

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: Year 2 of 3

Detail	Data
School name	West Earlham Junior School
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	114 PP = 48% and from Jan = 49% (Y1 49%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2022/ 2022- 2023 / 2024- 2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Catrin Parry-Jones, Headteacher
Pupil premium lead	Zoe Fereday, Assistant Headteacher
Governor / Trustee lead	Anne Gibson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,325
Recovery premium funding allocation this academic year	£18,468
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Y2 2022- 2023 £162,325 + Recovery Premium: £16,095 + Covid School Led Tutoring Fund: £18,468 PP + RP + CCP + CSLT: Y1: £178,964 Y2: £196,888

Part A: Pupil premium strategy plan Statement of intent

West Earlham Junior School is a two form entry school in Norwich which serves an increasingly diverse community. 19% of our children have English as an additional language, 24% of our pupils are on the SEND register and 48% of our students are entitled to Pupil Premium. Out of the 48% of PP pupils, 96% of those are eligible for Free School Meals. We are an inclusive school and strive to create an environment in which all children feel secure, happy and confident in themselves and take pride in and have self belief when learning.

Our school is situated in an identified area of deprivation and this is reflected in the numbers of students who are recognized as having at least one economic disadvantage ([council/norwich-deprivation-map-1457348](#)). We want all of our pupils to be successful and whilst we recognise that socio-economic disadvantage may impact learning we continue to believe that economic disadvantage should not be a barrier to learning or indicative of future achievements. Our intention is to use the Pupil Premium and Recovery Premium strategy to address and diminish the gap between achievement and economic disadvantage so that all children at West Earlham Junior School no matter their background or the challenges they face achieve well and make progress across all subject areas relative to their starting points.

Careful planning and great teaching is proven ([EEF/ Pupil Premium Guidance](#)) to have the greatest impact on closing the attainment gap for those identified as having a disadvantage. Good teaching is pivotal for changing outcomes for all children and therefore we as a whole school are developing the curriculum to ensure that there is a clear teaching sequence and progression of learning across all subjects in KS2 which builds upon the learning in KS1. Rosenshine's Principle of Instruction ([rosenshines-principles-of-instruction](#)) will underpin the teaching to support the children to recall, retain and build upon prior knowledge, skills and understanding. The core subjects - reading, writing and maths will be linked to the inquiry and will equip children to fully access the rest of the curriculum. We aim to provide children with experiences so they can make personal links and connections to the learning. Quality first teaching will be at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. If the process to make the changes are effective and sustainable then we believe that overtime we will be able to see improved outcomes for all.

COVID continues to have a tremendous emotional, social and academic impact upon all our children and their families. During Covid restrictions both ourselves and the feeder school were able to offer families many ways to access remote learning however, some families were not fully able to participate. Many children found the transition between home and school challenging and missed the daily interactions with their peers and teachers. We recognise that economic disadvantage can bring other disadvantages and pressures and will address the social and emotional deficit that was heightened due to the pandemic. We will continue to work closely with our families to maintain attendance levels and to encourage parents to be involved with learning and improve bonds between home and school.

Assessments and daily interactions with the children will be utilised as an opportunity to build a picture of what the children as individuals and as a cohort can and cannot do. This valuable feedback will inform our future practice and will aid us to plan interventions which will support children to achieve to the best of their ability whilst ensuring that all children are challenged in the work that they are set. Our approach will be responsive to common challenges as well as individual needs and will be based upon diagnostic assessments and not assumptions about the impact of economic disadvantage. We will continue to adopt a whole school approach in which all staff take responsibility for outcomes and raise expectations of what children who are recognised as being disadvantaged can achieve. We believe in our students and want them to be enthusiastic, happy and confident people who attain a higher standard across the curriculum so they leave KS2 ready to progress to their next stage of education. We believe that every child should be given the same chances to be successful and we believe our long term provision map will help diminish the gap and weaken the link between income and academic outcome.

