



Pupil premium strategy statement 2023-2024

New Bewerley Community School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	55.37
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Juli Aldwinkle
Pupil premium lead	Juli Aldwinkle
Governor / Trustee lead	Theo Harding

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£277,525 £5,677.28 Summer (LAC and PLAC pupils)
Recovery premium funding allocation this academic year	£7825 Autumn 2023
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£291,027 Funded £327,950 Spent



Part A: Pupil premium strategy plan

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.

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
- ✓ 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
- ✓ Large scale access to instrument and choral tuition
- ✓ EEF recommended intervention programs.
- ✓ 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
- ✓ Provides 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 during 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

Challenges

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

Challenge number	Detail of challenge
1	Reduced reading comprehension, especially in Years 4 and 6, due to more limited vocabulary, missed schooling due to Covid-19 lockdown and limited cultural capital.
2	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. This is across school but especially pertinent in KS2.
3	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, but particularly significant in Years 4 and 6.
4	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
5	Reduced social and emotional development and lack of resilience can affect aspirations and readiness to learn.
6	Persistent absenteeism and lateness is higher for pupil premium pupils; this affects their attainment and progress.
7	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 (below markers used for measure in 2023 evaluation: hence year grp is that of 2022-23).



Intended outcome	Success criteria
Priority A: progress in reading fluency and comprehension	- Reduce dis./non-dis gap to less than 20% in Year 1. - Increase % of dis. Y4 pupils achieving EXS to above 50%. - Increase % of dis. Y6 pupils (largely low-prior attaining) achieving EXS closer to NA (target: 58%) - Increase % pupils in Y1 achieving the PSC to 90% - Increase % of dis. pupils in Y1 achieving the PSC to 79% <i>(100% of non-disadvantaged; 94% overall)</i> Maintain a gap of less than 10% at GLD between dis. and non-dis pupils
Priority B: Increase in attainment in writing	- Maintain dis./non-dis gap of 10% or less in Year 6 - Increase % of dis. Y6 pupils achieving EXS closer to NA (42% - was 6% in Y5) - Increase % of dis. Year 4 EXS to above 30% (was 14% in Y3) - Increase % of dis. Year 5 EXS to above 40% (was 16% in Y4) - Reduce dis./non-dis gap in Y2 to less than 25% <i>(was 25% in Y1)</i> Maintain a gap of less than 10% at GLD between dis. and non-dis pupils
Priority C: Narrowing the attainment gap in maths	- Maintain dis./non-dis gap of 10% or less in Year 6 - Increase % of dis. Y6 pupils achieving EXS closer to NA <i>(target: 53%, was 48% in Year 5)</i> - Reduce dis./non-dis gap to 20% or less in Year 2 <i>(was 24% in Y1)</i> - Maintain a gap of less than 10% at GLD between dis. and non-dis pupils - Increase % of dis. Achieving EXS to above 40% in Y2 <i>(was 38% in Y1)</i> Increase % of dis. Achieving EXS to above 40% in Y4 <i>(was 32% in Y3)</i>
Priority D: Improving communication skills	- Diminish difference in Prime Learning Goal of Language and Communication in EYFS (gap less than -15%) - Opportunities for Spoken Language development clear in planning and lesson delivery Pupils observed to be more confident in explaining, reasoning and using ambitious vocabulary across the curriculum
Priority E: Improved self-regulation and attitudes to learning	- 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 - Increased attendance of PP children due to attendance at Breakfast club, lunch club and after-school clubs. - All staff manage behaviour consistently, according to Zones of Regulation training. - Lunchtime behaviour is improved
Priority F: Improving attendance for persistent absentees	- Improve attendance of disadvantaged pupils to LA average (98.5%) - Ensure the majority of PP cohorts meet the School Target of 96% Attendance. - Diminish difference in the majority of cohorts between PP and Non-PP % Attendance. - Decrease the % of PA to less than 20% - Reduce the % difference in lates between PP and Non-PP in each cohort, from Sept to July 2023.
Priority G:	The majority of pupils can access 'Seesaw' (online learning platform) to support learning at home including homework and isolating work. Parents



Improved parental engagement	are confident in using the platform for feedback on their child's learning and communication with teachers and support staff. • 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 • Increase number of parents attending parents evening (telephone consultations) to above 90%.
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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. Actions will be linked to our SIP foci for 2023-2024:

