

# Winslow Church of England School

## Pupil Premium strategy statement 2022 2023

This statement details our school's use of pupil premium (for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

In line with the Education Endowment Foundation (EEF), we have taken a tiered approach to our pupil premium spending. Teaching is the top priority, including professional development, training and support for early career teachers and recruitment and retention. Targeted support for struggling pupils is also a key component of our Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

Our Pupil Premium strategy outlines 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.

The EEF Toolkit was used alongside what has worked previously in school when deciding the evidence or rationale of the school's action.

### School overview

Detail	Data
School name	Winslow Church of England School
Number of pupils in school	351 (+26 Rainbows Pre-School)
Proportion (%) of pupil premium eligible pupils	28% (97)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	Termly but full review September 2023
Statement authorised by	Mrs Samantha Dimpleby (Headteacher)
Pupil Premium Lead	Mrs Katie Epps
Pupil Premium attached Governor	Mr David Shaw

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,200
Recovery premium funding allocation this academic year	£13,196
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£135,396</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use the Pupil Premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary and expectations. Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our pupil premium children will be further supported by our vision statement: 'Let your Light Shine.' The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, in our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning. Our expectation at Winslow is that all pupils, irrespective of background or the challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested citizens.

Learning is a life-long journey. At Winslow Church of England School, we help the children to become independent and self-motivated, taking responsibility for their own learning. A positive 'Growth-Mindset' attitude is promoted throughout the school, which embraces challenge and encourages children to take risks, to make their own discoveries and deepen understanding. Our rich and varied curriculum allows our pupil premium children to engage in memorable learning experiences.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective, we

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

### Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of disadvantaged pupils in Reading, Writing and Maths remains significantly below non-disadvantaged pupils.
2	Pupil premium children have multiple barriers to learning. Increased numbers of pupils with complex needs, including speech and language, poor oracy and comprehension skills, social communication, poor working memory, attention difficulties, fine motor skills and social emotional and mental health.
3	Pupil premium children can lack motivation and aspiration, which in turn, can affect their attitude to learning.
4	Low parent engagement and lack of financial resource to provide pupils with broad opportunity and life experiences.
5	Attendance rates for pupils eligible for pupil premium are 91% (below the attendance for all pupils of 94% Attendance remains a barrier as it reduces their school hours and causes them to fall behind on average.

6	Pupil premium children can lack wider reading opportunities which can directly impact their reading fluency and comprehension skills. As a result, these children often have weak language and comprehension skills.
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### 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
Pupil Premium pupils make at least expected progress in Reading, Writing and Maths. Targets will be set for individual pupils and reviewed regularly.	The gap will continue to close between pupil premium and non-pupil premium. Their progress should be rapid compared to other children.
Pupils access a wide range of interventions and classroom adaptations to meet their additional needs, including speech and language.	As their needs are being addressed, pupil premium pupils make expected progress or exceed their targets in Reading, Writing and Maths.
Social emotional and mental needs of pupil premium pupils are met resulting in a more positive attitude to learning.	Vulnerable pupils are in a better place to access their learning. Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.
Increased home support, leading to greater parental engagement. Pupil premium pupils experience a wide range of enrichment activities.	Pupil voice surveys reflect enjoyment in school and improved attitudes to learning. Pupil premium parents connected to school 'Class Dojo' platform and are positive about communication with the school and support offered.
Increased pupil premium attendance rate of pupils across school.	Attendance of identified pupil premium pupils increases and the gap between pupil premium and non- pupil premium narrows.
Clear progress with children's reading fluency and comprehension skills. Children have a deeper understanding of language use and vocabulary awareness.	The gap will continue to close between pupil premium and non-pupil premium. Their progress should be rapid compared to other children. Children are able to apply their reading skills to all areas of the classroom. Children who have reading difficulties are given the support they need to catch up.