Challenges

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

Challenge number	Detail of challenge
1. Synthetic Phonics Home learning packs ICT Resources Extra 1:1 time for identified pupils Integration of RWI in class Questionnaire home to gauge parental viewpoints.	<p>Raise reading levels: Through synthetic phonics.</p> <p>Baseline assessments in Year 3 and observations show that children enter KS2 after the summer holidays with lower than expected reading ages. Many require a continuation of the synthetic phonics programme from KS1. In Year 1, 77% (21/27) of the Pupil Premium Children were still on the RWI programme at the end of Y2 and this year 73% (19/ 26) of the PP children in Y3 were identified as still requiring the RWI programme. Although there are fewer pupils each year accessing a synthetic reading programme PP children represent a large proportion of those pupils e.g. In Y4- 20% (6/ 30) of the children accessing RWI are identified as PP.</p> <p>A regular synthetic phonics program is required to support children to be ready to access and achieve in the rest of the curriculum with independence and increased confidence. Some parents feel unsure how to support the learning at home and are unfamiliar with the letter sounds, therefore a link with parents should continue to be fostered so that the same books, resources and strategies are applied at home and school. In class, children don't always make connections between RWI/ Phonics and their daily learning so daily teaching should refer to phonics to make it relevant so children understand the purpose behind their learning.</p> <p>RWI Baseline to End of Year Data 2021- 2022:</p> <p>Y3 Autumn 2021: 46/ 59 (78%) started the year on RWI</p> <p>Y3 Summer 2022: 14/ 58 (24%) finished the year on RWI</p> <p>Y4 Autumn 2021:24/ 56 (46%) started the year on RWI</p> <p>Y4 Summer 2022: 5/ 56 (8%) finished the year on RWI</p>
2. ARE in R/W & M. Impact Meetings Learning Walks Book Looks PP KS2 Data: School: 61% R 54% W 64% M National: 74% R 69% W 71% M	<p>Low attainment in reading, writing and maths across the school. In 2019, 41 % children achieved ARE in reading, writing and maths compared to 64% nationally. In 2022, 47% of children achieved ARE in R. W & M compared to 59% nationally. Whilst narrowing the gap, it remains a challenge to sustain and improve upon this. When looking at the data, we observed a difference between the PP pupils and the non- PP pupils. In the last Y6 cohort, 34% (20/ 59) of children were identified as PP. 25% (5/ 20) achieved ARE in all 3 areas whereas 75% did not. Out of the 75%, no children met ARE in Writing however in Maths 7 of the 15 met ARE and in Reading 5 of the 15 met ARE. So, PP children = 60 % (12/ 20) met ARE in Maths, 50% (10/ 20) met ARE in Reading and 25% (5/ 20) met ARE in Writing. Reading and Maths is similar to the non- PP pupils but Writing is noticeably lower.</p> <p>Curriculum changes and monitoring of the impact of teaching and learning should continue so that attainment for all increases. Assessments and observations across the school show that less children identified as being eligible for pupil premium achieve the expected level in all of reading, writing and maths and none of the pupil premium children reach higher than expected levels in all subjects. 24% of the school cohort are on the SEND register, 5.9% of children have an EHCP and 61% of children on the SEND register are also recognised as being on the pupil premium register. 50% of the 56 children are recognised as having a SEND need of Cognition and Learning. Quality first teaching and carefully structured planning should be in place and regularly evaluated and monitored so that appropriate adjustments can be made to cater for the range of identified needs including those who are disadvantaged. Carefully planned intervention groups will also be key to supporting pupils to access learning appropriately.</p>
3. English	<p>Raising the profile of English. Assessments, data and observations show low attainment in Reading and Writing for all. Pupils with a disadvantage are less likely to reach end of year/ key stage expectations in one or both areas of English (reading</p>

Children find making connections between RWI/ reading for pleasure and reading to access the curriculum.	and writing). 24% of children are on the SEND register. 50% of the children on the SEND register are recognised as having a SEND need of cognition and learning 4.1% have a recognised SEND need of Communication and Interaction. Many more children are unable to confidently express and communicate their ideas with others either orally or through the written word so we need to support children to improve their oracy and listening skills as this will have a positive impact on their writing and reading as well as benefiting them to solve problems in a positive way. Our school is diverse and 19 % of our children are recognised as having English as an additional language so a plethora of resources such as sentence starters or picture banks would be beneficial to support all children in English. The curriculum is organised so that English is at the heart of the inquiry. Quality first teaching will mean that teaching and planning is adapted to accommodate different learners and individual needs including those who are disadvantaged. Targeted children will require further support through tutoring.
4. Maths	Raising the profile of Maths. Assessments, data and observations show low levels of understanding and attainment in maths. Many children (particularly after lockdown) do not have a secure knowledge of KS1 number and place value which means that they are not ready to progress and access their age related curriculum. Retaining mathematical approaches and reasoning and expressing using subject specific language is challenging as many of the children start EYFS with low oracy and listening levels. 50% of the children on the SEND register are recognised as having a SEND need of cognition and learning 4.1% have a recognised SEND need of Communication and Interaction. Compared with their counterparts, fewer PP and disadvantaged children reach end of year/ key stage expectations and no children reach higher than expected levels. A clear progression of teaching should be in place so that teachers can understand the steps of success and children can have a firm foundation to build upon. The maths curriculum should have a clear language progression to facilitate all children to access and succeed at a higher level than previously.
5. Social and Emotional Well-being	Social and Emotional wellbeing and resilience. Following Covid 19 pandemic, all children's emotional well being and resilience has been affected. More children, parents and families are seeking support from the school and our Family Support Worker. Support needs to be in place for all children, including those disadvantaged to help with this as well as the many challenges that the children and their families faced prior to lockdown. Continue to offer a school Food Bank, Bagel Breakfast and Family support for all. With the rise to the cost of living many families are finding it challenging to pay the bills which is raising the levels of disadvantage for all.
6. Curriculum Enrichment: Cultural Capital	Life experiences of the disadvantaged children tend to be less than the experiences of their peers. Without experiences such as trips to the beach, city centre, local museum, woods, library and theatre the children have less to talk and think about as well as make connections with when learning. Our economically disadvantaged children have fewer opportunities to join external clubs or experience music or language lessons which means that they are missing opportunities to build life skills such as positive communication with others in a range of scenarios and gaining team skills. Links between cultural knowledge and experiences are linked to social mobility so as a school it is important that we have a clear understanding of the experiences we wish each and every child to receive across the four years of KS2.
7. Quality First Teaching: Curriculum Development.	<p>Attainment at the end of KS2 in 2019 and 2022 was below national average in Reading, Writing and Maths. We are pleased to acknowledge that school data has improved and the gap between the school and national average has been reduced (see Challenge 2). We are aware that there is a difference in the percentage of PP and non- PP pupils who gain ARE in all 3 areas. The legacy of Covid continues to have an impact on the pupils and we continue to be dedicated to diminishing the gap and weaken the link between income and academic outcome.</p> <p>48% of our school cohort is identified as PP, this means that quality first teaching is key to making a long lasting, sustainable change. Every minute of learning time counts and should be planned for carefully. The pupils should be at the heart of the classroom and should be actively involved in discovering their learning at all times. In line with Ofsted feedback and the SIDP, the SLT are continuing to work with staff to</p>

