

## New Bowerley Community School

Pupil Premium and Catch Up Funding  
2021 -2022



Statement

### School overview

Metric	Data
School name	New Bowerley Community School
Pupils in school	411
Proportion of disadvantaged pupils	51% (209)
Pupil premium allocation this academic year	£1345 pp = £281105 <i>Incl. £1900 PP+ and £2345 per year for each previously CLA pupil</i>
Recovery Premium this academic year	£145 x 209 = £30305 ( <i>÷2 21/22 Sept-March and 21/22 April-September</i> ) £15153
Academic year or years covered by statement	2021-2022
Publish date	September 2021
Review date	September 2022
Statement authorised by	Gary German
Pupil premium lead	Clare Krasinski
Governor lead	Faye Pashby

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A – no formal data submitted due to Covid
Writing	
Maths	

## Disadvantaged pupil performance overview for last academic year

Measure	Reading		Writing		Maths		RWM	
	Dis	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis	Non-dis
Achieving expected standard at KS1	25%	47%	8%	44%	25%	38%	8%	35%
Gap	-22		-36		-13		-27	
Achieving high standard at KS1	0%	12%	0%	0%	0%	9%	0%	0%
Gap	-12		0		-9		0	
Meeting expected standard at KS2	55%	74%	42%	67%	55%	74%	42%	63%
Gap	-19		-25		-19		-21	
Achieving high standard at KS2	15%	33%	9%	7%	15%	15%	9%	4%
Gap	-18		+2		-		+5	
Meeting GLD in Reception	50% Dis 54% on-dis							
Gap	-4							

## Statement of intent

New Bewerley Community School recognises that all pupils, regardless of background, should have equal access to a curriculum that helps them reach their full potential. The Pupil Premium is a government initiative that targets extra money to pupils from less affluent backgrounds that, as research shows, may underachieve compared to their peers.

The government has used pupils entitled to Free School Meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils eligible for free school meals or have been eligible in the past six years. Children, who are looked after, adopted or a child of armed service personnel, are also eligible for funding.

The government is not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support pupils to increase their attainment, and bring their attainment and progress in line with other pupils nationally.

### Funding

Because approximately 50% of pupils receive pupil premium funding (Nationally, this figure is around 20%), we have decided to use this money to cover 50% of the salaries of key members of staff. Furthermore, since 84% of the pupils at New Bewerley Community School are deemed to live in the 10% most deprived families in UK it is our view that all children should benefit from the provisions provided for by the adults listed below. School's budget and school's notional SEN allowance funds the remaining 50% of salaries and interventions. It is this approach that allows us to successfully achieve positive progress scores for most groups of children including pupil premium. Not all Pupil Premium pupils face the same challenges - other children who are not in receipt of Pupil Premium are also academically disadvantaged and equally deserving of our attention.

When making decisions about using Pupil Premium funding, it is important to consider our context and subsequent challenges as well as research conducted by EEF to support our decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, weaker language and communication skills, lack of confidence, SEMH challenges and attendance and punctuality issues. There may also be other complex family situations that prevent children from flourishing. These challenges are varied and there is no 'one size fits all'.

### Our ultimate aims are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

### We aim to do this by:

- ✓ Ensuring equality of opportunity so that teaching and learning opportunities meet the needs of all the pupils
- ✓ Ensuring that appropriate provision is made for pupils who belong to vulnerable groups including those from disadvantaged families
- ✓ When enabling provision for children from disadvantaged background, we recognise that not all pupils who receive free school meals will be socially disadvantaged

- ✓ Reserving the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as socially disadvantaged as not all entitled children are registered or in receipt of free school meals.
- ✓ Funding will be allocated on a whole school basis as well as for priority groups and individuals.

