

# 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	Bishop Perrin School
Number of pupils in school	204 (106 girls / 98 boys)
Proportion (%) of pupil premium eligible pupils	22/204 = 10.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021 – 2022 to 2024-25
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Adrian Corke (Headteacher)
Pupil premium lead	Mary McAvoy (Inclusion Leader)
Governor / Trustee lead	Father John Kafwanka

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including LAC and PLAC)	£32,880
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	£32,880

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium Grant is additional Government funding given to schools to close the attainment gap between disadvantaged pupils and their peers, and to support children with parents in the Armed Forces. The grant is allocated in line with the financial year, which starts in April, and is based on data from the January Census.

There are three categories of eligibility for Bishop Perrin pupils, with different amounts of funding attached. These are:

- Children who are recorded as having free school meals (FSM) or have had FSM or at any time in the previous six years (Ever 6 FSM) £1,385
- Children who are looked after (LAC) and children who were in the care of English or Welsh local authority immediately before adoption or leaving on a special guardianship order or child arrangement order (Post LAC) £2410
- Children whose parents are serving in the armed forces or have served in the past six years (Ever 6 service): £320

Schools are charged with using Pupil Premium funding to 'close the gap' between the attainment of those children from disadvantaged backgrounds and those living in families with incomes above the low-income threshold. Some of the funding is used to offer support to those pupils who are at a disadvantage compared to their peers even if they are not eligible for a free school meal. Schools are free to spend the Pupil Premium Grant as they see fit but must ensure that it benefits this group of children.

At Bishop Perrin our aim is that all children in receipt of Pupil Premium will:

- make at least expected progress in relation to targets and their peers
- (3 points progress over the year using our internal assessment tracking system)
- receive additional teaching support either during school hours or outside of school hours
- reach an acceptable level of attendance (above 95% +)
- reduce any lateness when attending school
- be able to cope with the social, emotional and behavioural expectations at school
- benefit from financial support for educational visits, Breakfast Club, school journeys and swimming
- have access to a range of opportunities at school including after school clubs and whole school workshops

### **Our strategy:**

Our PPG strategy is based on the Educational Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:

- Quality Teaching (including professional development)
- Targeted Academic Support (for example interventions and one to one support)
- Wider Strategies (for example behaviour approaches, breakfast clubs, trips and attendance)

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures in recent years to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. Low attainment and slow progress rates made by pupil premium/disadvantaged children are evidenced in ongoing summative assessments. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. Our data also confirms that fewer pupil premium pupils achieve a greater depth level in Reading, Writing and Maths and in all three areas (the combined measure) – which has also been highlighted as a whole school trend.
2	Through termly assessments, observations, and discussions with pupils, data suggests that disadvantaged pupils generally have greater difficulties with spelling than their peers. This negatively impacts their development in English. Attainment in spelling is an issue with the majority of PPG pupils.
3	Our attendance data over the last academic year indicates that the attendance average among disadvantaged pupils has been lower than the average for their peers. This has been exacerbated by continued necessary absence owing to Covid-19 measures.  35% of PPG children at Bishop Perrin School have been 'persistently absent' attending fewer than 90% of sessions over the course of the academic year. 50% attended fewer sessions than their peers and 70% have attended less than the 96% attendance expectation stipulated by the government.  Our assessments and observations indicate that absenteeism negatively impacts disadvantaged pupils' progress.
4	Some pupils need to develop their organisational skills, resilience and determination. In addition, many children rely on adult support in class and are reluctant to 'have a go' due to fear of failure. There is a need to develop a growth mindset attitude, meta-cognition skills and resilience so that disadvantaged pupils can take ownership of their learning and increase their independence.
5	Disadvantaged children have missed out on extra-curricular experiences and special opportunities like workshops and trips due to lockdown and continue to miss out because of financial pressures faced by parents and families in the current context.