	<p>redesign and organise the curriculum so that there is a clear sequence of learning across KS2 so skills and knowledge build upon prior knowledge. SLT team to share expectations with staff and plan CPD to ensure that the most effective practice is happening and so that children make strong progress throughout KS2. SLT to monitor lessons, planning and assessment so that we can encourage quality first teaching across the curriculum and classes so that a higher percentage of all children make progress across and reach end of year expectations.</p> <p>We will continue to adopt a whole school approach in which all staff take responsibility for outcomes and where all expected curriculum content is planned and taught at the expected times. All staff will raise expectations and promote a positive learning culture where ALL children including those who are recognised as being disadvantaged believe they can and are expected to achieve ARE.</p>
<p>8. Catch- Up Curriculum & Tutoring.</p>	<p>Catch Up Curriculum and School-based Tutoring. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures following Covid 19 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. The curriculum needs to be carefully planned and resourced and children supported so that gaps are filled and children are able to catch up. Identified children will receive targeted support through a school-based tutoring program.</p>
<p>9. Parental Engagement</p> <ul style="list-style-type: none"> - pastoral - curriculum 	<p>Parental Engagement. Throughout Covid-19 we made weekly contact with all families and children either in person, via phone calls or through daily meetings on Google Classroom. Regular contact with parents enabled parents to feel part of the community and offered them support in a challenging time. It also enabled parents and children to discuss worries or misconceptions about the learning or share challenges that they might be facing at home. Since returning to school we have continued to report positive behaviour and achievements with parents as well as share the learning for each year group on the school website. Parents have been eager to join the RWI targeted intervention group and we would relish the opportunity to repeat this model in other areas of the curriculum. We will continue to offer support to families as well as begin to reopen the school so that families can come into school to join Reading Cafes, Performances, The Summer Fair and other future events such as shared learning and parent workshops etc. We will use questionnaires to gauge what support the parents may wish to have.</p>
<p>10. EAL & Language</p>	<p>Our school community is increasingly diverse and 19% of pupils are EAL and 4% of our EAL pupils are identified as being eligible for Pupil Premium. After Covid 19 many children including disadvantaged children have returned to school with lower oracy and listening skills which can impact their ability to access the curriculum and their ability to reach end of term expectations. Support should be planned so that all children receive opportunities for good quality pair and group work in lessons and subject specific language is shared with families and translated when appropriate. Quality first teaching should provide resources and adapted questioning so that all children are included in the learning and are given the opportunity to be challenged and succeed. The school will continue to work with the Research School to lead an Oracy Implementation project.</p>
<p>11. Attendance</p>	<p>Although we are pleased that whole school attendance has remained at an average of 96% since lockdown we wish to sustain and improve attendance further so it is inline with the national average of 97%. Currently 66% (77 /114) of children eligible for Pupil Premium had an Autumn Term attendance of 90% or above. In comparison 82% (100/122) of non- pupil premium children had an attendance of 90% or above which is a 16% difference between cohorts.</p> <p>Attendance is monitored daily and absences are recorded and followed up daily. Support is available for families who require assistance and attendance targets are shared and celebrated weekly and termly through certificates and end of term celebrations. Covid 19 and a substantial rise in living costs has impacted some families (particularly those who are disadvantaged) more than others and we wish to diminish the attendance gaps between cohorts.</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>1. Synthetic Phonics Program</p> <p>Daily phonics teaching timetabled. Targeted children develop their understanding of synthetic phonics and can use this as a tool to decode texts and gain a greater fluency, accuracy, pace and understanding when reading.</p>	<p>Assessments and observations indicate that all children (including PP chn) are steadily progressing through the RWI programme and are gaining the necessary skills to become more confident, successful and independent readers.</p> <p>Staff are confident in their ability to teach, assess and challenge pupils so that they continue to progress.</p> <p>Parents have access to the learning platform and are able to borrow a laptop/ flashcards and books to support the learning at home. Staff make regular check-ins with parents.</p> <p>Classrooms promote phonics in whole class teaching and link spelling and grammar teaching when appropriate. Sounds Charts/ RWI Friezes displayed in the classroom.</p> <p>End of year data shows a smaller cohort of pupils accessing RWI. End of year assessments show pupils use and apply their phonetic knowledge in Reading and Writing.</p>
<p>2. ARE - 3 Areas</p> <p>End of term and year assessments show all children making progress (appropriate to their starting points) and a greater % of all children and P.P. chn reaching end of year expectations. Good quality teaching is consistent across classes, subjects and KS2. All teachers are applying the CPD into their teaching to support all children's working memory & to raise the numbers of children reaching end of year expectations.</p>	<p>End of term data shows an increase in children reaching age appropriate expectations and a greater percentage of children and pupil premium children reach end of year expectations in reading, writing and maths. Targeted children make at least expected progress in reading, writing and maths. Teachers meet with their Year Group Leader and SLT to discuss cohorts and submit assessments termly so that tutoring and intervention groups can be tailored to individuals and groups of children with similar needs. Teachers using the new curriculum progression to plan from and to recall prior learning. Teachers are embedding CPD and good quality teaching is becoming consistent across year groups/ curriculum areas and throughout KS2. Monitoring of teaching, books and planning and progress meetings to discuss children's learning will enable the SLT to feedback and support staff to adapt their practice to further challenge and meet the needs of the children.</p>
<p>3. English</p> <p>Reading Ages are raised across KS2 and children are able to talk about the daily reading that is happening in class.</p> <p>Planning reflects the Guided Reading Spine and targeted disadvantaged children are meeting age related expectations.</p> <p>Work books are monitored and reflect the writing and inquiry process.</p> <p>Children are able to talk about the reading that is happening in class and around school. All children have access to the English Curriculum.</p>	<p>English is embedded in the inquiry to support chn to make connections and to maximise the learning potential for all pupils (particularly those identified as disadvantaged). The revised curriculum and timetable focuses around daily reading sessions. Guided Reading books are planned for the four years so that children are exposed to a range of texts which build up their cultural capital and experience to support learning now and in the future. Weekly library lessons teach independence and provide children with a safe space to enjoy reading. Daily independent reading time linked to Star Reader Quizzes to motivate the learners. Robust synthetic phonics programme accessible across KS2. New Reading Challenge introduced to build up the children's stamina, confidence and independence whilst providing a challenge for all children including those who are disadvantaged. Children are given the opportunity to earn a book to create their own library at home thus fostering further links. Our Patron of Reading regularly visits and children have an opportunity to work with the author to improve their writing and reading. Writing is linked to the inquiry and all writing is planned with a purpose and the audience is shared with the children. Talk and opportunities to improve communication skills are built into lessons so that</p>