## 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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by:</p> <ul style="list-style-type: none"> <li>• Ensuring teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching.</li> <li>• Staff development and quality CPD Continue to develop the following teaching strategies in all classes within school:</li> <li>• Feedback and live marking - to ensure that the feedback provided to all pupils is instant and effective.</li> <li>• Pre teaching – linked to different areas of the curriculum to support children’s needs.</li> <li>• Access to richer vocabulary throughout all subject areas: linked to Tier 2 and 3 subject vocabulary.</li> </ul>	<p>Greater staff awareness leads to greater accountability and improved outcomes.</p> <p>Teachers are able to gather feedback and assessments that enable them to adjust their teaching, both within and across a sequence of lessons for greater impact on pupil outcomes.</p> <p>Teachers are aware of the pupil premium children in their cohort and are accountable for their progress and attainment.</p> <p>Teachers will be able to use the data analysis reports to support their assessments.</p> <p>EEF toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children (EEF’s tiered approach to pupil premium – teaching is the top priority, including high quality CPD).</p>	<p>1, 2, 3, 6</p>
<p><b>Pupil Premium Manager to:</b></p> <ul style="list-style-type: none"> <li>• Work alongside the Headteacher to strategically deliver the pupil premium offer, which narrows the gap for pupil premium students.</li> <li>• Identify and analyse current patterns of vulnerability of pupils at the school.</li> <li>• Be responsible for the deployment of additional resources targeted at improving outcomes for disadvantaged pupils, and to monitor and evaluate its impact.</li> <li>• Analyse data and adapt provision where required.</li> <li>• To support staff with high quality CPD linked to pupil premium:</li> <li>• Ensure all staff understand the key points from our 2021 2022 Pupil Premium review and implications for this academic year.</li> <li>• To disseminate regular Pupil Premium information to staff.</li> </ul>	<p>Teachers will be supported to ensure pupil premium pupils make accelerated progress and gaps with non- pupil premium are closed.</p> <p>Children’s pupil premium provision maps reflect our current internal and external disadvantage across the school.</p> <p>Teachers have an understanding of how disadvantage impacts the learning for their pupil premium and this is indicated in the Pupil Premium Provision Maps.</p> <p>Learning led approach rather than a label led approach (as advocated in the EEF document and Buckinghamshire Challenge Project – Marc Rowland).</p> <p>‘Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring that every teacher is supported to keep improving, is the key ingredient of a successful school and should</p>	<p>1, 2, 3, 4, 5, 6</p>

	<p>rightly be the top priority for Pupil Premium spending.’ (EEF: The EEF Guide to Pupil Premium, June 2019).</p> <p>Underpinned by our belief that all children will achieve. Linking all our work to our school vision: Let your Light Shine’ and to all our school values and curriculum drivers.</p>	
<p><b>Reading (Phonics):</b>  Embedding of a DfE validated Systematic Synthetic Phonics Programme to secure stronger phonics teaching for all pupils.  Linking the Little Wandle phonics programme to Collins Big Cat decodable books to support reading.    Use of Little Wandle Catch-up programme to support lowest 20% readers in KS2.    Training staff to ensure consistency of approach.</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.</p> <p>EEF Toolkit research shows that phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for pupils from disadvantaged backgrounds.</p>	1, 2, 6
<p><b>Reading (Other):</b>  Embedding ‘Book Talk’ across classrooms and use of Little Wandle to support guided reading in EYFS and KS1.    Refresher training for staff.    Staff training linked to the teaching of Reading in KS2.</p>	<p>There is a strong evidence base to suggest oral language activities, such as high-quality classroom discussion, are inexpensive to implement with high impact on reading. Developing pupils’ oracy skills are a vital component of our catch-up programme.</p> <p>(EEF Toolkit research promotes oral language interventions to support learning).</p> <p>(EEF Reading Comprehension strategies:  1. High impact on average (+6 months).  Alongside phonics it is a crucial component of early reading instruction.</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older, struggling readers. Pupils can struggle with decoding words, understanding the structure of language used, or understanding particular vocabulary, which may be subject-specific).</p>	1, 2, 6
<p><b>Writing:</b>  Further development of our school writing approach and provision across the school – linked to Jane Considine’s Sentence Stacking and Writer’s Intent.    Review of our English curriculum and provision across the school, ensuring consistency and embedded grammatical links.    Training staff to ensure new initiatives are embedded throughout school.</p>	<p>Sentence Stacking is based on Jane Considine’s ‘Write Staff’ approach which is based on two guiding principles; teaching sequences that move between experience days and sentence stacking lessons. Modelling is at the heart, with the sentence stacking lessons being broken into bite-sized chunks.</p> <p>Teachers are supported through the different phases of implementation through staff training, support and modelling.</p>	1, 2
<p><b>Spelling:</b>  Introduction of a new whole school Spelling Scheme (Jane Considine) to support children’s awareness of spelling patterns and links to their phonics skills.</p>	<p>Teaching spelling rather than just testing to support children’s spellings being transferred accurately into their independent writing.  An effective way to build a spelling curriculum that focuses on the teaching of spelling, ensuring</p>	1, 2, 6

