



Pupil premium strategy statement 2021-22 22-23

Review Dec 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Broadway Infant School
Number of pupils in school	180 180
Proportion (%) of pupil premium eligible pupils	16% (Sept 2021) Oct 22- 11.1% (20) free school meals 0.5 % (1) LAC 2.2 % (4) PLAC 1.1% (2)Service
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	
Pupil premium lead	Nicola Barker Victoria Clark
Governor / Trustee lead	Carol Warrant - governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,485 £35,235
Recovery premium funding allocation this academic year	£2178 £1233
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£27,663 £36,468

Part A: Pupil premium strategy plan

Statement of intent

At Broadway Infant School our aim is *Inspiring curiosity, achieving excellence.*

At Broadway Infant School we believe that we have an important role in establishing all our children as life- long learners through our creative and exciting curriculum and nurturing environment.

When making decisions on the allocation of pupil premium funding and how to ensure that children have full advantage and success, we consider a variety of barriers and challenges that individual children face and any issues in the context of the school. As well as taking into account the barriers and challenges, we use successful research methods to ensure children achieve academically and to support social and emotional aspects of learning.

As a school there is prime focus on diminishing the difference in attainment between disadvantaged pupils and all pupils and non -pupil premium pupils not only compared with Broadway pupils but with non -pupil premium children nationally. In order to diminish the differences between disadvantaged children and others we will ensure that:

- All children receive high quality teaching
- A high profile is given to disadvantaged pupils
- All staff are accountable for the progress of disadvantaged pupils

- All interventions will be tailored to the social and emotional and academic needs of the child.

The progress and attainment of all pupils at Broadway Infants is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop action plans. Each Class teacher meets with School Leaders three times a year to discuss all their pupils and examine the best way forward for each individual. They will also meet an additional 3 times a year with the PP and SENCO lead to discuss PP/SEN children and their progress, effectiveness and impact of provision.

As we are an infant school, we strongly believe that identifying and supporting the challenges that all children have as early as possible can make a huge impact on their development both academically and socially and emotionally. We have a variety of pre-school providers which we work closely with to ensure transition and immediate support when children begin their journey with Broadway. The transition between year groups is also a key focus for us to ensure that children have continuity in their support and that all staff are aware of needs. Transition from Y2 to their next school is also of prime importance.

Challenges

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

Challenge number	Detail of challenge
1	<p>Impact of covid – Due to national lockdowns (March 2020, November 2020, January 2021 and school closures March 2020, January 2021), all children have had significant disruption to their early education.</p> <p>The children in Year 2 have not yet had a complete school year in school with closure in their Reception year and also in Year 1. Year 1 children missed out on a large part of the Reception year and a huge part of their pre-school/nursery experiences. The children in Reception have missed out a vast amount of nursery/pre-school experiences.</p> <p>All our young children have missed out on family experiences and social and interaction opportunities with other children and adults.</p> <p>21/22 Our current Y2 children have missed out on pre school due to March 2020 lockdown and Reception was interrupted by the January 2021 lockdowns. Our current Y1 children had pre school interruption when they were at pre school during the January 2021 closures.</p> <p>As identified by the EEF's 'Moving forwards, making a difference: A planning guide for schools 22-23' covid has had a negative impact on the attainment of pupils, particularly from disadvantaged backgrounds. "There is evidence that the attainment gap between socially disadvantaged pupils and their classmates has grown."</p> <p>There is also evidence that younger year groups (Key Stage One pupils) have been the most significantly affected, with lower attainment than previous cohorts across all subjects.</p> <p>Most evidence shows that despite some recovery by summer 2021, on average, pupils were not performing as well in both maths and reading as pre-pandemic cohorts.</p> <p>Aside from the impact on attainment, teachers have reported concerns around the effect on pupil wellbeing and there is also emerging evidence that suggest the pandemic has had a negative impact on children's mental health.</p>
2	<p>Our school data trend (teacher assessments, no formal testing 2020 & 2021 due to covid) shows that the majority of PP children are working below age expected expectations in reading, phonics, writing and maths compared with all pupils.</p> <p>Using the first external data since the pandemic (Summer 22- Y1 phonics, KS1 results and EYFS data), it shows that there is still an attainment gap, on average, between PP children and non PP children in reading, writing, maths and phonics. Also, pupil premium children, on average, are starting from lower starting points.</p>
3	<p>Family circumstances/ Lack of family engagement/Early help / ACES – parent mental health.</p> <p>During the last year (2021-22), there has been an increase in families requiring support through the Early help process and families working with a social worker.</p>