Language development and communication is promoted in all areas.	children are able to express their thoughts and ideas with increasing confidence. Quality first teaching and books are monitored and feedback is given to all staff. Pupils' viewpoints including PP children are gathered to understand their perspective of English at school. Language and talk is planned and promoted across the curriculum.
4. Maths Teachers follow the White Rose Curriculum and use the Ready to Progress Criteria to plan targeted support for individuals and groups of children including those who are disadvantaged. A higher percentage of disadvantaged children will reach expected levels. Maths teaching to be monitored and teaching to be consistently good.	Maths: Teachers use the White Rose Curriculum Maps and start the year teaching blocks on Place Value so that all children including disadvantaged children have a firm grounding in number so that they are confident when approaching new learning. Year group schemes of learning cover the expected content for the National Curriculum and support the development of reasoning, fluency and problem solving. The White Rose Scheme of Learning links to and highlights the DFE's 'Ready to Progress' criteria. The feeder infant school follows the White Rose Planning so this familiarity will reduce the cognitive load and enable children to recall prior learning more readily. One scheme of learning will provide consistency in language, methods and pictorial representations and will ensure a progression from KS1 to KS2. Teaching to be monitored and appropriate support given. Regular assessment partnered with the Ready to Progress Criteria is used to inform teaching, planning and interventions. PP and disadvantaged children identified for targeted tuition. Work with the VNET consultant to review the Maths Curriculum.
5. Social & Emotional Well Being Collect the 'Pupil's Voice' to understand their viewpoints and feelings. Continue the school council so that children have 'go to' peers as well as trusted adults when they require advice/ support. FSW to continue to build relationships with all families including those identified as disadvantaged.	Feedback from children indicates that they feel safe and happy in school and know who they can talk to if this is not the case. Family Support Worker observations during group and individual work shows improved emotional well being and social skills amongst children taking part. Talk and Draw sessions are increasingly popular as is Lunch Club in raising the children's self esteem. Families know that they have a 'go to' person at school and feel that they are able to express their opinions safely. ELSA sessions planned for targeted individuals. Continue the school council and ambassadors at school to promote the children's voice. School provides milk and bagels daily. Food Bank established.
6. Cultural Capital All children no matter their background have the opportunity to access music and language lessons and a range of trips, extra curricular activities and visitors. Children develop a repertoire of cultural reference points.	All children are able to access music and language lessons for at least three half terms per year. Trips and visitors are planned on a four year cycle so that children have the opportunity to explore their local area and also experience a range of people, places and activities at no cost to the child or their families. Rich experiences positively impact learning and life and children are able to talk about what they see, know and understand. Writing to link to experiences when appropriate. Extra Curricular activities and holiday clubs are free to children identified as Pupil Premium. Curriculum is adapted so that shared experiences are planned for at pivotal moments in the learning so that everyone has at least one shared experience/ wow moment to talk about and discuss.
7. Quality First Teaching & Curriculum Development Progression Map for all areas of the curriculum is used to inform daily teaching and learning. All children are able to access the curriculum and experience good teaching consistently across the school. SLT shares expectations and monitors teaching, learning, books and assessments.	Staff work in subject teams to map the progression of knowledge, skills and understanding across KS2 building on prior knowledge so that all children no matter their disadvantage or circumstance have access to a clear, concise and effective curriculum which supports them to reach the end of KS2 expectations. SLT to monitor lessons, books and planning and provide whole school, year group and individual feedback to improve practice, outcomes and promote consistency across KS2. New initiatives and timetables promote the core skills of English and Maths so that all children are equipped to access the wider curriculum. Good quality teaching is consistent across the school. Staff expectations of what all children can do are raised and challenged are set

