

# Pupil premium strategy statement (primary) 2022-23 Planned expenditure (inc. 2022-23 review)

1. Summary information					
School	Settle C.E. Primary School				
Academic Year	2022-2023	Total PP budget	£25,674	Date of most recent PP Review	April 2023
Total number of pupils	200	Number of pupils eligible for PP	16	Date for next internal review of this strategy	April 2024

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Enjoyment for <b>reading</b> /writing and reading/writing ability
<b>B.</b>	Low <b>mathematical</b> ability
<b>C.</b>	Occasional low <b>self-esteem/behaviour/mental health</b>

### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Home learning / long term effects of the Pandemic on academic and pastoral development
<b>E.</b>	Financial Barriers

## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children have a positive attitude to reading and writing and are more confident to apply skills across the curriculum. A consistent approach is used across school. Reading skills taught and delivered as part of a new phonics approach using Little Wandle introduced in the Spring 2022 to raise standards across the school and to better identify and target support for vulnerable groups.	Based on recent Ofsted report early reading was seen as a priority area for development and with support from the Burley Woodhead Hub all staff were required to be suitably trained and able to deliver Little Wandle with fidelity. Standards in phonics in Year 1 were to exceed national expectations but standards in Year 2 were below pre-pandemic levels. Children are expected to will read and write more regularly for a real purpose across a greater range of genres. Writing and reading stamina in some vulnerable groups is still to return to pre covid levels and basic skills (presentation, grammar, spelling and punctuation) are required to continue to improve. Reading skills are embedded as part of the learning journey. Children enjoying high quality texts that engage them in their learning and enjoy reading for pleasure as well as for skill.
<b>B.</b>	Pupils make clear progress, especially with number and fraction work. Basic number skills secured early in Reception and KS1. Time tables / number recall facts continue to improve Home learning is taking place – parents are confident in assisting with this. Maths approaches consistent across school so children know expectations.	Regular meetings/communications with parents are in place to help them to be confident to help their child. Children make good progress with number work and more confident with times tables. Information about core areas such as maths are visible on the website and sign posted to parents so that they can see the school's intention and implementation.

<b>C.</b>	The child is happy and confident and self-esteem is at a good level to achieve. Behaviour and attitude is good. Child can be included and participate in all classroom activities. Well-being and mental health issues are built into lessons regularly across school, including working with outside visitors. Dinner and playtimes are positive experiences. Pastoral groups put in place with qualified staff and Selfa team support to target vulnerable groups and individuals. This support was set up during the pandemic and has continued to support pupils identified as requiring well being and mental health support.	Child is consistently positive and happy and this transfers to work and attitude to it. Child enjoys playtimes and lunch break. Children know where they can access help, both inside and outside school and are able to articulate their feelings. Parents and staff are aware of support strategies in place and how external support can be accessed. Pastoral support is built into the curriculum for life plan.
<b>D.</b>	Pupils are able to complete additional tasks at home or at clubs running outside of the normal school day. Increased numbers will attend homework and booster clubs. Clubs such as kick boxing directly target pupils with low self esteem and the opportunities for pupil premium children are subsidised/free. Seesaw embedded in KS2/ upper KS1 and Tapestry for EYFS and regular email communications/letters from staff allow parents guidance as to what their child is working on and how best they can support their child.	As a result of school targeted work and help at home the child is making progress and is closing the gap. Children are able to regularly complete tasks outside of the school day. Child has regular work set to support reading/ spelling and phonics strategies. MyMaths and access to TT Rockstars and Numbots continues to be embedded to support basic number skills.
<b>E.</b>	Families and children can access many things that they would otherwise struggle to pay for or are able to access support/agencies they are unaware of. All extended school services, nursery services, meals are subsidised for all pupils and costs covered for families on pupil premium. Uniform costs are heavily supported and visits and visitor costs are planned so as to be inclusive to all families so that no child misses out on opportunities.	Families will be made aware of external agencies for family support. Children are able to access services such as ASC/breakfast club, meals, music tuition, trips and residential visits, school uniform etc. All cases are considered on an individual basis with extra support provided if deemed necessary.