4	<p>Communication, speaking and listening skills - observations, discussions and assessments indicate under developed oral language skills and vocabulary gaps, more prevalent among PP pupils.</p> <p><i>Over the last two years, there has been an increase in speech, language and communication needs within our school</i></p>
5	<p>Attendance – in 2020-21 6 of the PP pupils had attendance at less than 90%. Overall PP children attendance once schools reopened following lockdown – 93.9% compared with 96.8% non PP children.</p> <p><i>Attendance for the Academic year 2021-22</i></p> <p><i>89% PP eligible pupils</i></p> <p><i>94.05% all pupils</i></p>
6	<p>There is still a percentage gap between all pupils and PP pupils, particularly in maths in Y1 and in writing and maths in Y2.</p> <p><i>There is a percentage gap between PP and non PP children across all core subjects (reading, writing, maths and phonics)</i></p>

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Outcome 1</p> <p>a. For the gap between the percentage of PP children and non-PP children achieving the expected standard or exceeding expectations for their current school year to be diminished.</p> <p>b. For the attainment and progress of PP children at Broadway to match or exceed national data for PP children.</p> <p>c. <i>Targeting individual children's needs, particularly those identified as working below expectation.</i></p>	<p>PP children will make at least 6 steps progress in the school year.</p> <p>Percentage gap between PP and non-PP children to be diminished.</p> <p><i>PP children starting at lower starting points to make accelerated progress to close the attainment gap.</i></p>
<p>Outcome 2</p> <p>a. Parents are more engaged with their child's learning; particularly reading daily and practising maths targets.</p> <p>b. Parents have a clearer understanding of how to help their child achieve and thrive at school.</p>	<p>Disadvantaged children will make good progress or better in their reading.</p> <p>PP children will be champion readers at least 10 times a year.</p> <p>PP children will complete homework tasks in line with their peers.</p>
<p>Outcome 3</p> <p>a. Improving oracy – all children will have a wider vocabulary and understanding of language which will improve their reading and writing progress and attainment.</p>	<p>PP children will make at least 6 steps progress in reading and writing.</p> <p>Language intervention will support PP children to make good progress when assessed using the Vocabulary Scale and/or the Language assessment</p>

	<p>on Language Link and/or language assessments provided by our link speech and language therapist. Specific PP children with speech and language needs will receive intervention within school and guidance from external professionals.</p>
<p>Outcome 4</p> <p>a. Attendance of PP children is consistently is inline with the schools attendance target.</p> <p>b. Where there are concerns around attendance PP families are supported to improve their child's attendance, keeping it above 90% at all times.</p>	<p>All children consistently attend school 97% of the time.</p> <p>PP families are supported to improve attendance where needed through access to support services.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7444

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Outcome 1</p> <p><u>High quality teaching: Improve outcomes in Literacy and Mathematics</u></p> <p>PP lead to inform the next teachers of the gap in attainment</p> <p>PP lead to inform all staff of these outcomes so focus' can be made where the gaps are greater.</p>		1 and 2
<p>Outcome 1 and 3</p> <p><u>Improve outcomes in Literacy and Mathematics</u></p>		1 and 2

<p>Staff meeting – discuss how to support PP pupils being champion readers</p> <p>Staff meeting - Homework support in school interventions?</p>		
<p>Outcome 1 and 3 <u>Improve outcomes in Literacy and Mathematics</u> curriculum development: Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2 and 4</p> <p>Bought Twinkl Phonics scheme, ongoing evaluation of the impact.</p>
<p>Outcome 1 <u>Using diagnostic assessment</u> Teacher assessment and pupil voice</p>	<p>Through pupil progress meetings and PP progress meetings, staff are aware of the gaps in children's learning through individual reading assessments.</p>	<p>1 and 2</p>
<p>Outcome 1 and 3 <u>Improve outcomes in Literacy and Mathematics and Securing effective professional development</u> CPD training for all staff on phonics and reading CPD related to need in our school for SEN and PP</p>	<p>INSET training for ALL teaching staff on the new phonics scheme.</p> <p>EEF: Effective professional development https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1670930061</p> <p>Building knowledge, motivating teachers, developing teaching techniques and embedding practice.</p>	<p>1,2 and 4</p>
<p>Outcome 3 <u>Improve outcomes in Literacy and Mathematics and Securing effective professional development</u> Oracy project – Oracy leader training. All staff trained and implement strategies from the oracy project.</p>	<p>On entering school children have declining communication and language skills.</p> <p>EEF EYFS toolkit- https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Southwest Oracy Project – Reduced oracy skills are often linked to children with disadvantaged backgrounds. Gap is widening due to a lack of exposure to a varied vocabulary as a child. Children aged 5 in a reduced income household are 19 months behind a higher income household.</p>	<p>1,2 and 4</p>