	accordingly. Quality first teaching ensures that all children are able to access the curriculum.
8. Catch-Up Curriculum and Tutoring Identify children who have been severely impacted by the pandemic and/ or have made little progress over a significant amount of time. More children reach end of year expectations in reading, writing and maths. Children feel confident in their abilities and approach challenges with resilience. .	Targeted children including pupil premium children attend weekly English or Maths tutoring sessions in small groups or as an individual. Teachers use daily assessments of children to inform their teaching and adapt lesson content accordingly. Teachers understand the sequence of progression for all curriculum areas and know how to tailor teaching to account for any gaps in education due to Covid 19. Teachers are able to talk about their pupils at progress/ impact meetings and reports accurately show where children are in relation to age related expectations. We wish for all children to make and sustain progress appropriate to their starting points and to increase the percentage of all children who reach end of year expectations. Moderation to support and monitor judgements. Clear understanding of what is child initiated and adult supported to be discussed and defined to aid accurate assessment.
9. Parental Engagement Conduct a survey to gather parental opinion and to find out what they would like to see/ do more of. Plan a parental engagement program. Develop parents' confidence to help with learning at home.	Parents feel valued. Conduct a survey to find out how parents are feeling and what they would like the school to offer e.g. support with maths at home or the opportunity to join a reading cafe or craft workshop etc. Continue to call parents to include them in our decision making and so they know what is happening at school. Update the school prospectus and website to reflect current practice and share links in a variety of ways with parents. Develop feedback forms so that parents are responsible for supporting the school in helping their child to achieve. Monitor, report and celebrate attendance so that attendance from all children remains high. Establish similar projects to RWI in other subject areas to promote home/ school links further. Plan termly events where parents are invited into school. Continue to rebuild links.
10. EAL Daily opportunities for talk planned and lessons are resourced so that all children are equipped to be able to join in with the learning. Subject specific language to be decided as a year group and shared with families	Listening and oracy skills are below average for many of our children (including those with English as a first language) so we wish for all lessons to provide opportunities for good quality extended talk. Teachers should support children by modelling the dialogue in paired and group work and provide children with sentence starters or picture prompts to support and stimulate conversations between children and engagement with the learning. Quality first teaching will enable teachers to use a range of levelled questions to encourage further thinking, explanations and reasoning. Subject specific language should be planned for and taught explicitly and shared with families and translated if appropriate. Children identified as EAL may need targeted intervention to ensure that they are not disadvantaged when accessing the wider curriculum. Philosophy sessions and maths sessions will develop reasoning and thinking skills so that children learn to articulate and express their ideas whilst also listening and responding to someone else appropriately. Oracy Implementation plan to be linked to the PP Implementation plan. Opportunities for quality oracy and talk are to be embedded throughout the curriculum.
11. Attendance- National Average Diminish the gap between non-pupil premium and pupil premium children. Continue to celebrate attendance above 96% and offer support to identified families.	Whole school attendance improves - target of 97%. Attendance for pupil premium children improves and the gap between pupil premium and non- pupil premium pupils is reduced. Persistent absentees are supported to improve attendance through a range of strategies and their attendance improves to be above 90%. Increased numbers of children receive an end of term reward for 96% + and 100% attendance. Attendance figures continue to be shared with children and families in assembly and on the school website.