#### 4. Planned expenditure

**Academic year**

**2023-24**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
A: Child is making good progress in writing and reading and closing the gap due to the targeted provision/expectations and quality resources in place. They have clear strategies place to help them focus on key skills.	Little Wandle phonics scheme has been embedded into the school and all staff are confident in its delivery. Pupil progress meetings between staff and SLT inform how well progress is going. Targeted interventions have been prioritised for phonics and writing where children are supported to accelerate progress in phonics and basic writing skills work. CLPE subscription purchased and quality matching texts purchased including use of Burley Woodhead Phonics funding to inspire children and give a real purpose to writing tasks.	Children not reaching ARE in reading and writing are identified and interventions put in place	New books purchased throughout school in alignment with Burley Woodhead Hub involvement and CLPE subscription. New long-term plans created with a whole class text focus. Class libraries/Reading passport/Starbooks/VIPERS all maintained to inspire reading so children have ideas to draw upon for writing. Whole school tracking system has been further developed and will in 2023 allow access in FFT models to better monitor vulnerable groups. Child friendly writing assessment cards are used to share writing focus/targets with pupils.	JW RW LT	£4,000 BWH £300 CLPE subscription TA support: in all classes See section below on TA support.	At termly pupil progress meetings. When updating tracker. Observations/work scrutiny and learning walks with SLT/governors and LA Adviser Pupil/ staff interviews. Assessment cards. Book looks

<p>A: Children can use skills learnt in reading and phonics and apply to their writing.</p>	<p>Phonics and reading scheme in place across the school.</p>	<p>School is meeting OFSTED expectations based on most recent report.</p>	<p>Reading and writing closely match phonic phases. Each class in the school has TA support to help support core reading skills in a morning meaning pupils have access to 1-1 / small group work during core lessons. Additional academic mentor support is provided in target classes and to target groups and individuals</p>	<p>JW LT RW</p>	<p>Cost of chosen scheme and books TBC.</p>	<p>At termly pupil progress meetings. When updating tracker. Observations/work scrutiny. Pupil interviews. Assessment cards. Book looks</p>
<p>B: Child is making good progress in maths and closing the gap due to the targeted provision in lessons and DIRT time following a mastery approach. Early number skills secured in Rec and Y1/2.</p>	<p>Testbase assessments, Mastery approach, Maths enrichment days linked to real world, eg. Christmaths, Orienteering, STEM days in place. Flasbacks and diagnostic questions embedded to create spaced learning opportunities and boost retention. Enrolled on Mastering Number programme for Rec, Y1/2 teachers.</p>	<p>Ongoing maths support in place to support wide range of learners.</p>	<p>Whole school tracking system embedded. Regular same/next day interventions in class</p>	<p>LT RW</p>	<p>No cost</p>	<p>At termly pupil progress meetings. When updating tracker. Observations/work scrutiny.</p>
<p>C: Child is happy and confident. They can talk about their feelings and can approach staff when they need to. Child can use coping strategies. All staff feel more confident with behaviour management strategies.</p>	<p>Zones of Regulation/positive mindset lessons are regular. Daily ZoR check in if needed. ZoR visible in each class. Class ethos encourages children to share feelings and talk to staff. Children know who they can talk to and pupil personal development is targeted through the curriculum for life approach. Clear positive behaviour policy implemented. Reflection areas set up in each class. Sensory wellbeing room created for pastoral /mental health work. Whole staff training on SCARF materials and consultation on future wellbeing steps with AD Worry monsters/jars in each class. Well being sessions included within PE afternoons led by PI as positive psychology sessions.</p>	<p>Pupils can sometimes have a negative attitude to learning. Pupils not always able to talk about things or control emotions. Some staff are under confident when dealing with challenging behaviour.</p>	<p>Ensure that the school ethos is that of an open and approachable culture where all children feel valued and safe. Staff attend all training sessions then monitor approaches used in school when issues have arisen. ZoR training for staff behaviour policy reviewed and updated for April 2023. Use of behaviour file to give clear sanctions to pupils whilst managing to deal with situations calmly. Sensory room continues to be used. RSE curriculum shared and consulted on. SCARF rolled out to ensure progression of skills and clear support for wellbeing. PI to deliver positive psychology sessions as part of PE afternoons.</p>	<p>RW NS AD</p>	<p>SCARF subscription:  Cost of PI positive psychology sessions:</p>	<p>Staff meetings. Ongoing as incidents arise/potential incidents. Behaviour file is checked and monitored termly Lessons obs and pupil interviews.</p>