<p>Training staff to ensure new initiatives are embedded throughout school.</p>	<p>a drive on the 'big mission' for all pupils. Jane Considine's 'big mission' is spelling 'stickability,' automation and application into the pupils' independent writing.</p> <p>An essential trait of literate people is being able to spell effectively and spelling is valued in society above all other writing conventions (Turnbill 2000).</p> <p>Teachers are supported through the different phases of implementation through staff training, support and modelling.</p>	
<p><b>Handwriting:</b> Implementation of a new handwriting approach linked to clear expectations for each year group and to build on the children's understanding of letter formation phrases taught through Little Wandle.</p> <p>Training staff to ensure new initiatives are embedded throughout school.</p>	<p>Teachers are supported through the different phases of implementation through staff training, support and modelling.</p>	<p>1, 2, 6</p>
<p><b>Maths:</b> Enhancement of maths teaching and curriculum planning in line with Department for Education (DfE), Education Endowment Foundation (EEF) and White Rose Hub guidance.</p> <p>Further staff development in teaching for Mastery, as per White Rose training package and mastering number (EYFS / Y1-2).</p> <p>Ensuring Concrete, Pictorial, Abstract (CPA) is embedded across the school.</p>	<p>NCETM guidance supports our delivery of the teaching for Mastery through the White Rose Hub.</p> <p>Mastery of Number supports the need for pupils to develop good number sense to support success in the future.</p> <p>(Debbie Morgan (NCETM Director of Primary Maths) "Research tells us that if children develop fluency and flexibility, with number facts and relationships early on, they will make much more progress later, in both maths and other subjects")</p>	<p>1, 2</p> <p>1, 2</p>

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention, led by LSAs, in each year group to support accelerated progress.</p>	<p>EEF research and evidence consistently shows the positive impact that targeted academic support can have, including for who are not making good progress across the spectrum of achievement.</p> <p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p>	<p>1, 2, 3, 6</p>