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: (Y1 £31,937) Y2: £2933, £720, £1567, £1000, £1400, £5000= £12,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching - Observation and drop in schedule, pupil progress meetings, book looks and tracking meetings to support teachers. PP children identified and highlighted in bold.	The SLT approach supports teachers to identify their areas of improvement and improves quality of teaching and learning - staff appraisal information, lesson observations and book looks over time provide evidence for this. The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	7, 2, 3, 4
School Leaders support teachers to: - plan and resource teaching and learning to deepen children's knowledge. - Identify more able and talented children across the curriculum through book looks, pupil progress meetings.	Support from school leaders and specific subject leaders enables teachers to identify ways to challenge children at all levels and support children to achieve greater depth across a range of subjects. Teachers evaluate their practice and the impact on learning. Book looks, learning walks and lesson observations show children being challenged across the curriculum. Identifying children's strengths and talents enables them to be targeted for specific enrichment activities, extracurricular events and additional support both in and out of class to help them to achieve to at least age related expectations and at or working towards greater depth.	7, 3, 4,
CPD for Whole School - Effective Feedback and Metacognitive Strategies. - EEF Memory Friendly Training (Rosenshine).	Training to improve pupils' metacognitive strategies and working memory. According to the EEF, Metacognition and self-regulation approaches to teaching supports pupils to think about their own learning explicitly, often by teaching them strategies for planning, monitoring and evaluating their learning. The three main areas to develop are: cognition, metacognition and motivation. Memory Friendly Training is supported by the EEF and is recognised as an effective way to improve children's long term learning by incorporating retention and recall strategies into the curriculum. This training uses evidence-informed strategies such as 'Rosenshine's Principle of Instruction' and supports the SLT and Subject Leaders to redesign and spend time planning a curriculum which promotes these skills. The teaching techniques will have a positive impact on all children including those with single or multiple disadvantages.	1, 2, 3, 4, 6, 7,

<ul style="list-style-type: none"> - VNET - curriculum - maths <ul style="list-style-type: none"> - Luke Abbott: - Curriculum Consultant and Mantle of the Expert Lead - Guide and support staff when planning and implementing the inquiry. Work with the SLT to ensure consistency and progression between the different year groups. <ul style="list-style-type: none"> - Language and Oracy - Subject Specific - Communication Skills - P4C 	<p>https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</p> <p>Release time for teachers to work together to improve effectiveness of metacognitive strategies and to embed the Memory Friendly Training into practice e.g. weaving Rosenshine's Principles of Instruction into termly planning. Meeting with children to feedback and record the pupil's voice.</p> <p>Advisor support to evaluate and feedback on practice and curriculum development (progression of skills, knowledge and understanding). See EEF and Ofsted Curriculum research on Curriculum Planning, Sequencing and Progression. Develop quality first teaching to ensure that the Ready to Progress criteria is linked to and enhances the teaching of Maths. Refer to the DFE: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>Training on strategies within the inquiry curriculum to develop critical thinking skills. Teachers to be released termly to plan with Luke and the SLT to support the launch of the new inquiry curriculum. Luke Abbott is a curriculum consultant who worked closely with Dorothy Heathcote to promote the educational approach- The Mantle of the Expert. It is an internationally recognised approach in which a fictional narrative is created to launch the inquiry and give the children a purpose and reason for engaging in the curriculum. Previous knowledge is activated and the curriculum provides pupils with experiences that children of disadvantage may not have which enables them to have greater opportunities for deep, critical thinking as well as opportunities to be challenged and stimulated by their learning. Supporting teachers to include elements of this approach within their planning will support children to make connections between the different areas of the curriculum.</p> <p>https://www.mantleoftheexpert.com/what-is-moe/introduction-to-moe/</p> <p>A consistent whole school approach to developing vocabulary, supports children's use of vocabulary in context. Teachers to model and teach talk using a range of resources and scaffolds to support speech, reasoning and justification of ideas. Teachers to encourage children to share, expand and justify their ideas throughout the curriculum e.g. Philosophy/ Maths Reasoning etc. Targeted support. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>RWI Training for the English Team as well as a whole</p>	
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<ul style="list-style-type: none"> - Synthetic Phonics Programme and Membership to Oxford Owls and the Ruth Miskin Website. - TA & HLTA in each year group to support small group, phonic intervention across KS2. 	<p>school Inset Day to support and improve the teaching throughout KS2. Phonics provides children with an approach to become successful, independent readers and may have some impact on comprehension when paired with quality first teaching. Parents have access to online materials and training. Resources will be provided to support learning at home. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. According to EEF research, targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Curriculum Enrichment:</p> <p>Trips and excursions are planned for the whole of KS2 so that children experience a range of trips, people, places and cultures.</p> <p>Extra Curricular Clubs: e.g. dance/ Samba/ Sport</p> <p>Patron of Reading Support and Visits</p> <p>Reading Challenge Card: Book Reward</p>	<p>Learning beyond the classroom via local area trips, learning outside, visits, clubs and curriculum days provide children with valuable new experiences, cultures, people and ideas. These experiences encourage children to question the world around them whilst developing the ability to inquire and think critically. Under the quality of education, all children no matter their background should be able to access a curriculum that is designed to give “all learners the knowledge and cultural capital they need to succeed in life”.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>Our Patron of Reading visits the school termly. The Patron of Reading scheme is designed to help encourage and promote a love of books and reading for pleasure. Feedback for this scheme states that having a Patron of Reading has raised the profile of reading in school, has boosted creative writing and armed teachers with a tool to further encourage reading for pleasure. The Reading Challenge Card linked to the Star Reader has further encouraged and motivated children to challenge themselves to read more so that they can earn a book to take home so that they can start their ‘own library’.</p> <p>High levels of engagement in trips, visitors and experiences enables children to have further content to talk and write about which positively impacts their writing and having a positive reading role model alongside the staff promotes an enjoyment of reading which impacts the attainment in English which diminishes the attainment gap. Children want to attend school to access the learning.</p>	<p>2, 3, 5, 6, 10, 11</p>
<p>Music and Language Curriculum for all</p> <ul style="list-style-type: none"> - Music Lessons - Samba Lessons - Samba Club - Mandarin Lessons 	<p>Every child has access to high quality music tuition and experiences creating rhythms, discussing music, using instruments, singing in a group and creating music digitally. Studies suggest that music has a positive effect on attention and progress in mathematics and articulation.</p> <p>Every child had the opportunity to learn a modern foreign language throughout KS2. Modern foreign languages support the idea of living in an increasingly multicultural and multilingual society. It supports children to have an interest in the wider world around them when they may not have an opportunity to do so</p>	<p>6, 10</p>