<p>A, B, C, and D: Child is well supported in school so targeted support can be provided as and when needed in <b>writing/reading, maths,</b> with <b>behaviour</b> and to <b>support home learning.</b></p>	<p>TAs used and moved to work alongside pupils with the greatest need. Staff matched with pupils carefully so as to achieve the best outcomes for individual pupils.</p>	<p>Children perform better, focus more and behave better when targeted support is provided in class. Enable children to participate –inclusivity. Or withdraw and have 1:1 when needed in a quiet space. Allow class provision to be</p>	<p>NS and academic mentors to work closely with staff and RW to ensure staff and interventions are placed where there is the greatest need. Where children are not making progress, additional support can be given or when behaviour/emotional challenges are affecting ability to learn. CS specifically employed to provide intervention and pastoral support and to support other staff supporting challenging pupils.</p>	<p>RW NS CS PI/FH</p>	<p>£22,000  £21,000 am additional investmen t</p>	<p>All the time! Through lesson observations and learning walks especially. Is the impact of TAs clearly visible?</p>
<b>Total budgeted cost</b>						<p>Cost of TA support and Mentoring support (£43,000)</p>
<b>ii. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>When will you review implementation?</b>
<p>A: Interventions include: Sound Discovery with KS2 classes. <b>Rapid Readers/Reading Inference with CR/FH for Y6 (feeds into writing)</b> <b>Additional phonics.</b> Writing support for all classes from staff using assessment cards/3/5 phase approach</p>	<p>Regular interventions for pupils falling behind/a long way off their FFT targets.  JW/RW explore further ways in 2022/23 to provide targeted support through interventions linked to new phonics scheme.  Curriculum release time provided each week for Literacy Lead to monitor and assess progress and standards.</p>	<p>Some children do not want to write therefore standard is poor. Lack motivation/purpose. Stamina has also dropped post covid. Pupils underconfident with inference skills.</p>	<p>Ensure intervention termly sheets are completed and progress in classes closely monitored by subject lead Assessment cards reviewed each term. JW to monitor any new approached implemented.and feedback to RW We have groups of children identified for phonics who are doing catch up sessions in Reception, Year 1 and Year 2 with TAs.</p>	<p>LT JW RW  <b>TAs</b></p>	<p><b>£650 + Leadership time each week for subject leader</b></p>	<p>Termly Pupil discussions. Assessment data. Observations</p>