1. Writing, Maths, Reading and phonics; improving provision and outcomes
2. SEND and provision for prior low-attaining pupils including the bottom 40%
3. Wellbeing and SEMH, linked to behaviour and child protection information.
4. Equality for all learners and how the curriculum addresses all children's attributes and barriers.
5. Enhancing the leadership capacity for all leaders.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £54,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Continued training on 'Floppy's Phonics' for all staff throughout the year. Phonics Leader appointed to oversee training and development. Action plan targets (developing practice and provision) through Jerry Clay English Hub: developing Early Reading (£500 resources) • EYFS curriculum developed to meet the diverse needs and interests of pupils: Appointment of whole UPS team: GLD target of 50% will be achieved through improvement in the teaching of reading and writing (staffing increase £15,000)	EEF phonics +5 months EEF Reducing class size +2 months. In addition, smaller class sizes will also bring increased opportunities for effective feedback (+6 months)	Priority A: Progress in reading fluency and comprehension



• Catch-Up provision: QT every morning for phonics catch-up in Years 1 and 2; LSA and teacher support for same day intervention (£150000 additional staffing for tuition and catch-up across all areas of need) • Develop range of high-interest texts for children who have recently completed the SSP programme. • Continued staff training on development of inference and comprehension questions. Regular monitoring of progress for targeted pupils. Continued use of Frayer 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. • 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 • 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. (£1500 resources) • 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. • Story time to be embedded every day in every class.	EYFS EEF Early literacy approaches +4 months EEF small group tuition +4 months EEF SEND recommendations: Ensure all pupils have access to high quality teaching EEF Reading Comprehension strategies +6 months	
• Curriculum Enhancements – trips and visitors to fully resume (£11000): use this to embed cross-curricular writing opportunities as part of new curriculum	EEF Reducing class size +2 months. In addition, smaller	Priority B: Increase in attainment in writing



subject maps. X1 full day per term allocated to all subject leaders to monitor and develop practice in their subject area • Extra teacher in Year 6 x 1 morning per week • Develop a NBCS model of writing, based on bespoke needs and including a model to support lowest 40% (Colourful Semantics). 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; LA consultation £2000). • 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 • Continue to embed new Pen Pals handwriting scheme • 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. • 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. Develop EYFS through to Year 1 model of supporting spelling and phonics through handwriting.	class sizes will also bring increased opportunities for effective feedback (+6 months) EEF Feedback +2 months) EEF Teaching Assistant interventions +2 months) EYFS EEF Early literacy approaches +4 months) 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.	
• Maths leader to support improved QFT– 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 consistent approach to times tables teaching with support from the maths leader to improve the knowledge and fluency times	EEF Mastery Learning +5 months) EYFS EEF Early Numeracy approaches +6 months) EEF SEND recommendations: Complement high quality teaching with carefully selected	Priority C: Narrowing the attainment gap in maths



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 : review impact?) Continue to develop the Mastery in Number approach within EYFS and the rest of school: explore where this can be further used with groups of SEND pupils.	small-group and one-to-one interventions	
- 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. - Collaborative work with 'In Harmony' and affordable enrichment providers: drama/arts and subject specific vocabulary focus. £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) - EYFS leader and Y1 teachers to incorporate principles of EEF SALT programme to address more of the needs within a disadvantaged cohort (£350). - Daily 'Talk Time' in EYFS - HLTA to specialise in SALT and coordinating SALT work of LSAs - Deputy lead CPD focus for year to embed oracy and raise standard of QFT. Active listening skilled speaking - Work with SALT on becoming a communication friendly school . - 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.	EYFS EEF Communication and Language approaches +6 months) EEF Mastery Learning +5 months) EEF Oral Language Interventions EEF SEND recommendations: Complement high quality teaching with carefully selected small-group and one-to-one interventions	Priority D: Improving communication skills



• Drama and debating club: targeted at PP KS2 • Picture News subscription: weekly debating opportunities to take place in class assemblies. Resources provided for developing language of discussion: sentence stems, oracy cards, CPD for support staff (£300 resources) • 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. CPD for staff on improved use of stem sentences in all subjects. • 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 • Writing policy Ninja words. • Assessment leader to evaluate impact of EAL provision and pre-teach opportunities. CPD on how to incorporate Bell Framework into QFT. Bell assessment		
• Roles of Inclusion Team continue to be developed: PHSE leader, SEMH leader, SENDCo, Inclusion Leader, FSW, BSW (analyse data from cpoms, 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) (£30,000 additional staffing) • SEMH timetable with targeted activities available for all pupils upon referral and need. • Embed PHSE scheme – 'JIGSAW' – to better support the PHSE curriculum. Regular CPD throughout the year to	EEF Social and Emotional Learning +4 months EEF Behaviour Interventions +4 months EEF Metacognition and self-regulation +7 months	Priority E: Improved self-regulation and attitudes to learning



support the effective understanding of the curriculum . Themes to be whole class, shared in assembly at the start of every half term and reviewed in lessons. • 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) • Lunchtime & After School Club – sports leaders (EEF Sports participation +2 months) (£8000 additional staffing) • Continue to review BOXHALL profiles for children with SEMH • Support staff training on BOXHALL profiling • Review Zones of Regulation and create an outdoor provision for the zones. Roll out Zones of Regulation to dinner staff • Re launch Lunchtimes structured provision. Invest in LTS staff and training (10,000)		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £241,000 (includes additional* LSA /ISA wage- any above 1 per class- and teaching days for additional staff)

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Reading intervention delivered by teachers in Y6 and Y2. (Consistent QT 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. • Tracking progress in reading for PP children who are also working within	EEF SEND recommendations: Ensure all pupils have access to high quality teaching EEF SEND recommendations: Complement high quality teaching with carefully selected small-	Priority A: Progress in reading fluency and comprehension



the bottom 40% of learners: staff to use new proformas to track provision and assess impact - SEND Support staff training on precision and other bespoke interventions e.g. Word WASP, Colourful Semantics, Hornett, Word Aware etc to support children in class. Rolling programme of training - 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) - 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. - Phonics interventions run by Phonics Leader and experienced QTs with targeted PP children. Lowest 20% taught by teachers (£20000 staffing and resources) - Early Years Reading interventions	group and one-to-one interventions EEF SEND recommendations: Work effectively with teaching assistants EEF small group tuition +4 month EEF phonics +5 months EYFS EEF Early literacy approaches +4 months	
- QT x0.1 days support for writing catch up in Years 6: Additional LSA L2 support for lowest 40% PP and HLTA x 0.5. Tracking progress in writing for PP children who are also working within the bottom 40% of learners. Phase leaders to support planning and delivery of intervention - LA consultation to improve QFT in English (£2000) - EYFS to use SENIT journals to track the progress of those pupils who are SEND +PP.	EEF SEND recommendations: Ensure all pupils have access to high quality teaching EEF small group tuition +4 months EEF SEND recommendations: Build an ongoing, holistic understanding of your pupils and their needs EYFS EEF Early literacy approaches +4 months)	Priority B: Increase in attainment in writing
Teaching staff and skilled HLTAs run regular interventions. X3 based in Year 6 and 2 KS1 and EYFS.	EEF SEND recommendations: Ensure all pupils	Priority 3: Narrowing the



• Maths leader and DHT to run GDS and GDS maths boosters targeted at PP Year 6 pupils • 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 • Tracking progress in maths for PP children who are also working within the bottom 40% of learners. • 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. • 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 • Continue to develop the use of Max's Marvellous maths throughout KS1 bottom 20% to develop key skills in number.	have access to high quality teaching EEF Mastery Learning +5 months EEF small group tuition +4 months	attainment gap in maths
• SALT therapist to work with targeted children. S&L is the most common category on the SEND register and over 60% of these children access PP funding. SENDCO to evaluate impact of SALT (£6000) • Support staff to be trained to implement SaLT plans, supported by the SENCO. • Re Launch participation in Young Interpreters Scheme: Trained Y6 pupils to support N2E pupils throughout school. • 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.	EEF Oral Language Interventions EEF SEND recommendations: Work effectively with teaching assistants	Priority 4: Improving communication skills



• SEMH timetable and inclusion team to run a 'Wellbeing focus' for targeted pupils with SEMH but who do not access higher-level need intervention. Focus: mindfulness and regulation.	EEF Social and Emotional Learning +4 months)	Priority 5: Improved self-regulation and attitudes to learning
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Provide tuned-instrument music tuition for children from Year 2 onwards. Music Tuition provided by In Harmony Opera North Arts (£30000) • 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. • Lifeskills curriculum targeting low prior attaining PP pupils. • Trips and visits enrichment program. (£11.000)	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)	Priority 4: Improving communication skills
• 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. • 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. • Wellbeing Team to access specific training to support a range of SEMH needs including bereavement, DV and counselling	EEF Social and Emotional Learning +4 months EEF SEND recommendations: Build an ongoing, holistic understanding of your pupils and their needs	Priority 5: Improved self-regulation and attitudes to learning



• 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 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. • Consultation with Positive Regard to improve behaviour within school inclusive of high tariff pupils.		
• 1 Full time Attendance Officer and FSW to support and challenge • FSW and AO to continue to increase level of challenge: • Fast-tracking after 10 unauthorised absences • Increased level of parental communication e.g. letters, phone calls, support meetings and home visits • Home visits after 2 days of absence • Fining for holidays taken in term time • Work more closely with the LA Attendance Service and work with cluster professionals for PP pupils whose attendance is causing concern. • Fortnightly attendance supervision • The attendance governor will support the FSW in challenging families who are causing concern. • Attendance Initiative to encourage children to attend school regularly. • 'Classopoly' to be funded as an initiative (£1000 resources)	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.	Priority 6: Narrowing the attainment gap in maths
• (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 re-	EEF Parental Engagement +4 months	Priority 7: Improved parental engagement



relationships with parents lead to improvement in attainment and progress for pupils. • Develop initiatives to increase parental engagement based on the 8-steps of the Oxford Report: ○ Creating a welcoming ethos ○ Communicating effectively with parents ○ Reaching the hard to reach ○ Engaging dads ○ Parent groups and workshops ○ Parents evenings ○ Involving parents in their child's intervention • 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 • Increase % of parents attending Parents evening Parents to be given a slot over 2 nights and followed up if not attended • Improve parental supporting EYFS around reading, writing and spoken language through stay and learns • Ensure Tapestry (online communication platform) is being used consistently across EYFS. Expand use of Dojos to parents for communication and rewards. Contact all parents to establish who has difficulty logging on and how we can help. • 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. • Increase whole school events to engage parents: Winter Wonderland, Festive performances, Arts and Sports days. • Continue to use Mathletics and TT Rockstars to engage learners at home and in school. Relaunch raving readers. • Parents to be invited to support meetings on helping children to read at home.		
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Total budgeted cost: £ 363,550 (grant 327,950)



Part B: Review of the previous academic year 2022-2023

Outcomes for disadvantaged pupils

Measure	Reading		Writing		Maths		RWM	
	Dis	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis	Non-dis
<i>EXS at KS1 (June 22)</i> EXS at KS1 (June 23)	50% 39%	63% 52%	40% 33%	50% 60%	57% 50%	56% 56%	40% 31%	47% 48%
<i>June 22 gap</i> June 23 gap	-13 -13		-10 -27		-1 -6		-7 -17	
<i>GDS at KS1 (June 22)</i> GDS at KS1 (June 23)	0% 0%	0% 0%	0% 0%	0% 4%	10% 6%	9% 12%	0% 0%	0% 0%
<i>June 22 gap</i> June 23 gap	-6 N/A		0 -4		+1 -6		0 N/A	
<i>EXS at KS2 (June 22)</i> EXS at KS2 (June 23)	65% 28%	69% 54%	53% 35%	62% 59%	53% 44%	54% 54%	38% 31%	54% 32%
<i>June 22 gap</i> June 23 gap	-4 -26		-9 -24		-1 -10		-16 -1	
<i>GDS at KS2 (June 22)</i> GDS at KS2 (June 23)	12% 6%	23% 11%	3% 0%	8% 7%	3% 2%	4% 18%	% 0%	% 7%
<i>June 22 gap</i> June 23 gap	-11 -5		-5 -7		-1 -16		% -7	
<i>GLD in F2 (June 22)</i> GLD in F2 (June 23)	Dis:40% Non-dis 42% Dis:38% Non-dis 53%							
<i>June 22 gap</i> June 23 gap	-2 -15							