## 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
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<p>1. Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch-up' or exceed prior attainment standards.</p> <p>To ensure all pupils are given the opportunity to consolidate basic skills.</p> <p>To ensure fallen behind children receive targeted high-quality intervention.</p> <p>To embed and sustain a reading culture that ensures all pupils read regularly and develop a love of books.</p>	<p>All disadvantaged children make their expected progress from previous key stage results. In some cases, pupils will make greater than expected progress</p> <p>Pupils spelling, handwriting, reading and arithmetic skills are stronger and lead into better assessment results in Reading, Writing and Maths.</p> <p>Targeted tutoring/support staff and class teacher interventions support learning effectively enabling pupils to achieve their potential.</p> <p>Children meet or surpass their progress level in Reading. Children are reading every day and enjoy reading.</p> <p>The library is being used by all classes to promote reading. Guided Reading is happening every day in all classes.</p> <p>Children who are not being read with regularly at home are supported to practise their reading skills at school particularly in early reading development.</p>
<p>2. Disadvantaged pupils develop their spelling skills to meet their intended progress. Pupils achieve a higher level of success in weekly spelling tests which then translates into their written work.</p>	<p>Pupils are aware of their spelling needs/gaps and are addressing them with support from teachers.</p> <p>Pupils are getting higher marks in their weekly tests.</p> <p>Written work shows fewer spelling errors and pupils feel much more confident in their spelling abilities.</p> <p>SPAG results are at similar level to peers.</p>
<p>3. Attendance is on par with non-PPG pupils and national average of 96%.</p>	<p>Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%).</p> <p>Monitoring of attendance by Headteacher brings about an increase in PP pupils' attendance and a decrease in persistent absence.</p>
<p>4. Some pupils need to develop their organisational skills, resilience and determination. In addition, many children rely on adult support in class and are reluctant to 'have a go' due to fear of failure.</p> <p>To ensure that disadvantaged pupils have emotional resilience and a positive mindset.</p>	<p>Pupils are more organised and ready to learn. Pupils have developed and understand what growth mindset is and can apply to their learning.</p> <p>Pupils take risks and enjoy challenge. Children enjoy school and can cope with making mistakes/facing setbacks.</p>

<p>5. Children have had a range of experiences from clubs to school trips and workshops to build their cultural capital.</p>	<p>Pupils have a well-rounded school experience having taken part in a diverse range of activities through the curriculum and through extra-curricular activities. They will have a greater love for learning and school and many will be inspired by these experiences.</p>
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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.

### Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers attend effective practise network meetings each term	High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate (0.11). CPD also has similar attainment effects to those generated by large, structural reforms to the school system (0.1). (taken from EPI study)	1, 2
Use of standardised tests to keep track of pupil progress	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2
Increase in Teaching and Learning Assistant (TLA) hours and distribution of support staff according to skill and experience where the greatest need lies.	Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support. EEF toolkit +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2, 4
Employment of specialist teacher for English / phonics / spelling  Employment of specialist teacher for Maths	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.  EEF toolkit +4 months	1,2

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	
Inset Day training on new spelling scheme to be implemented	See evidence for effective practise above	2
Embedding of fluency in number approaches across the school – NCETM Mastering Number in EYFS and KS1 and a wider school approach to multiplication tables in KS2	Quality first teaching for all. Introduction and embedding of Maths Mastery key values principles and use of high quality online software to support teachers' CPD and children's recall of multiplication tables. EEF toolkit: feedback (+5 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	1, 2
Collaborative learning – using a mixed group approach where disadvantaged pupils work with higher ability pupils.	A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work. EEF toolkit +5 months  Some collaborative learning approaches put pairs, groups or teams of mixed attainment to work in competition with each other in order to drive more effective collaboration. There is a very wide range of approaches to collaborative and cooperative learning involving many different kinds of organisation and task <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>	1, 2, 4

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

Budgeted cost: £8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Beanstalk 1:1 Reading interventions to support children in their reading progress	One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or a summer school – or as a replacement for other lessons. EEF toolkit +5 months	1,2

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	
Third Space Learning 1:1 Maths interventions	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or a summer school – or as a replacement for other lessons. EEF toolkit +5 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1
Specialist spelling/phonics small group interventions	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>EEF toolkit +4 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2
Small group (1:3) catch up tutoring	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>EEF toolkit +4 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2
Daily reading 1:1	<p>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. In addition, pupils from the local secondary school read regularly with key children. The role can also include administrative support. EEF toolkit 4+ months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1, 2
Use of Wordshark programme for low attaining spellers	<p>Technology can offer a means for lower ability, special educational needs and disadvantaged young people to access intensive support and catch up with their peers (EEF toolkit 2019)</p>	1, 2



Nuffield Early Language intervention	Improving spoken language skills in young children around the time that they start school. On average, children with better language skills also have better literacy skills. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>	1, 2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promotion of growth mindset in class – use of display and referring to during lessons  Teacher workshop on metacognition and how to implement in class	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Self-regulated learning can be broken into three essential components: cognition – the mental process involved in knowing, understanding, and learning metacognition – often defined as ‘learning to learn’; and motivation – willingness to engage our metacognitive and cognitive skills. EEF toolkit +7 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	4, 5
Wellbeing Week strategies embedded across the year and Wellbeing Leader to be a regular source of support for PPG children	Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years. Children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school. Children with better attention skills experience greater progress across the four key stages of schooling in England. Those who are engaged in less troublesome behaviour also make more progress and are more engaged in secondary school (taken from DfE report 2012) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	3, 4, 5
Teaching and Learning Assistants to undergo ongoing training and	Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1, 3, 4