<p>Annual subscription to Speech and Language Link / Junior Language Link programme to support disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Online assessment and intervention package. Supports pupils with mild to moderate language needs and issues. Identifies timely support for pupils with language difficulties.</p>	<p>1, 2, 3, 6</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further support.</p> <p>KS1 Reading Leader to be released weekly to monitor and carry out assessments to ensure catch up and keep up interventions are in place and having an impact.</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 (EEF Toolkit research and evidence).</p>	<p>1, 2, 6</p>
<p>All staff are trained in the use of Accelerated Reader to analyse pupils' performance and next steps.</p> <p>AR Champion to support the Reading Leaders to analyse AR data reports to link to lowest 20% / PP reading information.</p>	<p>Pupils eligible for pupil premium are currently attaining below the level of other pupils; they need to make accelerated progress to diminish the difference.</p> <p>Accelerated Reader enables pupils to select reading books to match their ability and Zone of Proximal Development (ZPD). It also provides important assessment information for teachers, LSAs and parents to support pupils' next steps.</p> <p>Significant impact over 3 years linked to our reading progress and outcomes. Purchase of on-going licences.</p>	<p>1, 2, 6</p>
<p>Increasing Reading for Pleasure opportunities. (e.g. Sleepover book buddy bags, reading newsletter, travelling library, reading cafe).</p> <p>Embedding our use of Year 6 Reading Ambassadors to support reading across the school and to enhance our Reading for Pleasure ethos.</p>	<p>Growing body of evidence illustrates the import of 'Reading for Pleasure' for education purposes and for educational development (Clarke and Rumbold)</p> <p>A positive relationship between reading frequency, read enjoyment and reading attainment (Clark and Douglas).</p> <p>Research and up-to-guidance from Open University and member of Bucks Teacher Reader Group.</p> <p>Pupils have access to a wider range of texts outside of school.</p>	<p>1, 4, 6</p>
<p>Purchasing of Reading Eggs licence to support PP children in KS2, linked to provision for our lowest 20% readers.</p>	<p>Pupils eligible for pupil premium are currently attaining below the level of other pupils; they need to make accelerated progress to diminish the difference.</p> <p>Online Reading programme accurately assesses children's reading skills and provides a framework for them to catch up key areas of reading (both in and outside of school).</p>	<p>1, 2, 3, 6</p>
<p>Precision Monitoring</p>	<p>Evidence based effective strategy that helps pupils develop and maintain high levels of fluency and accuracy in reading, spelling and maths.</p>	<p>1, 2</p>

Lego Therapy programme	A review, conducted through the National Library of Medicine, found that 14 studies reported at least one improvement in social and communication skills, ASD-specific behaviours, belongings, family relationships, coping and reductions in playing alone.	1, 2, 3
Same Day Intervention in Maths	EEF research found that teachers in Same Day intervention schools were more likely than teachers in control schools to report that all pupils, and lower achieving pupils, were more confident compared to the previous year's pupils.	1, 2, 3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of our Mental Health and Well Being team to support pupils as needs arise, working in groups and 1:1 with the children (to include training of Senior Mental Health Lead / DfE Creative Education).	An effective system enables all pupils to be recognised and needs diagnosed, thereby supporting their wider needs and mental health and well-being so they have the right conditions to support their learning.	2,3
Monthly attendance checks with Pupil Premium lead and SENDCO and follow up actions shared with class teachers and SLT.  Regular incentives for the whole school (and celebrated and communicated to parents). Awards given in collective worship, celebrated through newsletters and other communication to parents.	A continued focus on improving punctuality and attendance of pupil premium children improves their overall quality of education and learning.  The importance of regular catch up / support given to the most vulnerable families.  This also ensures that the gap is closed further between pupil premium children and national attendance data.	5
Regular, face-to-face opportunities for our parents to engage with school life / special events / learning opportunities.	Ensuring that the most vulnerable families have constant two-way connection with school.  Lack of parental support and engagement is a key barrier challenge to learning for pupils at Winslow.	4
Continuation of our Young Carers and nurture groups led by Pastoral Lead	Social and emotional and mental needs of pupil premium pupils are met resulting in a more positive attitude to learning.	3
Funded places at The Future Games holiday clubs for our most vulnerable pupils to support families over holiday periods.	These funded places support our most vulnerable families during the different holidays. This provision also supports these pupils and boosts their self-esteem.	3,4
Support for pupil premium parents with trips and visits.	Supporting our families in this way means that all pupils have access to these opportunities and benefit from them.	4



	Financial restraint should not prevent any child accessing extra-curricular activities.	
Christmas support for our most vulnerable families: Staff donations Winslow Elves Food donations	Setting up pupil premium Christmas gifts and also liaising with the Winslow Santa's Elves scheme means that some of most vulnerable families are supported.	4

**Total budgeted cost: £135,000**

## 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 to 2022 academic year.

Our key challenges that are preventing our disadvantaged pupils from attaining well are: oral language, vocabulary and expectations. These key areas are now firmly embedded in our school improvement plan and related subject leader action plans.