Review of intended outcomes 2022-2023

Intended outcome	Success criteria
Priority 1: progress in reading fluency and comprehension	• Reduce dis./non-dis gap to less than 20% in Year 1. Gap was -18% • Increase % of dis. Y4 pupils achieving EXS to above 50%. 56% of dis. pupils achieved EXS in Y4. • Increase % of dis. Y6 pupils (largely low-prior attaining) achieving EXS closer to NA (target: 58%) 28% of dis. pupils achieved EXS • Increase % pupils in Y1 achieving the PSC to 90% 41/59 = 70%; % without RP – 82%. 15 children disapplied due to SEND needs. • Increase % of dis. pupils in Y1 achieving the PSC to 79% (100% of non-disadvantaged; 94% overall) 52% disadvantaged passed PSC • Maintain a gap of less than 10% at ELG Literacy between dis. and non-dis pupils Dis. 38%, non-dis. 53%, gap -15
Priority 2: Increase in attainment in writing	• Maintain dis./non-dis gap of 10% or less in Year 6 Gap increased to -24 • Increase % of dis. Y6 pupils achieving EXS closer to NA (42% - was 6% in Y5) 35% of dis. pupils achieved EXS – much closer to target and a significant increase from the previous year. • Increase % of dis. Year 4 EXS to above 30% (was 14% in Y3) Only 15% dis. pupils achieved EXS • Increase % of dis. Year 5 EXS to above 40% (was 16% in Y4) Only 13% dis. pupils achieved EXS • Reduce dis./non-dis gap in Y2 to less than 25% (was 25% in Y1) Gap has increased to -27 • Maintain a gap of less than 10% at ELG Literacy between dis. and non-dis pupils Dis. 38%, non-dis. 53%, gap -15
Priority 3: Narrowing the attainment gap in maths	• Maintain dis./non-dis gap of 10% or less in Year 6 Gap was -10% • Increase % of dis. Y6 pupils achieving EXS closer to NA (target: 53%, was 48% in Year 5) 50% achieved EXS • Reduce dis./non-dis gap to 20% or less in Year 2 (was 24% in Y1) Gap has been reduced to -6 • Maintain a gap of less than 10% at ELG between dis. and non-dis pupils Dis. 64%, non-dis. 55%, gap +9% • Increase % of dis. Achieving EXS to above 40% in Y2 (was 38% in Y1) % dis. pupils now at 50% • Increase % of dis. Achieving EXS to above 40% in Y4 (was 32% in Y3) % dis. pupils now at 48%
Priority 4: Improving communication skills	• Diminish difference in Prime Learning Goal of Language and Communication in EYFS (gap less than -15%) Dis. 64%, non-dis. 61%, gap +3% • Opportunities for Spoken Language development clear in planning and lesson delivery Spoken Language curriculum map now in place – progressive skills built throughout each year group. Observed in planning and lesson observations. • Pupils observed to be more confident in explaining, reasoning and using ambitious vocabulary across the curriculum This has been observed through maths and English observations, through school council, subject pupil voice sessions and been commented on by visitors.



Priority 5: Improved self-regulation and attitudes to learning	• 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.) <i>Monitored by SLT informally and formally through Smart plans and intervention analysis January 2023 data vs. March 2022 data: All of the time 80.9% 75.8% Most of the time 16% 20.6%</i> • Increased attendance of PP children due to attendance at Breakfast club, lunch club and after-school clubs. Analysis of clubs attendance shows that disadvantaged children were targeted and had greater attendance than non-disadvantaged pupils. Clubs included debating, drama, football, STEAM, basketball, orchestra, singing and dance. • All staff manage behaviour consistently, according to Zones of Regulation training. Most staff manage behaviour consistently: new behaviour policy has been written and implemented, and supplemented by additional training for all staff. • Lunchtime behaviour is improved
Priority 6: Improving attendance for persistent absentees	• Improve attendance of disadvantaged pupils to LA average (98.5%) Pupil premium attendance is 92% vs. non-pupil premium at 94%. • Ensure the majority of PP cohorts meet the School Target of 96% Attendance. • Diminish difference in the majority of cohorts between PP and Non-PP % Attendance. • Decrease the % of PA to less than 20% Currently 31% • Reduce the % difference in lates between PP and Non-PP in each cohort, from Sept to July 2023.
Priority 7: Improved parental engagement	• 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. Parents have inconsistent responses to Seesaw with some preferring online and some finding it challenging to support their children in this way. NBCS will return to paper copies and homework books from September 2023 with Seesaw used to support in prolonged absences. • 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 Reading attainment is in line in all year groups, apart from Years 3 and 6, where it is almost in line. • Increase number of parents attending parents evening (telephone consultations) to above 90%.