	otherwise.	
ICT Support <ul style="list-style-type: none"> - ICT Support - ICT Equipment Up to Date - ICT Training 	Tecnia to support the introduction of an ICT Library for supporting families to have appropriate equipment to engage with remote learning from home as well as to borrow equipment to join in with the Reading At Home Project as well as other Homework Challenges. https://educationendowmentfoundation.org.uk/public/files/Remote_Learning_Rapid_Evidence_Assessment.pdf	1, 2, 3,

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

Budgeted cost: (Y1: £ 64,499) Y2: £47,734 + £18,468 + £16,095 + £20,611 = £102,908

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention and Tuition. <ul style="list-style-type: none"> - 1:1 - Small Group - Tutoring - Home/ School Projects - Resources - Additional Staff 	RWI/ Speech & Language/ Ready to Progress Maths/ ELSA/ EAL/ Recovery PP Funding Tuition. Well planned intervention based upon an individual or a small group with similar needs has a positive impact on attainment in reading, writing and mathematics as well as supporting children to build self confidence and show resilience and willingness when faced with the unknown or a challenge. The EEF notes that how staff are guided and deployed are key to successful interventions. EEF Interventions	1, 2, 3, 4, 5, 8
Recovery Premium Funding <ul style="list-style-type: none"> - Targeted Support for children whose learning has been impacted by Covid 19. - In-School Tutoring Programme for individuals or small groups with similar next steps in learning 	As well as tailoring the learning to an individual or small group need, tutoring can enable children to feel more confident in their learning which supports them to be engaged in the session and also promotes a positive mental attitude towards learning, tackling challenges and approaching learning in class. Carefully planned tuition and intervention can be an effective way of accelerating progress and learning for low attaining pupils or for those falling behind. The EEF notes that 'additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's Pupil Premium Strategy'. EEF Small Group and Individual Tuition	8, 2, 1, 3, 4,
Home/ School Projects <ul style="list-style-type: none"> - RWI - Resources - ICT Equipment - Loan Library - Online Access - Training Sessions for Parents - Targeted Intervention and Support - Parental Engagement 	RWI Home Project: SENDCo to co-lead and teach identified children. Parents to be involved with repeating content at home. School provides sound cards, books and RWI logins for online materials as well as offering the loan of a laptop to support learning at home. Many economically disadvantaged families do not have access to multiple devices so providing a laptop on loan means that all children have the same opportunity to be successful. CGP Homework books/ RWI Resources and Maths materials are provided to support targeted learners at home. Home learning linked to schools is most effective so each new inquiry will have a range of	1, 2, 3, 4, 9