	<p>Oracy project findings – increased time teaching reasoning and discussion and reduced time on giving expected answers boosts academic results.</p> <p>Jean Gross 2018 – Time to Talk Focussing on oracy and communication raises attainment and narrows the gap between advantaged and disadvantaged children whilst improving their behaviour.</p>	
<p>Outcome 1 and 3</p> <p>Continuous provision in EYFS and Y1 – visit from CP specialist, purchasing books and resources, visits to other schools.</p>	<p>Play based learning in EYFS & Y1 Improving the interaction skills and social and emotional development in children in the EYFS and Y1.</p> <p>Early excellence https://earlyexcellence.com/latest-news/pressarticles/the-challenge-for-y1-september-2020/</p> <p>EEF EYFS toolkit https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-basedlearning</p>	1 and 4
<p>All outcomes <u>High quality teaching</u></p> <p>Improve the quality of social and emotional learning using the JIGSAW programme and in daily practise.</p>	<p>There is extensive research associating childhood social and emotional skills with improved outcomes at school and later in life.</p> <p>S&E learning will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>EEF https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	1 and 3

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

Budgeted cost: £15786

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Outcome 1 <u>Interventions</u></p> <p>Priority readers – KS1 lowest 20%</p>	<p>Children assessed in the lowest 20% of readers.</p> <p>https://educationinspection.blog.gov.uk/2019/11/04/early-reading-and-the-education-inspectionframework/</p>	1 and 2

<p>Children read at least 3x week</p>		
<p>Outcome 1 <u>Interventions</u> Maths and PP lead to investigate maths interventions – numicon</p>	<p>EEF: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>Use a TARGET approach (timing, assessment, resourcing, give it time, expert delivery, teacher links)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996</p>	<p>1 and 2</p>
<p>Outcome 1 PP progress meetings with all staff PP lead to look at individual cases, identifying their areas of need, possible barriers to learning in order to implement individualised provision to address their areas of need.</p>	<p>PP lead to meet with all class teachers to identify barriers, discuss progress and plan interventions and strategies to support barriers 3 x school year.</p> <p>PP lead has wider knowledge of the challenges of children in our school which leads to improved research into interventions and strategies to support and extend our disadvantaged pupils.</p>	<p>2</p>
<p>Outcome 1 <u>Interventions and TA deployment</u> Additional phonics / reading sessions targeted at disadvantaged pupils who require further phonics / reading support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1&2</p>

<p>Outcome 1 and 3</p> <p><u>Interventions</u> Purchase Speech and Language Link licenses to enable pupils speech and language skills to be assessed and targeted intervention provided.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p><i>This has not been continued due to high levels of NHS involvement</i></p>	<p>4</p>
<p>Outcome 1</p> <p><u>Interventions</u> Evidence informed interventions TAs Speedy reading Priority reading Phonics hero Phonics intervention Maths Intervention – Numicon 'Breaking Barriers' Speech and Language – individual Handwriting Social skills/nurturing PP reading Develop tracking the impact of these interventions Relevant CPD for staff working with these interventions and use the skills of TAs effectively.</p>	<p>All children assessed by teachers as a lower attainer, with SEN, specific needs have interventions – either 1 to 1 or small group. Entry levels are entered and post intervention exit scores are evaluated to inform next steps. Provision maps with interventions, targeted children and scores is kept for each year group reassessed 3x a year.</p> <p>HERTs for learning – KS1 reading intervention. Reading fluency project.</p> <p>EEF toolkit https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</p>	<p>2,4</p>

<p>Outcome 1 and 3 <u>TA deployment and interventions</u> Evidence informed speech and language support with individual children.</p>	<p>Evidence from teachers or external S&L support.</p>	<p>2,4</p>
<p>Outcome 1 <u>Tuition</u> Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Vision for education NTP</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,4</p>