### Ensuring these objectives:

Provision will include:

- ✓ Ensuring all teaching is good or better this ensuring that the quality of teaching experience by ALL children is improved
- ✓ Reducing class sizes in Year 6, thus improving opportunities for accelerating progress
- ✓ Allocating 'Catch-Up' funding to experienced, qualified teachers who are current members of staff providing small group work focussed on overcoming gaps in learning
- ✓ 1:1 support
- ✓ Whole school access to instrument and choral tuition
- ✓ All teaching and intervention will be focussed on accelerating progress moving children closer to at least age-related expectations.
- ✓ Additional learning support
- ✓ Contributions towards educational visits, first-hand experiences
- ✓ and activities to develop cultural capital.
- ✓ SEMH support

### **School-identified barriers to future attainment**

Nationally, disadvantaged and vulnerable pupils faced more barriers during school disruptions including problems in accessing digital devices and difficulties in studying autonomously at home. Analysis from the Government's research into pupil progress in the autumn term 2020/21 shows that:

- pupils from disadvantaged backgrounds (eligible for free school meals at any point in the last six years) were about half a month further behind than non-disadvantaged pupils in primary and secondary reading and around a month further behind in primary mathematics on their return to school in autumn 2020
- pupils made progress to catch up during the autumn term, but disadvantaged pupils remained around half a month further behind their peers in reading and around a month further behind in maths in the second half of the autumn term

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

A	Reduced reading comprehension, especially in Years 3 and 4, due to more limited vocabulary, missed schooling due to Covid-19 lockdown and limited cultural capital.
B	Lack of confidence and less well-developed writing skills due to limited language acquisition and real-life experiences as well as missed schooling due to Covid-19 lockdown.
C	Reduced Reasoning skills due to lower language acquisition and missed curriculum due to Covid-19 lockdowns, resulting in lower attainment in Maths compared to 'Other' children Nationally in KS1 and KS2.
D	Communication skills and vocabulary acquisition tend to be lower for pupils eligible for PP than for other pupils, which results in slower progress in reading, writing, maths and other curriculum areas
E	Reduced social and emotional development and lack of resilience can affect aspirations and readiness to learn.
F	Persistent absenteeism and lateness is higher for pupil premium pupils; this affects their attainment and progress.
G	Parental engagement for some PP pupils is not as strong as for other pupils, (i.e. completion of homework and reading at home) and this affects 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.

Barrier	
Priority A: progress in reading fluency and comprehension	<ul style="list-style-type: none"> <li>• Reduce dis./non-dis gap to less than 20% in Years 2 and 6</li> <li>• Increase % of dis. Y6 pupils achieving EXS closer to NA (target: 70%)</li> <li>• Increase % pupils in Y1 achieving the PSC to 80% (2021:66%; 2019: 70%)</li> <li>• Increase % of dis. pupils in Y1 achieving the PSC to 40% (<i>58% of non-disadvantaged; 77% overall. 50% were ELG for reading at the end of Reception with high numbers of SEND+PP in this cohort</i>).</li> <li>• Maintain a gap of less than 10% at GLD between dis. and non-dis pupils</li> </ul>
Priority B: Increase in attainment in writing	<ul style="list-style-type: none"> <li>• Maintain dis./non-dis gap of 10% or less in Year 6</li> <li>• Increase % of dis. Y6 pupils achieving EXS closer to NA (48% - was 15% in Y5)</li> <li>• Increase % of dis. Year 3 EXS to above 30% (was 8% in Y2)</li> <li>• Increase % of dis. Year 4 EXS to above 40% (was 10% in Y3)</li> <li>• Reduce dis./non-dis gap in Y3 to less than 30% (was 36% in Y2)</li> <li>• Maintain a gap of less than 10% at GLD between dis. and non-dis pupils</li> </ul>

<p>Priority C:</p> <p>Narrowing the attainment gap in maths</p>	<ul style="list-style-type: none"> <li>• Maintain dis./non-dis gap of 10% or less in Year 6</li> <li>• Increase % of dis. Y6 pupils achieving EXS closer to NA (target: 67%)</li> <li>• Reduce dis./non-dis gap to 15% or less in Year 2 (was 24% in Y1)</li> <li>• Maintain a gap of less than 10% at GLD between dis. and non-dis pupils</li> <li>• Increase % of dis. Achieving EXS to above 40% in Y3 (was 25% in Y2)</li> <li>• Increase % of dis. Achieving EXS to above 60 % in Y4 and Y5 (was 30+% in Y3 and Y4)</li> <li>•</li> </ul>
<p>Priority D:</p> <p>Improving communication skills</p>	<ul style="list-style-type: none"> <li>• Diminish difference in Prime Learning Goal of Language and Communication in EYFS (gap less than -15%)</li> <li>• Opportunities for Spoken Language development clear in planning and lesson delivery</li> <li>• Pupils observed to be more confident in explaining, reasoning and using ambitious vocabulary across the curriculum</li> </ul>
<p>Priority E:</p> <p>Improved self-regulation and attitudes to learning</p>	<ul style="list-style-type: none"> <li>• Pupils feel safe and happy so that they can access learning at all levels, and know where to find support should they need it (measured and evaluated by Pupil Interviews and questionnaires.) Monitored by SLT informally and formally through Smart plans and intervention analysis</li> <li>• Increased attendance of PP children due to attendance at Breakfast club, lunch club and (Summer) after school clubs.</li> <li>• All staff manage behaviour consistently, according to Zones of Regulation training.</li> <li>• Lunchtime behaviour is improved</li> </ul>
<p>Priority F:</p> <p>Improving attendance for persistent absentees</p>	<ul style="list-style-type: none"> <li>• Improve attendance of disadvantaged pupils to LA average (98.5%)</li> <li>• Ensure the majority of PP cohorts meet the School Target of 96% Attendance.</li> <li>• Diminish difference in the majority of cohorts between PP and Non-PP % Attendance.</li> <li>• Decrease the % of PA to less than 20%</li> <li>• Reduce the % difference in lates between PP and Non-PP in each cohort, from Sept to July 2022.</li> </ul>
<p>Priority G:</p> <p>Improved parental engagement</p>	<ul style="list-style-type: none"> <li>• The majority of pupils can access 'Seesaw' (online learning platform) to support learning at home including homework and isolating work. Parents are confident in using the platform for feedback on their child's learning and communication with teachers and support staff.</li> <li>• Parents communicate that they are more confident in supporting their children at home. PP Reading attainment and progress in EYFS, KS1 and KS2 to be in line with School Non-PP Reading Attainment and progress</li> <li>• Increase number of parents attending parents evening (telephone consultations) to above 90%.</li> </ul>

## Actions for 2021-2022

Actions will be linked to our SIP foci for 2021-2022:

1. Writing, Reading and phonics; improving provision and outcomes (using post-pandemic data)
2. SEND and provision for prior low-attaining pupils including the bottom 40% (using post-pandemic data)
3. Learning environments and how they support Equality of Opportunity.
4. Wellbeing and SEMH, linked to behaviour and child protection information5.
5. Equality for all learners and how the curriculum addresses all children’s attributes and barriers.
6. Enhancing the leadership capacity for all leaders.

