support referrals shows an increasing number of families accessing mental health support both for parents and children. This is impacting on children's readiness to learn at school.
4	Opportunities for parental engagement have been severely limited by the pandemic. This has impacted considerably on children's reading fluency and the consolidation of key skills and range of experiences at home.
5	Historically, attainment in phonics in KS1 is below national
6	Assessments and observations show that across school, pupils recall of number facts is limited. This impacts on their number fluency and ability to problem solve in mathematics.
7	Analysis of writing and classroom observations demonstrates lower levels of oracy and a vocabulary gap between children in school and their peers nationally. This has been exacerbated by a lack of opportunity to engage in wider experiences during the pandemic.

## 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
Most children will attend school regularly and parental engagement will promote learning	The attendance rate improves, the percentage of persistent absentees decreases and there is evidence of the impact of parental engagement
Children will have access to timely, appropriate speech and language initiatives to enable them to communicate effectively across school	Attainment in Communication and Language improves at the end of EYFS. Speech and Language referrals reduce.
Effective family and therapeutic support are provided alongside a comprehensive CPD programme for staff, academic targeted tutoring and intervention sessions to remove barriers to learning and ensure quality first teaching	Attainment in reading, writing and maths at the end of all key stages improves
A synthetic phonic programme (Read, Write, Inc) is implemented and adhered to with fidelity across EYFS, KS1 and Y3 where appropriate for catch up	Attainment in phonics in the Y1 screening will be at least in line with National.
High quality Mathematics teaching is provided for all children using a mastery approach and a focus on the development of mathematical fluency	Attainment and progress in Mathematics is at least in line with National outcomes for disadvantaged children
The curriculum will be enhanced for all children with a range of opportunities to widen vocabulary, increase opportunities for oracy and practise/develop reading, writing and maths skills through all subjects	Attainment in writing improves at the end of all key stages due to the narrowing of the vocabulary gap

## 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: £74, 858

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Support for Early Career Teachers</b>                      – the deployment of a L3 LSA in year groups with an Early Career Teacher along with an experienced Mentor and induction tutor to enable cover for lesson study, instructional coaching and regular meetings with other staff to provide a strong learning community.</p> <p>Early career teachers will engage in a varied programme of CPD which will positively impact on quality first teaching, raising attainment for all children.</p> <p>2 x L3 LSA                      2 x £18,000  <b>Total £36, 000</b></p>	<p>EEF Guidance Document October 2021: <i>What are the Characteristics of Effective Teacher Professional Development? A Systematic Review and Meta-analysis</i></p>	<p>5, 6</p>
<p><b>High Quality Continuing Professional Development for all staff</b> – engagement with external training providers alongside a robust internal CPD calendar to ensure quality first teaching for all children. This will include subject specific knowledge through TES Educare, subscription to the NWLP and access to National Professional Qualifications</p> <p>There will be a strong learning community in school which supports professional development</p> <p>Tes Educare £3638 NWLP - £1500                      NPQ release time 2 teacher x 3 face to face days and 2 day (equivalent) coaching) £2000                      SIP Liverpool £1800                      Early Excellence Training £395                      Perspective – appraisal software £2200  <b>Total: £11, 533</b></p>	<p>EEF Guidance Document October 2021: <i>What are the Characteristics of Effective Teacher Professional Development? A Systematic Review and Meta-analysis</i></p>	<p>5, 6</p>

<p><b>Read Write Inc.</b> A systematic, synthetic phonics programme to support children’s literacy development.</p> <p>All staff to be trained in RWI and access face to face training as well as online training via the Ruth Miskin School portal. All children will engage in and have access to quality first phonics teaching. Children will develop their early reading skills within well planned and resourced RWI sessions, raising attainment for all children.</p> <p>All staff will engage in and have access to CPD to support the teaching of RWI. A Reading Leader will be non teaching 0.2 to observe, coach and support other staff</p> <p>Parent/carer partnership to support home learning will be developed</p> <p><i>RWI resources including new reading books £1000</i></p> <p><i>Development days x 3 £1800</i></p> <p><i>Training Portal £1350</i></p> <p><i>0.2 Teacher £7600</i></p> <p><b>£11, 750</b></p>	<p>EEF Toolkit- <i>Read Write Inc. Phonics. **project ongoing. Report expected no later than 2023.</i></p> <p>EEF Toolkit, teaching and learning- <i>phonics</i></p> <p>Research evidence in RWI evidence and research article: <a href="https://www.ruthmiskin.com/media/ffor_public/2-30-20-050778-7520-453e-4544-2bae77d09e7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_050720.pdf">https://www.ruthmiskin.com/media/ffor_public/2-30-20-050778-7520-453e-4544-2bae77d09e7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_050720.pdf</a></p> <p>Research and analysis evidence article by Ofsted published in November 2010. <i>Reading by Six – in 2010 the UK government studied the twelve highest performing schools across the UK, seven of them taught Read Write Inc.</i></p>	<p>4, 5</p>
<p><b>Curriculum development</b> including the development of subject leaders to ensure quality first teaching focused on knowledge and the promotion of parental engagement to facilitate learning at home.</p> <p><i>The Host Curriculum Leader framework £895</i></p> <p><i>Perspective for Curriculum Planning £1150</i></p> <p><i>Seesaw for Parental Engagement £2200</i></p> <p><i>Subject Leadership Courses £1500</i></p> <p><i>Tapestry £430</i></p> <p><b>Total £6175</b></p>	<p>EEF Guidance Report Dec 2018: <i>Working with Parents to Support Learning</i></p> <p>Ofsted overview of curriculum research for the EIF: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/96362/5/Research_for{EIF_framework_updated_references_22_Feb_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/96362/5/Research_for{EIF_framework_updated_references_22_Feb_2021.pdf</a></p>	<p>4, 7</p>
<p><b>Mastering Number project</b> – maths lead and lead teachers will engage in CPD with the NCETM to enable them to deliver a daily teacher-led 15 minute session designed to develop fluency with and understanding of number that is crucial to future success (focus on automaticity of basic number facts) using a small, abacus-like piece of equipment called a Rekenrek.</p>	<p>EEF Guidance Report 2020: <i>Improving Mathematics in the Early Years and KS1</i></p>	<p>6</p>

<p>EYFS children will access an additional daily maths session to develop a solid number sense including fluency and flexibility with basic number facts resulting in automatic recall.</p> <p><i>Participation in NCETM Work Group – 1 ½ days CPD x 3 lead teachers - £1000</i></p> <p><i>Termly meeting with subject lead - ½ day x 3 - £300</i></p> <p><i>Resources £850</i></p> <p><i>Total - £2150</i></p>		
<p><b>Mastery Project</b></p> <p>Teachers across school will use the mastery approach to deliver mathematics lessons to ensure children ‘keep up rather than catch up’. The school will engage with the Maths Hub and use the Ark Curriculum Plus materials</p> <p><i>Ark Curriculum+ £6000</i></p> <p><i>Supply cover training x 5 days £1250</i></p> <p><i>Total £7250</i></p>	<p>EEF Maths Mastery Impact Study: <a href="https://www.arkcurriculumplus.org.uk/impact/mathematics-mastery/eef-impact-study">https://www.arkcurriculumplus.org.uk/impact/mathematics-mastery/eef-impact-study</a></p>	6

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

Budgeted cost: £218, 082

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition (in school using a teacher) will be one experienced teacher working with pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, in a separate working area. Intensive tuition in small groups will be provided to support learners who have fallen behind, and then as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Children will have a greater understanding of arithmetic skills and be able to use</p>	<p>EEF Toolkit: Small group tuition demonstrates moderate impact for low cost</p> <p>Tutor Trust EEF evaluation shows 3 months plus progress.</p>	6