<p><b>B: Success@Arithmetic Y6 intervention.</b>  <b>RtP materials shared with teachers and specific TAs to aid catch up/targeted support.</b></p> <p><i>Same day/next day intervention used in all classes. Pupils targeted on a needs basis following maths lesson.</i></p>	<p>S@A to boost Y6 pupils</p> <p>LT to work with TAs/teachers to look at ways RtP materials can be used for group work where catch up/specific support is needed.</p> <p>NS to run SEND staff meeting to look at how we show impact of TAs and interventions (intervention tracker/stamps/comments in books etc).</p> <p>Same day/next day intervention in assemblies/timetabled DIRT time and/or start/end of lesson. Children work in purple pen.</p> <p>Curriculum release time provided each week for Numeracy Lead to monitor and assess progress and standards.</p>	<p>S@A is proven to help boost mathematics. Same day/next day intervention key part in mastery approach: catch them early rather than catch up!  Delivered by staff who know misconceptions. Sustainable and cost effective.</p>	<p>Session notes. Class work. Pupil's confidence. Assessment data. Intervention tracker sheets.</p> <p>Monitoring class books and purple pen work. These indicate progress and next steps.</p>	<p><b>TAs</b></p> <p>LT NS</p>	<p><b>£3600</b></p> <p><b>+ subject lead rease time each week</b></p>	<p>Termly</p>
<p><b>C: Child can talk about feelings and acknowledge when they need help from staff.</b>  ZofR sessions support most vulnerable pupils. Support from outside agencies.</p>	<p>Child feels able to talk to staff if not happy. Child has tailored materials/approaches to suit them (eg. Support plans, colour flipbooks, emotion cards if needed) and other staff aware of these children.  Other agencies brought in when required through SENDCo referral (eg. Early Help), SELFA, and pastoral support team in school  Parents referred to other external support agencies as advised via SENDCo.</p>	<p>Occasionally attitude to learning is not consistent. Behaviour can slip when pupils struggle to control emotions.  Cost effective use of outside specialised help.</p>	<p>Ensure that whole class ethos reinforces the fact they can talk to teachers and peers about their worries.  Ensure all pupils aware of the different feelings and coping strategies for the 4 colours in ZofR. Staff more confident with the most challenging behaviours. Challenging behaviours occur less/pupils able to have time and space to regain control when needed.</p>	<p>NS RW Class teachers</p>	<p>No cost</p>	<p>On a day to day basis. Reviewed at each meeting with EMS staff. EMS/other agency reports.</p>
<p><b>D: Children completing tasks at home to support learning in school.</b>  Specific homework club for Y6 and Y5 will have regular attendees.  MyMaths Y1-Y6  SATs bootcamp specific to Y6  TT Rockstars  Tapestry/Seesaw  iPads purchased for ease of access/engage pupils</p>	<p>Homework support offered in after school club which is supplemented for PP children. Homework timetable shared on posters and ASC newsletters.</p> <p>Specific homework clubs run by teaching staff for Y6 and Y5.</p> <p>Homework folders/study guides for Y6  Info for TT Rockstars sent home.</p> <p>Seesaw (KS2) and Tapestry (KS1) maintained post covid to add any parent maths booklets or literacy resources to (and in case of isolation).</p>	<p>Children guaranteed to have support when needed with homework and have chance to complete tasks.  Resources to help organise and support pupils.  MyMaths proven to have impact.</p>	<p>Track results on My Maths.  Teachers to monitor projects, spelling test results, home reading.  Staff running clubs will keep a register of attendance.  Pupils will be more confident with times tables. Pupils will regularly complete focused homework tasks.  Seesaw (KS2) and Tapestry (KS1) maintained post covid to add any parent maths booklets or literacy resources to (and in case of isolation).  Spelling frame purchased and WR Premium-all to aid home learning.  Class set of ipads purchased to be used across school to aid access to all resources and to engage pupils in their own learning.</p>	<p>CSh  CS JW LT</p>	<p>£400 My Maths  £650 ASC sup. Cost accounted for in next section  £150 Spelling Frame £150 Numbots and TT Rockstars</p>	<p>Ongoing through parent/pupil feedback. Monitoring homework tasks each week. Staff feedback from ASC and homework clubs. Home learning platforms.</p>

<b>Total budgeted cost</b>						
<b>iii. Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>When will you review implementation?</b>
E: Access to After School Club	Give the child the option to attend ASC if they want to.	Child can access ASC to integrate and access activities.	Ensure parents are aware of this.	RW	£650	April 2023
E: School trips paid for.	Ensure child has access to all school trips.	Inclusivity	Ensure parents are aware of this.	RW	£400	April 2023
E: Other items subsidised, eg. Meals, uniform, music tuition and limited IT equipment made available.	At discretion of head, on an individual basis. Older desktop computers for those who need access to IT for home learning.	Inclusivity	Ensure individual parents are targeted on a needs basis.	RW	£400	April 2023
D: TT Rockstars/Numbots/Sumdog for use in school and at home. MYMaths rolled out across school from Y1-Y6. Spelling Frame Seesaw Tapestry	Apps available to support learning at home 'on the go'. Also aids home-school communication.	Child can access programmes used to support learning.	Monitor use of TT rockstars with weekly 'rockstars', certificates and celebration display. Staff to record results in class. Children's account to track play.	LT	Cost already accounted for above.	Ongoing.
<b>Total budgeted cost</b>						£ 1450