supervision for emotional wellbeing talking and drawing therapy (ELSA training)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
Attendance monitoring – office staff to report to Headteacher when a child's attendance falls below 90%	Government research shows that overall absence had a negative link to attainment, with every extra day missed associated with a lower chance of achieving See the DfE's <a href="#">Improving School Attendance</a>	3
PPG children attend a range of class trips, school journey and are able to participate in clubs – PPG money used to pay for these experiences	Evidence suggests that the cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal. As adults, cultural capital helps individuals to network with other adults who have a similar body of knowledge and experiences, and who in turn control access to high-paying professions and prestigious leadership roles, for example in government <a href="https://culturallearningalliance.org.uk/what-is-cultural-capital/">https://culturallearningalliance.org.uk/what-is-cultural-capital/</a>	5

**Total budgeted cost: £32,880**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

- The measures put in place to monitor attendance have positively impacted the children being at school regularly despite continued disruption.
- Children have had access to wider opportunities to increase their cultural capital including visits to the pantomime, Westminster Abbey, Windsor Castle, London Zoo, Bockett's Farm and the Isle of Wight and Bowles Rocks for a residential trips.
- Feedback from families after children have had the ELSA interventions has been positive and shown that children are more able to talk about their emotions and find ways to regulate and express themselves.
- 2021-22 was the first non-disrupted year in light of the Covid-19 pandemic although teaching continued to be interrupted for particular classes and learners due to increased absence. Statutory assessments took place in EYFS, Year 1 Phonics, KS1 Sats, Year 4 Multiplication Tables Check and Year 6 Sats.

#### Year 6

	PPG (4/29)			
	Attainment		Rate of Progress (4.0 by end of academic year)	
	EXP	GDS	PPG Pupils	Non PPG
Reading	50%	25%	4.58	4.19
Writing	50%	0%	3.92	4.24
SPAG	100%	25%	4.92	4.47
Maths	50%	25%	4.33	4.29
Combined	25%	0%		

In Year 6, there was a better rate of progress than the whole class in reading, SPAG and maths for PPG children. 100% of children met the expected standard in SPAG and one out of four children met the greater depth standard in all three areas of reading, writing and maths.

LA data analysis, October 2022: There were only four disadvantaged pupils included in the value added measures in Year 6 last year, who achieved VA scores of +5.2 in reading, -1.8 in writing and +2.9 in mathematics.

#### Year 4

The one PPG child achieved a better than average score on the Multiplication Tables Check.

#### Year 2

PPG (2/30)				
Attainment		Rate of Progress (2.0 by end of academic year)		
	EXP	GDS	PPG Pupils	Non PPG
R	50%	0%	0.67	2.27
Ph	50%			
W	50%	0%	0.50	2.02
SPAG	50%	0%	0.67	2.28
M	0%	0%	0.50	2.09
Combined	0%	0%		

In Year 2, interventions and strategies put in place to support PPG children successfully enabled one out of two of them to achieve the expected standard in reading, phonics, writing and SPAG.

### Year 1

In Year 1, 100% of the three PPG children achieved the expected threshold for the Phonics Screening Check.

### Reception

In Reception, 5/6 children achieved a good level of development and the child who did not, was supported with the NELI language intervention and showed progress from the start to the end of the intervention.

### Measure of previous academic year's pupil premium activity 2021-22

Activity	Impact
<b>Quality teaching:</b>	
<ul style="list-style-type: none"> <li>Teachers attend effective practise network meetings each term</li> </ul>	Teacher knowledge and pedagogy has been enhanced through high quality CPD led by Local Authority which increased subject and pedagogical knowledge in all subjects but particularly foundation subjects.
<ul style="list-style-type: none"> <li>Use of standardised tests to keep track of pupil progress</li> </ul>	Accurate scores have been obtained to measure progress on a termly and then yearly basis to accurately track children's successes and identify areas of need. Pupils who are falling behind are identified quickly so that intervention can be put in place.
<ul style="list-style-type: none"> <li>Increase in teaching assistant hours</li> </ul>	All classes have at least 7.5 hours per week of TLA support with key year groups identified and staffing adapted according to the need of the cohort. Staff are flexible in their working arrangements – teachers liaise with support staff to establish timetables which work best for the class to facilitate the most effective intervention.