The gap between pupil premium and non-pupil premium pupils can be seen in the following assessment tables:

<b>EYFS Good Level of Development (GLD)</b>		
	<b>National 2022</b>	<b>School 2022</b>
Whole cohort (51)	65%	69%
Disadvantaged pupils (11)	49%	64%
Non-disadvantaged pupils (40)	tbc	70%

<b>Phonics results</b>	<b>% meeting Expected Standard</b>	
	<b>National 2022</b>	<b>School 2022</b>
<b>Year 1</b>		
All pupils (47)	76%	79%
Disadvantaged pupils (14)	62%	71%
Non-Disadvantaged pupils (33)	80%	82%

<b>Phonics results</b>	<b>% meeting Expected Standard</b>	
	<b>National 2022</b>	<b>School 2022</b>
<b>Year 2</b>		
All pupils (59)	91%	92%
Disadvantaged pupils (5)	tbc	100%
Non-Disadvantaged pupils (54)	tbc	91%

<b>KS1 SATS Results 2022: Percentage of pupils achieving expected standard or above.</b>						
	<b>Reading</b>		<b>Writing</b>		<b>Maths</b>	
	<b>Nat</b>	<b>Sch</b>	<b>Nat</b>	<b>Sch</b>	<b>Nat</b>	<b>Sch</b>
Whole cohort (59)	67%	56%	58%	29%	68%	66%
Disadvantaged pupils (5)	51%	60%	41%	0%	52%	80%
Non-disadvantaged pupils (54)	72%	57%	63%	32%	73%	65%

**KS1 SATS Results 2022: Percentage of pupils achieving greater depth**

	Reading		Writing		Maths	
	Nat	Sch	Nat	Sch	Nat	Sch
Whole cohort (59)	18%	7%	8%	0%	15%	5%
Disadvantaged pupils (5)	Tbc	0%	Tbc	0%	Tbc	0%
Non-disadvantaged pupils (54)	Tbc	7%	Tbc	0%	Tbc	6%

**KS2 SATS Results 2022: Percentage of pupils achieving expected standard or above.**

	Reading		Writing		Maths	
	Nat	Sch	Nat	Sch	Nat	Sch
Whole cohort (57)	74%	75%	69%	54%	71%	67%
Disadvantaged pupils (19)	62%	68%	55%	26%	52%	80%
Non-disadvantaged pupils (38)	80%	79%	75%	68%	73%	65%

**KS2 SATS Results 2022: Percentage of pupils achieving expected standard or above.**

	Reading		Writing		Maths	
	Nat	Sch	Nat	Sch	Nat	Sch
Whole cohort (57)	74%	75%	69%	54%	71%	67%
Disadvantaged pupils (19)	62%	68%	55%	26%	52%	80%
Non-disadvantaged pupils (38)	80%	79%	75%	68%	73%	65%

**KS2 SATS Results 2022: Percentage of pupils achieving greater depth**

	Reading		Writing		Maths	
	Nat	Sch	Nat	Sch	Nat	Sch
Whole cohort (57)	28%	26%	13%	7%	22%	18%
Disadvantaged pupils (19)	tbc	5%	tbc	0%	tbc	0%
Non-disadvantaged pupils (38)	tbc	37%	tbc	11%	tbc	26%

**KS2 Reading, Writing, Maths Combined**

	National 2022	School 2022
Whole cohort (57)	59%	tbc
Disadvantaged pupils (19)	43%	26%
Non-disadvantaged pupils (38)	65%	63%

Throughout the year, we have continued to work on the development of children's writing. Building on from our IPEELL work, we have begun to implement Jane Considine's 'sentence stacking' approach and a focus on writers' intent to further develop children's writing and grammatical awareness. This also links to our recent 'Book Talk' work and aligns the 'Reading Rainbow' writers' lenses to support children's overall vocabulary work. These approaches have really benefited our pupil premium children, supporting their overall language development and exposure to different text structures.