5. Review of expenditure			
Previous Academic Year 2022-2023		Reviewed April 2023	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Child is happy and confident. They can talk about their feelings and can approach staff when they need to. Child can use coping strategies. All staff feel more confident with behaviour management strategies.	Zones of Regulation/positive mindset lessons are regular and embedded but reminders required to ensure this model is maintained and used to its potential. Daily ZoR check in. Class ethos encourages children to share feelings and talk to staff. Children know who they can talk to.	Child has consistent good attitude to learning. Feel able to talk about anything, know who to find to talk to. All children more aware of ZoR. Children have clear reflection areas they can use. Pastoral Support from PI has made significant life difference to pupils targeted for individual and group work. Selfa team have been in school and positive feedback from parents for the mindful support given to children. Academic mentoring has been successful but has had to be revised following staffing change in December 2022 Early Help allowing access to school nurses for	Change of pastoral staffing in December 2022 has significantly impacted on provision in Spring/summer 2023 (see headteacher for next steps)
Child is making good progress in reading/writing and closing the gap due to the targeted provision/expectations and quality resources in place. They have clear strategies place to help them focus on key skills.	Phonics is embedded – see Literacy lead reports for further details. Pupil progress meetings inform how well progress is going. Targeted interventions where children are supported to accelerate progress in phonics and basic writing skills work. New child friendly writing	Staff clear on phonic support and early reading/send reading and writing support strategies and writing approaches such as whole school VIPERS approach	Awaiting Ofsted judgement on reading provision – feedback from LA and Hub Support has been very positive.
Children can use skills learnt in reading and phonics and apply to their writing.	Phonics and reading scheme books aligned to phonic phases so reading/phonics feeds more effectively into writing.  Reading/phonics audit with literacy support from Burley Woodhead Hub	Children using reading areas and class libraries regularly in class. Reading takes place often and willingly and children then achieve more understanding of texts. Children are motivated to read and choosing books appropriate to level and age. Children read for both skill and will (pleasure)	Continue to embed new phonics scheme3 and extend resources/new books

<p>Child is making good progress in maths and closing the gap due to the targeted provision in lessons and DIRT time following a mastery approach.</p>	<p>Testbase assessments purchased already to use at end of year. Mastery approach being further embedded further. Maths enrichment days linked to real world, eg. Christmaths, Orienteering STEM days</p>	<p>Children across school (PP and non PP) have really benefitted from use of CPA in maths, new equipment and books. Progress clear in books and children across school making good progress on termly tracker.</p>	<p>Refresher on mastery approaches on return to school to ensure all staff up to date. Staff handbooks – some interventions have been hard to deliver outside of class due to the renewed focus on phonics and this needs to be looked at moving forward for summer 2023/ autumn 2023</p>
<p>Child is well supported in school so targeted support can be provided as and when needed in writing, maths, with behaviour and to support home learning.</p>	<p>TAs used and moved to work alongside pupils with the greatest need. Staff matched with pupils carefully so as to achieve the best outcomes for individual pupils.</p>	<p>Children have been well supported and able to access lessons/activities they may previously have given up on/struggled to access. When incidents have occurred, staffing has allowed lessons to continue uninterrupted so these do not affect the rest of the class. Children can be given time and space to regain control, rather than be pressurised to 'conform' too quickly.</p>	<p>Will need to continue and be closely monitored by all staff and final decisions about TA support made in conjunction with SENDCo and RW.  Tight focus on impact of TAs in lesson obs/learning walks. Is this evident in books? Roll out intervention tracker.</p>