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

Budgeted cost: £4433

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Outcome 4 <u>Attendance</u> Attendance support meetings with parents where attendance is a concern.</p> <p>PP lead to research strategies to improve attendance.</p> <p>Use of EWO service to support families.</p>	<p>EEF: There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions that target the individual causes of low attendance</p> <p>https://d2tic4wv01iush.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1671042422</p>	5
<p>Outcome 2 <u>Communicating with and supporting parents</u> PP lead and English lead to research strategies for involving parents reading at home. PP lead to ring parents to inform and encourage to attend reading evening.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	1,2,3 and 4
<p>Outcome 1 and 2 <u>Improve outcomes in Literacy and Mathematics and communicating with and supporting parents.</u> Reading and phonics meeting for all parents.</p> <p>Stay and play/read sessions with parents</p>	<p>Actively involving parents in supporting their children's learning and development. Strategies include: approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting</p> <p>https://www.pearson.com/uk/learners/primaryparents/learn-at-home/help-your-child-to-enjoyreading/why-is-reading-so-important.html</p>	2, 3, 5

<p>Outcome 2 <u>Communicating with and supporting parents</u></p> <p>PP- Parent support meetings and packs. Packs given to all parents of PP children containing ways to support child with learning at home, and resources that may help. Eg number lines, rulers, pens, pencils, paper, flashcards.</p>	<p>The importance of parent engagement in children's learning is widely acknowledged (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017). https://ore.exeter.ac.uk/repository/bitstream/handle/10871/39347/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf?sequence=1</p> <p>EEF EYFS toolkit https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parentalengagement</p> <p>EEF toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/parental-engagement</p>	<p>1, 2, 3, 5</p>
<p>All outcomes <u>Behaviour- re-establishing routines, social and emotional skills, transition</u></p> <p>Well- being /nurture interventions Enrichment – cooking Mindfulness – lego therapy – HLTA to train intervention TAs</p>	<p>Nurture group are set up though evidence based observations and assessments – Boxall profile These are short-term focussed interventions looking at the individual needs and challenges. These is for any pupils in the school identified as needing this support. https://www.nurtureuk.org/sites/default/files/nurture_groups_booklet_online.pdf</p> <p>The Education Endowment Foundation's Toolkit, a summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils, has an extensive evidence base to prove the efficacy of 14 out of 34 components.</p> <p>Nurture groups use 10 out of these 14 effective evidence-base components as part of their provision: https://www.nurtureuk.org/what-we-do/research-and-evidence/impact-andevidence/ef-toolkit-and-nurture-groups</p>	<p>All</p>
<p>Outcome 4 <u>Attendance</u></p> <p>EWO service and release time for PP lead to meet with PP families. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
<p>Outcome 2 <u>Parental engagement</u> Ensure all eligible PP parents spend their annual allocated funding - Letter to eligible parents.</p>	<p>PP parents allocated £70 per school year to spend breakfast club/after school clubs/trips. Evidence suggests that attending Breakfast club improves attendance, punctuality and motivation. https://impact.ref.ac.uk/casestudies/CaseStudy.aspx?Id=35100 Physical activity evidence EEF toolkit https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/physical-activity</p>	3 , 5
<p>Outcome 2 <u>Parental engagement</u> Book in a box – subscribe to send each PP child a box containing a quality text and activities related to the book.</p>	<p>Actively involving parents in supporting their children’s learning and development. Strategies include: approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting https://www.pearson.com/uk/learners/primary-parents/learn-at-home/helpyour-child-to-enjoy-reading/why-is-reading-so-important.html https://www.bookina-box.co.uk/pupil-premium</p>	2,3,4

Total budgeted cost: £27663

Part B: Review of outcomes in the previous academic year 2021-22

Pupil premium strategy outcomes

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

All children in school have been affected by the covid 19 pandemic – whereas from previous school/pre-school closures, lockdowns or self-isolating. The impact statement is showing attainment made by pupil premium children against all pupils in school.

Intended outcome	Success criteria	Impact	Action
<p>Outcome 1</p> <p>a. For the gap between the percentage of PP children and non-PP children achieving the expected standard or exceeding expectations for their current school year to be diminished.</p> <p>b. For the attainment and progress of PP children at Broadway to match or exceed national data for PP children.</p>	<p>PP children will make at least 6 steps progress in the school year.</p> <p>Percentage gap between PP and non-PP children to be diminished.</p>	<p>Progress towards outcome 1</p> <p>Year 2 summary</p> <ul style="list-style-type: none"> All children achieved higher than the LA in each individual area. PP children achieved higher than the LA in each individual area. Writing for PP children is the weakest area followed by reading and then maths. Combined R, W and M is an area of weakness with 57% of all children achieving all 3 and only 2 PP children (20%) compared to 35% of PP in the LA. However, only 59% of all children achieved this in the LA. PP as a whole are working below most other groups e.g. girls/boys, non send, non PP (except SEND and EAL). Progress is good (above non PP). Attainment- PP children achieving lower on average, despite good progress. They are starting at lower starting points. Attainment gap in reading closed during Year 2. <p>Year One summary</p> <ul style="list-style-type: none"> Maths has the highest attainment for all pupils although a higher number of PP children did not achieve the expected level (4/9) compared with reading and writing (3/9). Progress for PP children is lower across all areas compared to non PP. Attainment- lower on average attainment for PP compared to non PP. The phonics results show that we are slightly under the south glos average for PP and all children. 	<p>PP lead to inform the next teachers of the gap in maths.</p> <p>Maths and PP lead to investigate maths interventions – numicon</p> <p>PP lead to inform all staff of these outcomes so focus' can be made where the gaps are greater.</p>