## Teaching priorities (e.g. CPD, recruitment, retention)

<b>Budgeted cost:</b>	£234612
<b>Challenge</b>	<b>Actions and evidence which supports this approach</b>
<b>Priority A: Progress in reading fluency and comprehension</b>	<p>(EEF phonics +5 months)</p> <ul style="list-style-type: none"> <li>• Continued training on ‘Floppy’s Phonics’ for all staff throughout the year. 0.5 Phonics Leader appointed to oversee training and development. Action plan targets (developing practice and provision) through Jerry Clay English Hub: developing Early Reading (<i>£475 resources</i>)</li> </ul> <p>(EYFS EEF Early literacy approaches +4 months)</p> <ul style="list-style-type: none"> <li>• EYFS curriculum developed to meet the diverse needs and interests of pupils: GLD target of 50% will be achieved through improvement in the teaching of reading and writing</li> </ul> <p>(EEF small group tuition +4 months)</p> <ul style="list-style-type: none"> <li>• Catch-Up provision: QT every morning for phonics catch-up in Years 1 and 2; QT 4 mornings for phonics/spelling catch-up in Years 3 and 4; HLTA support for same day intervention (<i>£150000 additional staffing for tuition and catch-up across all areas of need</i>)</li> <li>• Develop range of high-interest texts for children who have recently completed the SSP programme.</li> </ul> <p>(EEF Reading Comprehension strategies +6 months).</p> <ul style="list-style-type: none"> <li>• Continued staff training on development of inference and comprehension questions. (<i>£20000 CPD budget</i>) Regular monitoring of progress for targeted pupils. Introduce Freyer Model to explore the vocabulary and comprehension of mathematics problems. Target new teachers and ECTs. English Subject Team– key leaders in school to work together to develop improved practice in reading across school. Monitor use of subject-specific vocabulary used and displayed in classes through topic lessons and knowledge organisers.</li> </ul> <p>Providing varied experiences for children out of school can be expensive: pupil premium money is used to enrich children’s lives and develop cultural capital</p> <ul style="list-style-type: none"> <li>• Embed the provision on the ‘English calendar’ to promote a love of reading and writing throughout the year including events such as author visits, Poetry week, Leeds Book Awards, Library focus weeks, Reading environment competitions etc. (<i>£3200 resources</i>)</li> </ul>

	<ul style="list-style-type: none"> <li>Continue to develop the range of challenging Year 2-Year 6 texts for use in Whole Class Reading. Order topic boxes from SLS to support range of challenging reading materials.</li> <li>Story time to be embedded every day in every class.</li> </ul> <p>(EEF Reducing class size +2 months. In addition, smaller class sizes will also bring increased opportunities for effective feedback (+6 months))</p> <ul style="list-style-type: none"> <li>Extra teachers in Year 6</li> </ul>
<p><b>Priority B: Increase in attainment in writing</b></p>	<p>Providing varied experiences for children out of school can be expensive: pupil premium money is used to enrich children's lives, enable improvements in writing and vocabulary acquisition and develop cultural capital.</p> <ul style="list-style-type: none"> <li>Curriculum Enhancements – trips and visitors to resume (£11000): use this to embed cross-curricular writing opportunities as part of new curriculum subject maps. X1 full day per term allocated to all subject leaders to monitor and develop practice in their subject area</li> </ul> <p>(EEF Reducing class size +2 months. In addition, smaller class sizes will also bring increased opportunities for effective feedback (+6 months))</p> <ul style="list-style-type: none"> <li>Extra teacher in Year 6</li> </ul> <p>(EEF Feedback +2 months)</p> <ul style="list-style-type: none"> <li>Continued development and refining of T4W scheme, supported by Jane Considine training. Focus on appropriate resources to support confidence and independent learning, especially for PP pupils and on spelling. CPD on effective feedback to close gaps. (£150 Literacy Shed subscription)</li> <li>Year 2 and Year 6 staff to attend all Authority-led moderation sessions to ensure that knowledge is up to date and assessments are accurate: CPD for staff on closing PP gaps</li> </ul> <p>(EEF Teaching Assistant interventions +2 months)</p> <ul style="list-style-type: none"> <li>Continue to embed new Pen Pals handwriting scheme (£2517 resources)</li> <li>All TAs to start at 8:30am so that teaching staff are able to explain objectives and ensure that support staff fully understand their role in supporting learning for disadvantaged pupils.</li> </ul> <p>(EYFS EEF Early literacy approaches +4 months)</p> <ul style="list-style-type: none"> <li>EYFS curriculum developed to meet the diverse needs and interests of pupils: GLD target of 50% will be achieved through improvement in the teaching of reading and writing</li> </ul>
<p><b>Priority C: Narrowing the attainment gap in maths</b></p>	<p>(EEF Mastery Learning +5 months)</p> <ul style="list-style-type: none"> <li>Maths leader to support improved QFT for mastery teaching – observation lessons and planning support Mastery teaching style focusing on small steps and clear representations to support learning to be used by all to reduce the opportunities for gaps in learning. Staff to be provided with identified revisited areas from previous year group to support planning for catch up curriculum. KS2 to implement the Ashley Down approach to times tables teaching with support from the maths leader to improve the knowledge and fluency times tables in conjunction with the TTrackstars programme. Maths leader to support ECTs in identifying barriers to learning within their class e.g. EAL, SEND. (£3080 subscriptions)</li> </ul> <p>(EYFS EEF Early Numeracy approaches +6 months)</p> <ul style="list-style-type: none"> <li>EYFS and KS1 teachers to work alongside West Yorkshire Maths Hub on the Mastery Number project throughout the course of the year with designated teachers attending training throughout the year.</li> </ul>
<p><b>Priority D: Improving communication skills</b></p>	<p>Providing varied experiences for children out of school can be expensive: pupil premium money is used to enrich children's lives, enable improvements in writing and vocabulary acquisition and develop cultural capital.</p> <ul style="list-style-type: none"> <li>Collaborative work with 'Wrongsemble', 'In Harmony' and 'Primary Players': drama/arts and subject specific vocabulary focus.</li> <li>£750 budget for class trips. Subsidise class trips and experiences so that all children can build on cultural capital: evaluate impact of visits on spoken language and writing. (£15000 visitors and visits)</li> </ul>

	<p>(EYFS EEF Communication and Language approaches +6 months)</p> <ul style="list-style-type: none"> <li>• EYFS leader to incorporate principles of NELI programme to address more of the needs within a disadvantaged cohort.</li> <li>• Daily 'Talk Time' in EYFS</li> </ul> <p>(EEF Mastery Learning +5 months)</p> <ul style="list-style-type: none"> <li>• Maths CPD: Staff and pupils to use stem sentences in teaching and learning to develop the use of language and support pupils understanding and provide frequent opportunities for reasoning responses within a teaching sequence.</li> </ul> <p>(EEF Oral Language Interventions)</p> <ul style="list-style-type: none"> <li>• Drama club: targeted at PP KS2</li> <li>• Picture News subscription: weekly debating opportunities to take place in class assemblies and promoted during lunchtimes in the hall. Resources provided for developing language of discussion: sentence stems, oracy cards, CPD for support staff (£300 resources)</li> <li>• Plan in Spoken Language opportunities throughout the curriculum: subject leaders to develop this through subject-specific actions plans focussing on a 'vocabulary-rich' environment and development of vocabulary challenge in Tier 2 and 3 words. X1 full day per term allocated to all subject leaders to monitor and develop practice in their subject area</li> <li>• Reading policy expectations include daily vocabulary development and new language study: monitored for impact on disadvantaged pupils through pupil voice. CPD for support staff on developing discussion</li> <li>• Work with SALT on becoming a communication friendly school</li> <li>• EAL leader to evaluate impact of EAL provision and pre-teach opportunities. CPD on how to incorporate Bell Framework into QFT. Bell assessment</li> <li>• CPD for staff on improved use of stem sentences in all subjects.</li> </ul>
<p><b>Priority E:</b></p> <p><b>Improved self-regulation and attitudes to learning</b></p>	<p>(EEF Social and Emotional Learning +4 months)</p> <ul style="list-style-type: none"> <li>• Roles of Inclusion Team continue to be developed: PHSE/Wellbeing leader, SEMH leader, SENDCo, FSW, x2 teachers attending SENDCo training and supporting the team (analyse data from Track It Lights, plan and deliver SEMH interventions with targeted pupils, update IPRA's, SMART plans and Boxall Profiles and work closely with Wellbeing Team and Inclusion Team. SEMH supervision every 2 weeks) (£20,000 additional staffing)</li> <li>• Embed PHSE scheme – 'JIGSAW' – to better support the PHSE curriculum. Regular CPD throughout the year to support the effective delivery of the scheme. Themes to be whole class, shared in assembly at the start of every half term and reviewed in lessons.</li> <li>• KS2 pupils to complete the 'My Health My School' survey. LM and Wellbeing Lead to analyse responses and adapt curriculum accordingly. Subscription to Health and Wellbeing SLA (£890)</li> <li>• Lunchtime &amp; After School Club – sports leaders (EEF Sports participation +2 months) (£8000 additional staffing)</li> </ul> <p>(EEF Behaviour Interventions +4 months)</p> <ul style="list-style-type: none"> <li>• Implement BOXHALL profiles for children with SEMH phase out IBPS</li> <li>• Support staff training on BOXHALL profiling</li> </ul> <p>(EEF Metacognition and self-regulation +7 months)</p> <ul style="list-style-type: none"> <li>• Review Zones of Regulation and create an outdoor provision for the zones. Roll out Zones of Regulation to dinner staff</li> <li>• Re launch Happy Lunchtimes</li> </ul>