<ul style="list-style-type: none"> - Clear communication 	links to compliment learning at school from home. EEF Homework	
Additional Staff <ul style="list-style-type: none"> - Teaching assistant support - Intervention and targeted support in English and Maths lessons. - Specialist Training to supports physical, emotional, social and academic needs. 	In class teaching assistant support for every class all day. It has been noted by the EEF that if TAs are used in a focused way to deliver structured, high-quality support to groups or individuals then pupils can make additional progress. It is important for the teachers to lead and plan the interventions with the TA. Teaching assistants available to support inclusive practice and to help ensure all children are accessing the whole curriculum and that they are supporting the progress of PP children in reading, writing and maths. EEF TA Interventions	1, 2, 3, 10, 4, 5, 8
AFL <ul style="list-style-type: none"> - Assertive Mentoring - Feedback - Child's Voice - Parental Engagement 	Formative assessment meetings with all children termly (as well as ongoing daily assessment and feedback) to build relationships and give effective feedback which is individualised and enables them to make more rapid progress and gain ownership of their learning. Feedback to parents so they understand where their child is in relation to them as an individual but also in terms of age related expectations and use the opportunity to share what they can do at home to support the learning at school. EEF states that assessment and feedback should redirect a child's focus to achieve a certain goal by aligning effort and activity with an outcome EEF Feedback .	7, 2, 9,
Inclusion & Approaches <ul style="list-style-type: none"> - Inclusion Staff are trained in specialist approaches such as: Thrive, Step Up, Talk & Draw, ELSA &Therapeutic Approaches based upon attachment theory. - All children are successfully included in school and none excluded. - Whole School ethos and curriculum teaches social and emotional skills. 	Attachment Theory is a psychological, evolutionary and ethological theory linked to human relationships with one another. It is noted that young children need to develop a relationship with one primary caregiver for normal social and emotional development. Many of our children face a range of challenges at home as well as having complex needs so forming good, trusting and appropriate relationships with key adults at school is pivotal in supporting them to feel safe and secure so they can be nurtured and succeed socially, emotionally and academically. The Thrive approach supports children to be successful in building and maintaining relationships which help them to grow and learn. A whole school ethos and curriculum that includes social and emotional learning supports all children to have a voice and social skills to support them both now and in the future. EEF Social and Emotional Learning	5, 2, 7

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

Budgeted cost: (Y1 £82,528) Y2 £34,627 + £12,175 + £33,058 + £1500 = £81,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker: Supporting, signposting and empowering Parents	Our School has a high level of disadvantaged families as well as other families who are faced with challenges and require support both in regards to	5, 9, 11

and working with the school and Safeguarding Lead to improve attendance, punctuality and attendance.	school and at home. Family Support Workers are key in bridging the gap between home and school and make a positive difference to the safety and wellbeing of children, young people and families. The Safeguarding and Pastoral Lead deals with attendance, safeguarding, behaviour and welfare needs and the positive, trusting relationships built with families supports families to work with and believe in the school and its community. Clear communication and belief in parents is important. EEF Parental Engagement	
Family Support Worker and the Safeguarding and Pastoral Lead: <ul style="list-style-type: none"> - Behaviour and Multi-barriers Support. - Alternative Therapies - Emotional and Social Wellbeing 	<p>Benjamin Foundation: Therapeutic Sessions are offered to pupils with the consent of parents. 'Time for You' provides a programme to strengthen children's well being and self esteem with the aim to prevent more serious problems arising in the future.</p> <p>Talk and Draw: one-to-one centred person therapy designed to complement the work of CAMHS and focuses on prevention, early intervention and recovery from emotional trauma. Supporting children to have a voice has a positive impact on social, emotional and academic outcomes.</p> <p>EEF Communication & Language Intervention and EEF Improving Social and Emotional Learning</p> <p>Safeguarding and Pastoral Lead coordinates strategies and works with parents, staff and children to raise attainment, promote positive behaviour strategies and well being and ensure along with the rest of the SLT that all children are included and safe at school and at home.</p>	5, 9, 11, 7
Milk and Bagels for PP Children <ul style="list-style-type: none"> - nutrition - health 	<p>Daily, free milk for all children at Lunch time. Milk is an excellent source of vitamins such as Calcium and Vitamin D as well as a source of protein. Drinking milk daily improves nutrition and may prevent osteoporosis. Cool Milk. Bagels are partially subsidised by Magic Breakfast.</p>	5

Total budgeted cost:

Year 1 £31,937+ £64,499+ £82,528 = £178,964

Year 2 £12,620+ £102, 908 + £81, 360 = £ 196, 888

Budget Figures: Y2PP £162,325 + RP £16, 095 + TF £18, 468 = £196, 888

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Ruth Miskin Training	RWI Incorporation
White Rose Maths	White Rose Maths
Specialist Coaches for Clubs/ Class	Norwich Community Sports Foundation
Music Lessons	Norca Sistema
Mandarin Lessons	Norwich School Partnership
Bagels	Magic Breakfast
Samba Club and Lessons	Jon Cann

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.