<ul style="list-style-type: none"> <li>• Employment of specialist teacher for English/phonics/spelling</li> </ul>	<p>The specialist teacher continues to work with focus children to close gaps in learning and embed prior learning with a particular focus on early intervention and on phonics in Year 1 and Year 2 – Year 1 Phonics Screening Check – 97% of children passed the check. Other members of staff to receive spelling specific CPD.</p>
<ul style="list-style-type: none"> <li>• Inset Day training on new spelling scheme to be implemented</li> </ul>	<p>An ongoing emphasis on supporting spelling in key stage to continue to develop accuracy. This continues to be a particular area of focus for PPG children.</p>
<ul style="list-style-type: none"> <li>• Staff training for Maths mastery and use of recovery curriculum for Maths</li> </ul>	<p>Staff CPD is ongoing to continue to develop pedagogy and subject knowledge focussing on small steps learning, development of vocabulary. The curriculum continues to be sequenced carefully responding to children's learning needs with intervention provided as necessary for those who are identified through marking and feedback and summative assessment as requiring pre-teaching, or a short term intervention.</p>
<ul style="list-style-type: none"> <li>• Collaborative learning – using a mixed group approach where disadvantaged pupils work with higher ability pupils</li> </ul>	<p>PPG children work and learn alongside a range of children to broaden their experience and deepen their understanding. They are more confident to talk about their learning and can</p>
<b>Targeted Support:</b>	
<ul style="list-style-type: none"> <li>• Beanstalk 1:1 Reading interventions to support children in their reading progress</li> </ul>	<p>Children who received the tutoring made accelerated progress – making expected progress or more than expected progress.</p>
<ul style="list-style-type: none"> <li>• Third Space Learning 1:1 Maths interventions</li> </ul>	<p>Children in Year 6 made their expected progress in arithmetic and reasoning or more than expected progress in some cases.</p>
<ul style="list-style-type: none"> <li>• Specialist spelling/phonics small group interventions</li> </ul>	<p>Targeted intervention supported children in Year 1 and Year 2 to achieve the expected standard for reading, specifically phonics in Year 1.</p>
<ul style="list-style-type: none"> <li>• Small group (1:3) catch up tutoring</li> </ul>	<p>These children made accelerated progress and met their expected progress targets.</p>
<ul style="list-style-type: none"> <li>• Daily reading 1:1</li> </ul>	<p>Children have greater access to practise their reading skills at school where they are not experiencing the same at home. These children are more fluent and more confident in their reading.</p>
<ul style="list-style-type: none"> <li>• Use of Wordshark programme for low attaining spellers</li> </ul>	<p>Wordshark is now used in daily Guided Reading sessions to support children to recall key spellings and practise new learning.</p>

<ul style="list-style-type: none"> <li>Reading comprehension assessments and homework</li> </ul>	Children have regular opportunities for developing reading comprehension skills and are supported to develop accurate skills for inference and deduction of increasingly complex texts.
<b>Wider Strategy:</b>	
<ul style="list-style-type: none"> <li>Promotion of growth mindset in class – use of display and referring to during lessons</li> <li>Teacher workshop on metacognition and how to implement in class</li> </ul>	Teachers' planning across the curriculum reflects a growth mindset. CPD (Jan 2022) for all staff led by SIP focussed on Rosenshine's Principles and Quality First Teaching. Metacognition strategies being developed and trialled in Maths teaching and learning. Further CPD for staff to be delivered in 2022-23
<ul style="list-style-type: none"> <li>Wellbeing week – focus on growth mindset and emotional wellbeing and the Arts</li> </ul>	Wellbeing Leader has been appointed to support pupils and staff. This is in the early stages and the impact will be reviewed later in the year. Wellbeing Leader is carrying out ongoing evaluation of the impact of strategies to promote positive wellbeing for staff and children.
<ul style="list-style-type: none"> <li>Teaching and Learning Assistant to undergo training for emotional wellbeing talking and drawing therapy (ELSA training)</li> </ul>	Three PPG children have benefited from 1:1 or small group support from an ELSA this year which has included regular check-ins following a period of intensive support for them and their family.
<ul style="list-style-type: none"> <li>Attendance monitoring – office staff to report to Headteacher when attendance falls below 90%</li> </ul>	Attendance of PPG pupils is monitored closely. Where attendance has dropped the office staff and HT have intervened quickly to liaise with and support parents. Absence remains an issue due to the prevalence of illness post-Covid.
<ul style="list-style-type: none"> <li>PPG children attend a range of class trips, school journey and are able to participate in clubs – PPG money used to pay for these experiences</li> </ul>	75% of PPG children in Year 5 and 100% of PPG children in Year 6 attended their residential trips. All PPG children across the school were financially supported to attend educational visits, swimming lessons and to participate in extra-curricular clubs. 67% of PPG children attended 1 or more extra-curricular club over the course of the year.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Wordshark	White Space

White Rose Maths Mastery	White Rose Maths
Power Maths	TTS group
Mathletics	3P Learning Product
Ready Write	3P Learning Product
Purple Mash	2Simple
Timestable Rockstars	Maths Circle Ltd