**Targeted academic support for current academic year (e.g. tutoring, 1:1 support, structured interventions)**

<b>Budgeted cost:</b>	£27065
<b>Challenge</b>	<b>Action and evidence which supports this approach</b>
<b>Priority A: progress in reading fluency and comprehension</b>	<p>(EEF small group tuition +4 months)</p> <ul style="list-style-type: none"> <li>• Reading intervention delivered by teachers in Y6 and Y2. (Consistent HLTA cover – see C) EXS prior attainers tracked thoroughly throughout Y6 to ensure progress is at least on track and to target intervention appropriately. Opportunities for PP pupils to read more regularly with dedicated member of staff to read with targeted children in Breakfast and Tea Time club.</li> <li>• Tracking progress in reading for PP children who are also working within the bottom 40% of learners: staff to use new proformas to track provision and assess impact</li> <li>• SEND Support staff training on precision and other bespoke interventions e.g. Word WASP etc to support children in class. Rolling programme of training</li> <li>• Free Revision Guides for Y6 pupils linked to intervention (Easter School EEF only + 2 months and not the children we want to target so all Y6 children to receive: £1065 resources)</li> <li>• Increased focus on the progress and development of disadvantaged pupils within standards and Pupil Progress meetings. At least half of all monitoring will focus on disadvantaged pupils.</li> </ul> <p>(EEF phonics +5 months)</p> <ul style="list-style-type: none"> <li>• Phonics interventions run by Full time Phonics Leader and experienced HLTA with targeted PP children. Lowest 20% taught by teachers (£20000 staffing and resources)</li> </ul> <p>(EYFS EEF Early literacy approaches +4 months)</p> <ul style="list-style-type: none"> <li>• Early Years Reading interventions</li> </ul>
<b>Priority B: Increase in attainment in writing</b>	<p>(EEF small group tuition +4 months)</p> <ul style="list-style-type: none"> <li>• QT x4 afternoons support for writing catch up in Years 3 and 4 and lowest 40% PP basic skills in Years 5 and 6. Tracking progress in writing for PP children who are also working within the bottom 40% of learners: staff to use new proformas to track provision and assess impact. English leader to support planning and delivery of intervention in Years 3 and 4.</li> </ul> <p>(EYFS EEF Early literacy approaches +4 months)</p> <ul style="list-style-type: none"> <li>• EYFS to use new SENIT journals (from October 21) to track the progress of those pupils who are SEND +PP.</li> </ul>
<b>Priority C: Narrowing the attainment gap in maths</b>	<p>(EEF Mastery Learning +5 months)</p> <p>(EEF small group tuition +4 months)</p> <ul style="list-style-type: none"> <li>• Teaching staff and skilled HLTAs run regular interventions. X3 based in Year 6 and 2 KS1 and EYFS.</li> <li>• Maths leader and DHT to run GDS and GDS maths boosters targeted at PP Year 6 pupils</li> <li>• Y6 to have x4 formal testing weeks where data is analysed against Venn diagram for RWM combined – appropriate interventions to be developed from results to ensure progression for disadvantaged pupils and to narrow the gaps between PP and non-PP</li> <li>• Tracking progress in maths for PP children who are also working within the bottom 40% of learners: staff to use new proformas to track provision and assess impact</li> <li>• Use timetabled assessment data to highlight gaps in learning against the Ready to Progress grids and identify pupils needs for intervention. Support staff in adapting NCETM materials for interventions and timetabling opportunities for same day intervention.</li> </ul>