As a school, we have also done a significant amount of work linked to the whole, 'Reading for Pleasure' ethos. This has linked to the DfE Reading Framework (July 2021) and this has been incorporated into staff training sessions.

We have had significant focus on our pupil premium children with this; linking to our Reading Ambassadors work, our newly created 'Reading Newsletters', Sleepover Book Buddy Bags and raising the profile of reading throughout the school. We have undertaken monitoring of the lowest 20% of our readers across the school (many of which fall into our pupil premium cohort). This has included support with provision, pupil voice activities, reading provision at home and use of their reading record.

This year, we have trained our KS1 and EYFS staff with the Little Wandle phonics programme (DfE validated systematic synthetic phonics scheme). Plans are in place for 2022/2023 to train all of our staff in the Little Wandle phonics programme. This approach has benefited all our children and the impact so far has been positive. We have also further developed our provision of Collins Big Cat reading books which match to the children's phonic sounds being taught.

Our teaching for mastery work (linked to the White Rose and Enigma Hub) continues throughout school, developing children understanding and use of stem sentences and use of concrete and pictorial resources. This has had a positive impact on our pupil premium children's language use and understanding of subject specific vocabulary.

To help our pupil premium children to make expected or better progress in English and Maths, our children's needs are being address through a wide range of interventions. This has included the successful implementation of Language Link screening and the Lucid Rapid dyslexia screening programme. These have led to clear impact in the classrooms for our pupil premium children, identifying their needs and then supporting them through carefully managed adaptations.

Our pupil premium children have benefited from all our whole school work on the social, emotional and mental health needs which our children face. Our on-going work, through our Mental Health and Well-being Team has supported children with their self-regulation and intra-reception skills. Our pupil premium children benefit from their access to Zones of Regulation, which is a feature across all our classrooms. We also have continued to use Lego Therapy sessions to support children with their self-regulation and social skills. This has resulted in impact back in the classrooms, helping the children to regulate their behaviour to ensure they are in the right zone for learning. We continue to hold our Young Carers groups which several of our pupil premium children benefit from. These different forms of pastoral care help to develop children's self-esteem and skills of resilience and independence which, in turn, have a positive impact on their overall well-being and learning. Personal Development was graded Good (2) in our Ofsted inspection (June 2022).

As we continue to move on from covid, we have worked hard to increase our home support and parental engagement, especially for our pupil premium children. We continue to support our pupil premium children through access to extra-curricular clubs. 100% of the Year 5 Pupil Premium children attended the 3-day residential to Woodrow High House in Amersham in March 2022. We continue to use Class Dojo to share whole school events and also at a year group and classroom level. We have also opened our doors again to our parents; offering open 'stay and play / read' sessions and opportunities for parents to watch children's year group performances at different times of the year.

We continue to strive for good attendance rates for all our pupils. We actively seek to reduce the attendance gaps between our pupil premium and non-pupil premium children. Our pupil premium lead and SENDCO hold monthly attendance meetings to analyse our attendance data, monitor trends and patterns and then liaise with our SLT and year group teams to put actions into place to improve attendance rates for our pupil premium children.

## 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
Maths White Rose Hub	White Rose Hub
Times Tables Rockstars	Times Table Rockstars
MyMaths	MyMaths
Purple Mash	Purple Mash
Calming Cat interventions	Calming Cat
The Write Stuff	The Training Space (Jane Considine)
Book Talk	The Training Space (Jane Considine)
Accelerated Reader	Renaissance Learning
Vocabulary Ninja Word of the Day	Vocabulary Ninja
Little Wandle	Little Wandle
Big Cat Reading and Intervention books	Collins Big Cat
Reading Eggs	Reading Eggs

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This funding was used to support a particular pupil within the classroom (using the programmes listed above).
What was the impact of that spending on service pupil premium eligible pupils?	Ensuring that the children was supported to meet their needs, both inside and out of the classroom.