<p>these within their work. Small group tuition will lead to greater levels of interaction and feedback compared to whole class teaching.</p> <p><i>Staff cost (UPS teacher) £42,000</i></p>		
<p><b>Reading eggs:</b></p> <p>Online reading program used by year 1 and 2. All children are timetabled to access it for 2 x 20 minutes sessions per week. It begins with a Diagnostic test, which allows pupils to work at different reading levels within the programme. Home use will be promoted across classes to provide home reading opportunities. All children in Year 2 will be guided through personalised phonics/reading tuition through the Reading Eggs programme.</p> <p>Children working below Age Related expectations in Reading will have daily reading/phonics intervention personalised to their level of need.</p> <p><i>£1,360 for annual subscription</i></p>	<p>Action research study concluded that, “students who were given supplemental reading support using Reading Eggs showed more overall growth than the students who did not receive support” (Reading Eggs on reading proficiency levels: Lowery, L.D 2017, p. 45 (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (Publication No. 10265638)</p>	<p>4, 5</p>
<p><b>Reading Plus:</b></p> <p>an intervention programme used in Y5 &amp; Y6 by children who have been identified as falling behind in Reading. They complete diagnostic assessments and have personalised programmes focused on developing reading fluency. This technology moves according to the rate at which the student is currently reading and adapts based on the student’s performance with comprehension questions. Children benefit from 3 x 45 min sessions per week. They are assessed and tracked as they work through the programme and it adjusts according the progress they make.</p> <p>Children are also able to access Reading Plus at home to practice further.</p> <p><i>£2478 annual subscription</i></p>	<p>EEF Recommendation 2 (Support pupils to develop fluent reading capabilities) &amp; Recommendation 7 (Use high quality structured interventions to help pupils who are struggling with their literacy) from ‘Improving Literacy in Key Stage 2: Seven recommendations to improve literacy teaching for 7–11 year-olds’</p>	<p>4, 5</p>
<p><b>School’s Library Service:</b></p> <p>Supports curriculum needs and love of wider reading by loaning age-appropriate fiction and non-fiction books to support the curriculum in every year group across school. Classes area also able to borrow artefact boxes with dressing-up clothes/objects to handle as well as story sacks and photo packs which all help in bringing subjects to life. There are also online resources to support homework.</p>	<p>Literacy Trust 2021, The Future of Primary School Libraries states, “Primary school libraries play an important role in education. Not only do they help instil a love of reading in pupils that helps their overall attainment, but they help to improve mental wellbeing outcomes and support children from disadvantaged</p>	<p>3, 4, 5, 7</p>



<p>Quality text and artefact resources used in every class to inspire a love of learning and support the delivery of the curriculum.  <b>£5603 annual fee</b></p>	<p>backgrounds to access much-needed resources</p>	
<p><b>Oxford Reading Scheme:</b>  A range of carefully levelled books to help children learn to read, and love to read. Children are assessed and given an appropriately levelled book so they can learn to read, from their transition from the RWI phonics programme, all the way through to being independent readers. Children are encouraged read frequently both in school and at home with parents/carers. Children are regularly assessed on the scheme and work through to higher level books as they progress. All children are given an appropriately levelled book. All children are heard read in school weekly. All children are encouraged to read at home  <b>£1500 spend on books</b></p>	<p>The Literacy Trust 2017: What it means to be a reader at age 11 states that, 'Those who read more are better readers. Rowe (1995) shows that reading activity at home has a significant positive influence on reading achievement. This is also supported by an international study of 10-year-olds (PIRLS 2001 and 2006, see Twist et al., 2007). The study showed that in nearly all countries, pupils who reported reading for fun outside school, daily or almost every day, had higher reading achievement than those reading for fun less frequently.'</p>	<p>2, 3, 4, 5</p>
<p><b>Literacy Shed Plus:</b>  English unit planning resources based on quality texts, novels and Literacy Shed films for all year groups across school. Includes access to additional writing prompts, vocabulary resources and display materials.</p> <p><b>Spelling Shed:</b> fully resourced spelling scheme with interactive games for children to play. Children have individual log ins and are able to practice their spelling skills both in school and at home. Teachers utilise Literacy Shed+ resources to plan and deliver high quality first teaching in English. Teachers utilise Spelling Shed to plan and deliver high quality first teaching of Spelling. Pupils use Spelling shed at home and at school to improve their spelling capabilities.  <b>£409.50 annual Edshed subscription</b></p>	<p>EEF Recommendation 4 (Teach writing composition strategies through modelling and supported practice) and Recommendation 5 (Develop pupils' transcription and sentence construction skills through extensive practice) in 'Improving Literacy in KS2'</p> <p>Recommendation 5 (Teach pupils to use strategies for planning and monitoring their writing) and Recommendation 6 (Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling) In 'Improving Literacy in KS1'</p>	<p>4, 5, 7</p>
<p><b>Multiplication Project</b>  Establish a Maths Rockstar award across KS1 and KS2 classes to promote rapid recall of basic number bonds and multiplication facts – staff to oversee implementation, track children's progress and reward individual achievements sharing celebrations with parents/carers.</p>	<p>EEF Guidance Report 2017: Improving Mathematics in KS2/KS3</p> <p>EEF Guidance Report 2020: Improving Mathematics in the Early Years and KS1</p>	<p>6</p>



<p>Children's progress will be tracked and as a result the number able to fluently recall age appropriate basic number facts will increase.</p> <p><i>TT Rockstars and Numbots subscription – £289</i></p> <p><i>Rockstar personalised badges – £350</i></p> <p><i>Stickers for passports - £250</i></p> <p><i>Maths Shed - £250</i></p> <p><b>Total - £1139</b></p>		
<p><b>Targeted speech and language support</b> for children in KS1 including the facilitation of NHS S &amp; L therapy sessions in school and parental support through the referral and assessment process.</p> <p><i>15 hrs per week LSA 3 KS1/2 £11,115</i></p> <p><i>7.5 hrs LSA 3 EYFS £5,557.50</i></p> <p><b>Total £16,672.50</b></p>	<p>Communication and Language Approaches EEF EY Toolkit</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	2, 4
<p><b>Individualised Instruction</b></p> <p>The provision of an additional L3 Learning assistant in Rec- Y6 to provide individualised instruction to individuals or small groups, ensuring all pupils have access to quality first teaching and wave 2 and wave 3 interventions where needed. Educational Psychologist and Language Service support will be instructed to undertake diagnostic assessments in order to give clear recommendations and strategies to staff for individuals and groups.</p> <p>LSA x 7 £126000</p> <p>Educational Psychology £8000</p> <p>LSS £2000</p> <p><b>Total £136,000</b></p>	<p>The EEF toolkit demonstrates 4 months of additional progress for individualised instruction</p>	5, 6, 7
<p><b>After school support</b></p> <p>Extend the hours of a group of LSAs to provide study clubs 4 x per week (1 day per week to plan/prepare) focusing on pre or post teach,</p> <p><i>1 hr (£14) LSA2 per day (4 LSAs) x 5 days x 39 weeks</i></p> <p><b>Total £10, 920</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	

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

Budgeted cost: £240, 637

Activity	Evidence that supports this approach	Challenge number addressed
<p><b>Play Therapy</b> Therapeutic support for children who have been identified as having low levels of self esteem and self-regulation linked to previous and ongoing trauma. Children with therapeutic needs are able to access bespoke play based therapy to enable them to self-regulate and raise self-esteem. Children with past and present trauma are able to recognise the support within school and are given strategies to enable them to fulfil their potential.</p> <p><i>1 x school based TPC counsellors totalling 1.5 days per week £17, 940</i> <i>TPC Therapeutic award and drop in sessions/workshops £7800</i></p> <p><b>Total:£25, 740</b></p>	<p>The Lancet published recent research to show that in-school therapy and humanistic counselling can have a positive impact on children’s mental health, particularly in deprived areas.</p>	<p>3</p>
<p><b>Attendance Support</b> Raising the profile of attendance to increase attendance rates school wide using incentives in school, targeted child and family pastoral support, letters home, monitoring meetings and Educational Welfare Support. The initiatives put into place to increase the profile of attendance will have a positive impact on the number of children attending school. Through incentives, pastoral support and EWS involvement, parental engagement will increase leading to higher attendance figures.</p> <p><b>EWO £15, 800</b></p>	<p>In this government produced research on attendance of disadvantaged pupils, the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership.</p> <p>Marilyn Cosme at Rowan University conducted research into the</p>	<p>1</p>

	<p>effectiveness of incentive-based attendance improvement approaches and concluded that in-school incentives can have a positive impact on children's attendance.</p> <p>This Harvard University study looks into the use of third party (EWS) impact on attendance and shows a positive correlation.</p>	
<p><b>Breakfast Club</b></p> <p>The offer of a free, universal, before-school breakfast club, including Reception to Year 6 pupils. The aim of the breakfast club is to improve attendance, punctuality, and attainment outcomes by increasing the number of children who eat a healthy breakfast in a calm and relaxing environment.</p> <p>This will allow the children to enter their classrooms on time and ready to learn with their emotional needs having been addressed within the club. Giving a settled start to each day.</p> <p>Children will have improved attendance and a settled start to their school day leading to more learning time and greater levels of interaction at the start of the day.</p> <p><i>2 x LSA L2 = 10 hours = £140 per week</i></p> <p><i>3 x LSA L3 = 15 hours = £285 per week</i></p> <p><i>1 x pastoral = 5 hours = £125 per week</i></p> <p><i>£550 x 39 weeks</i></p> <p><i>Food, resources etc. = £2000</i></p> <p><b>Total: £23, 450</b></p>	<p>EEF Toolkit: Magic Breakfast Trial demonstrates +2Months for low cost</p> <p>Institute for fiscal studies (IFS) article.  <a href="https://ifs.org.uk/publications/8714">https://ifs.org.uk/publications/8714</a></p>	1, 3
<p><b>PATHS</b></p> <p>Children will have a range of strategies to self-regulate their emotions. This will lead to better attendance by removing emotional barriers to learning and reduced behaviour incidents that lead to a loss of learning time.</p>	<p><a href="http://www.pathseducation.co.uk/pat hs-works/research">http://www.pathseducation.co.uk/pat hs-works/research</a></p>	1, 3, 4

<p><i>Replacement resources</i> <i>Staff taring costs as required</i></p> <p><b>Total: £2000</b></p>		
<p><b>Pastoral Team</b> Provide a pastoral team to offer family and staff support in each phase identifying barriers to learning and promoting solutions to remove them. These solutions will be based around a social and emotional learning approach. The pastoral team will also support attendance initiatives, transitions both into, within and beyond primary, co-ordinate safeguarding and child protection procedures and work directly with children and families.</p> <p><i>Family support workers x 3</i> <i>Pastoral Manager</i> £96,000 <i>Behaviour and Attendance Lead 0.5</i> £18,000 <i>Supervision £1800</i></p> <p><b>Total £115,800</b></p>	<p>EEF Improving Social and Emotional Learning in Primary Schools: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p>EEF Improving behaviour in Primary Schools <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p>1, 3, 4</p>
<p><b>Curriculum Enhancement</b> Subsidise the cost of visits and visitors including residentials to enhance the curriculum, encouraging good attendance and promoting vocabulary development through a range of opportunities.</p> <p><i>£4000 per year group x 8 =</i> £32,000 <i>Y6 residential £9000</i></p> <p><b>Total £41, 000</b></p>	<p>The Paul Hamlyn report (2015) cites the benefits of educational visits including increased attainment and engagement and improved resilience.</p> <p><a href="http://learningaway.org.uk/wp-content/uploads/LA-Final-Report-May-2015-1-1.pdf">http://learningaway.org.uk/wp-content/uploads/LA-Final-Report-May-2015-1-1.pdf</a></p>	<p>1, 3, 7</p>

<p><b>Arts Enhancement</b></p> <p>Engage with external partners (Music Service and CulturEd) to provide specialist arts teaching, professional development and curriculum enhancement.</p> <p><i>CulturEd £820</i></p> <p><i>Music Service £ 15, 652</i></p> <p><i>Leading the Arts Programme £375</i></p> <p><b>Total £16, 847</b></p>	<p>EEF research has demonstrated that participation in the arts can have a positive outcome on academic outcomes in other areas of the curriculum:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation#:~:text=Technical%20Appendix-.What%20is%20it%3F,or%20as%20extra%2Dcurricular%20activity.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation#:~:text=Technical%20Appendix-.What%20is%20it%3F,or%20as%20extra%2Dcurricular%20activity.</a></p>	<p>7</p>
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**Total budgeted cost: £533, 577**





## 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 2020 to 2021 academic year.

End of Key Stage outcomes during 2021/22 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our key objectives to varying degrees. As evidenced in schools across the country and especially those in the North, school closure was most detrimental to our disadvantaged pupils as they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions and this has left gaps in knowledge.

Attendance was very disrupted following the re-opening of school and continued to be so during 21/22. The school had another Covid outbreak and was subject to Public Health restrictions for a considerable period. This impacted negatively on our planned deployment of staff, pupil groupings and our ability to provide additional support and teaching sessions due to staff and pupil absence.. A key priority continues to be re-engaging parents and children with learning and re-establishing the importance of regular school attendance.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted over the past 2 years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We will continue to build on that approach with the activities detailed in this plan.

### Externally provided programmes

Programme	Provider
Promoting Alternative Thinking Strategies (PATHS)	Barnardo's
Read, Write, Inc	Ruth Miskin
Developing Maths Mastery	North West Maths Hub
Maths Mastery	Ark Curriculum+