	<ul style="list-style-type: none"> <li>• Focus monitoring to teachers of years two, three and four to support disadvantaged pupils progress and access to the catch-up requirements of the year groups.</li> <li>• Continue to develop the use of Max's Marvellous maths throughout KS1 bottom 20% to develop key skills in number.</li> </ul>
<b>Priority D: Improving communication skills</b>	<p>(EEF Oral Language Interventions)</p> <ul style="list-style-type: none"> <li>• SALT therapist to work with targeted children. <i>S&amp;L is the most common category on the SEND register and over 60% of these children access PP funding.</i> SENDCO to evaluate impact of SALT (£6000)</li> <li>• Support staff to be trained to implement SaLT plans, supported by the SENCO.</li> <li>• Participation in Young Interpreters Scheme: Trained Y6 pupils to support N2E pupils throughout school.</li> <li>• Continue to plan in pre-teach opportunities for development of new words and language not just for EAL pupils but targeted white-British PP pupils.</li> <li>• Moving from teaching French to Spanish; this may help communication for more of our pupils as many are Spanish and Portuguese speakers.</li> </ul>
<b>Priority E: Improved self-regulation and attitudes to learning</b>	<p>(EEF Social and Emotional Learning +4 months)</p> <p>PHSE leader to run a 'Wellbeing Club' for targeted pupils with SEMH but who do not access higher-level need intervention. Focus: mindfulness and regulation.</p>

### Wider strategies for current academic year (e.g. attendance, behaviour, wellbeing)

<b>Budgeted cost:</b>	£47633
<b>Challenge</b>	<b>Action and evidence which supports this approach</b>
<b>Priority D: Improving communication skills</b>	<p>Providing varied experiences for children out of school can be expensive: pupil premium money is used to enrich children's lives, enable improvements in writing and vocabulary acquisition and develop cultural capital. (EEF Arts participation +3 months)</p> <ul style="list-style-type: none"> <li>• Provide tuned-instrument music tuition for children from Year 2 onwards. Music Tuition provided by In Harmony Opera North Arts (£44000)</li> <li>• Continue to develop aspirations for all pupils. Continue working with Into University for Years 4-6 around confidence, aspiration workshops, transition and performance especially with our higher-attaining disadvantaged pupils.</li> <li>• Healthy Cooking Club targeting low prior attaining PP pupils.</li> </ul>
<b>Priority E: Improved self-regulation and attitudes to learning</b>	<p>(EEF Social and Emotional Learning +4 months)</p> <ul style="list-style-type: none"> <li>• Wellbeing Leader to achieve Mind Mate accreditation. This will support the Inclusion Team and improve curriculum provision, resources, intervention and environment to develop the learning behaviours of all children but particularly targeted PP pupils so they are able and ready to learn.</li> <li>• Whole school well-being initiatives to continue across school as well as promoting regular whole-school events such as Anti-bullying week, World Mental Health Day and Internet Safety Day.</li> <li>• Wellbeing Team to access specific training to support a range of SEMH needs including bereavement, DV and counselling</li> <li>• DsL to work with PP Lead to ensure NBCS promotes educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing, or have experienced, with teachers and other staff. Through regular meetings and Inclusion Meetings, DsL to make sure that staff know who these children are, understand</li> </ul>

	<p>their academic progress and attainment, and maintain a culture of high aspirations for them as well as supporting teaching staff to identify the challenges that children in this group might face, and the additional academic support and adjustments that they could make to best support them.</p>
<p><b>Priority F: Improving attendance for persistent absentees</b></p>	<p>Regular attendance will support PP children in diminishing any difference in progress and attainment between disadvantaged and non-disadvantaged pupils. Our data shows that children attracting pupil premium grants, on average, have a below average school attendance.</p> <ul style="list-style-type: none"> <li>• 2 Full time Attendance Officer and FSW to support and challenge</li> <li>• FSW and AO to increase level of challenge: <ul style="list-style-type: none"> <li>- Fast-tracking after 10 unauthorised absences</li> <li>- Increased level of parental communication e.g. letters, phone calls, support meetings and home visits</li> <li>- Home visits after 2 days of absence</li> <li>- Fining for holidays taken in term time</li> <li>- Work more closely with the LA Attendance Service and work with cluster professionals for PP pupils whose attendance is causing concern.</li> <li>- Fortnightly attendance supervision</li> </ul> </li> <li>• The attendance governor will support the FSW in challenging families who are causing concern.</li> <li>• Attendance Initiative to encourage children to attend school regularly. ‘Classopoly’ to be funded as an initiative (£1000 resources)</li> </ul>
<p><b>Priority G: Improved parental engagement</b></p>	<p>(EEF Parental Engagement +4 months) A high percentage of children in school require individual support from trained EH officers. Last year, 85% of the families who had EH support were in receipt of Pupil Premium funding. Improved relationships with parents lead to improvement in attainment and progress for pupils.</p> <p>Develop initiatives to increase parental engagement based on the 8-steps of the Oxford Report:</p> <ul style="list-style-type: none"> <li>- Creating a welcoming ethos</li> <li>- Communicating effectively with parents</li> <li>- Reaching the hard to reach</li> <li>- Engaging dads</li> <li>- Parent groups and workshops</li> <li>- Parents evenings</li> <li>- Involving parents in their child’s intervention</li> </ul> <ul style="list-style-type: none"> <li>• The FSW will act as Early Help Support officer. FSW to work with SLT to ensure effective working knowledge around vulnerable families. Attend safeguarding courses related to role e.g. DV, CME</li> <li>• Increase % of parents attending Parents evening phone consultations. Parents to be given a slot over 2 nights and followed up if not attended</li> <li>• Improve parental supporting EYFS around reading, writing and spoken language through Seesaw participation</li> <li>• Ensure ‘Seesaw’ (online learning platform) is being used consistently across school for homework and for isolation periods. Contact all parents to establish who has difficulty logging on and how we can help. DfE laptops to be loaned. (£2633)</li> <li>• Continue to hold regular In Harmony and Opera North performances over internet / website whilst risk assessment continues to be in place. Encourage parents to participate in school life and be aware of their children’s progress in the arts.</li> <li>• Continue to use Mathletics and TT Rockstars to engage learners at home and in school.</li> <li>• EYFS and KS1 parents to be invited to support meetings on helping children to read at home.</li> </ul>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of staff meeting CPD time: focus on bespoke CPD. Each subject leader to receive x1 day per term for developing their area: cover to be provided through HLTA and QT cover.
Targeted support	Ensuring enough time for intervention in the absence of colleagues.	X2 QT 'Catch-Up' time is ring-fenced. TKRs to lose additional non-contact time in the event of staff absence allowing interventions to continue.
Wider strategies	Ensuring provision is appropriate for the large number of children with EHCPs and identified SEMH need.	SEMH supervision every 2 weeks. Working closely with the LA, social care and other outside agencies to ensure that provision is appropriate and progresses in a timely manner.

## Review: 2021-2022 aims and outcomes

Aim	Outcome
Priority A: progress in reading fluency and comprehension	
Priority B: Increase in attainment in writing	
Priority C: Narrowing the attainment gap in maths	
Priority D: Improving communication skills	
Priority E: Improved self-regulation and attitudes to learning	
Priority F: Improving attendance for persistent absentees	
Priority G: Improved parental engagement	