		<ul style="list-style-type: none"> The data also shows a drop in pass rate for phonics testing since the covid 19 pandemic compared to 2019 national data. <p>Reception Summary</p> <ul style="list-style-type: none"> Lower than LA and national data for children achieving GLD. Areas of weakness for PP in the EYFS are- numbers, writing and word reading. Pupil premium children on average achieved higher than all others in building relationships, the natural world and being imaginative. Pupil premium children on average are achieving lower than non PP across word reading, writing and numbers. Progress for pupil premium children is slightly lower in writing and maths compared to non PP children. <p>Whole school Summary</p> <ul style="list-style-type: none"> PP on average have lower starting points. Progress is not vastly different to non PP children. Reduce and strive to eliminate the attainment gap between PP and non PP children accelerated progress for PP children in order to achieve this Targeting individual children's needs (because groups are small)- particularly those identified as working below expectation. 	
<p>Outcome 2</p> <p>a. Parents are more engaged with their child's learning; particularly reading daily and practising maths targets.</p> <p>b. Parents have a clearer understanding of how to help their child achieve and thrive at school.</p>	<p>Disadvantaged children will make good progress or better in their reading.</p> <p>PP children will be champion readers at least 10 times a year.</p> <p>PP children will complete homework tasks in line with their peers.</p>	<p>Progress towards outcome 2</p> <p>PP pupils made slightly more progress in their reading compared to non PP children in Year 2.</p> <p>Most PP children are not reading regularly at home and therefore are not achieving champion reader. Book in a box was not accessed this year due to other circumstances but will be sent in Term 2/3 this academic year.</p> <p>Most PP children have not evidenced their homework.</p>	<p>PP lead and English lead to research strategies for involving parents reading at home. PP lead to ring parents to inform and encourage to attend reading evening.</p> <p>Staff meeting – discuss how to support PP pupils being champion readers</p>

			Staff meeting - Homework support in school interventions?
<p>Outcome 3</p> <p>Improving oracy – all children will have a wider vocabulary and understanding of language which will improve their reading and writing progress and attainment.</p>	<p>PP children will make at least 6 steps progress in reading and writing.</p> <p>Language intervention will support PP children to make good progress when assessed using the Vocabulary Scale and/or the Language assessment on Language Link.</p>	<p>Progress towards outcome 3</p> <p>PP pupils made slightly more progress on average in their reading and writing compared to non PP children in Year 2. PP children made a similar amount of progress on average in reading and writing compared to non PP children in Year 1.</p> <p>In Reception, PP children made slightly more progress on average in their word reading and slightly less on average in writing.</p> <p>Children who accessed language showed increased confidence in a variety of situations demonstrating an improved understanding of communication. In their writing, children showed progress in their sentence structure when retelling orally and subsequently in the written work.</p>	<p>Vocabulary scales from EYFS.</p> <p>Continue with language interventions.</p>
<p>Outcome 4</p> <p>a. Attendance of PP children is consistently, is inline with the schools attendance target.</p> <p>b. Where there are concerns around attendance PP families are supported to improve their child's attendance, keeping it above 90% at all times.</p>	<p>All children consistently attend school 97% of the time. PP families are supported to improve attendance where needed through access to support services.</p>	<p>Progress towards outcome 4</p> <p>Attendance for the Academic year 2021-22</p> <p>89% PP eligible pupils</p> <p>94.05% all pupils</p>	<p>Attendance support meetings with parents where attendance is a concern.</p> <p>PP lead to research strategies to improve attendance.</p>

Externally provided programmes (previous year)

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
Jigsaw	Jigsaw PSHE Ltd
Phonics hero	Phonics hero
RMEasy maths	RM – <i>No longer used</i>
Espresso	Discovery Education
Purple Mash	2simple
<i>Numicon- Breaking Barriers</i>	<i>Oxford Owl</i>
<i>SmartMoves</i>	<i>SmartMoves</i>
<i>Reading fluency</i>	

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils