

Pupil premium strategy statement

Hethersett Woodside Primary and Nursery School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	15.4%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jem Brereton, Headteacher
Pupil premium lead	Sam Carter, Deputy Head
Governor / Trustee lead	William Partner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74 270
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year	£74 270

Part A: Pupil premium strategy plan

Statement of intent

“Growing Life Long Learners who care, share and shine!”

As a school community, we are committed to ensuring that every child is valued, cared for and given every opportunity to reach their full potential.

Our aim is to ensure that children eligible for the Pupil Premium Grant make accelerated progress as they move through the school. We recognise that excellent teaching is the most important lever schools have to improve outcomes for disadvantaged children and therefore aim to offer an education that is meaningful, purposeful and relevant, which develops enquiring minds and essential skills for life. We will have succeeded if our children show readiness for learning, readiness for life and are given the chance to achieve the best results possible.

We know that the landscape of education for disadvantaged children has changed significantly over the last few years. Our analysis tells us that disadvantaged children have been more impacted by partial school closures to a greater extent than their peers (this finding is supported by National research studies). We know that we must put all of our energy into ensuring that disadvantaged children receive excellent teaching, which allows them to make strong progress across the curriculum.

Overcoming barriers to learning is at the heart of our Pupil Premium Strategy. We use evidence-informed research to make decisions on the best approaches for all of our students. Details of how we do this using a tiered approach can be found in this Pupil Premium Strategy. Setting priorities is key to maximising the use of the PP funding which include:

- Ensuring all students have access to High Quality Teaching and Learning in every lesson.
- Closing the attainment gap between disadvantaged pupils and their peers.
- Providing targeted academic support for pupils who are not making the expected progress.
- Addressing non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences/trauma.
- Ensuring that the Pupil Premium Funding reaches the students who need it most.
- Working with parents to ensure that children have the necessary resources for learning and are given opportunities to participate in extracurricular activities.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Speech and Language/Vocabulary Acquisition: ongoing impact of Covid</u></p> <p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils, which has an impact upon their ability to access the curriculum. These are evident from Reception through to Key Stage 2, and in general, are more prevalent among our disadvantaged pupils than their peers. Our assessment on entry to the Foundation Stage shows some children have poorly developed communication skills, and some children have poor personal, social and emotional development.</p>
2	<p><u>Phonics and Reading</u></p> <p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Although the overall percentage of children in Year 1 who passed the phonics screening in 2022 was 85%, only 75% of children receiving PP funding passed.</p> <p>Whilst the Read Write Inc. scheme has been up and running for many years in the school, learning walks and discussions with staff show that there is a need for consistency and fidelity to the programme. Due to staff turnover over the last couple of years, we need a rigorous training programme to ensure that the programme is embedded effectively.</p> <p>At the end of EYFS, 74.2% met the Word Reading standard, compared to 57.1% of those receiving PP funding passed.</p> <p>Our Key Stage 1 data shows that whilst 52.4% of our children met the expected standard in Reading, only 37.5% of children receiving PP funding met it.</p> <p>The end of year results for Year 5 shows 64.5% of our children are currently on track to meet the expected standard at the end of KS2. This compares to only 30.8% of those receiving PP funding passed.</p> <p>These assessments, alongside lesson drop-ins and conversations with staff and children have also shown us that there is a need for greater consistency in the teaching and assessment of reading.</p>

Challenge number	Detail of challenge
3	<p><u>Writing</u></p> <p>Assessments and observations suggest that many disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are in line with what has happened at a national level.</p> <p>At Hethersett Woodside, this has resulted in knowledge gaps leading to pupils falling behind age-related expectations. Internal data analysis shows us that the attainment in Writing across the majority of the school is lower than that in Reading and Maths (Years 1 to 4), and there are significant gaps, (greater than 21%), between disadvantaged and non-disadvantaged children in Years 1, 2, 4 and 6. Whilst the gap is only 5.4% in Year 3, the attainment of these two groups was significantly below the National levels at the end of 2022.</p> <p>Lesson drop-ins, book scrutiny and conversations with staff and children have also shown us that there is a need for greater consistency in the teaching and assessment of writing.</p>
4	<p><u>Mathematics:</u></p> <p>Internal assessments indicate that Mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, particularly in Years 3 and 6.</p> <p>Lesson drop-ins, book scrutiny and conversations with children have also shown us that there is a need for greater consistency in the teaching and assessment of Maths.</p>
5	<p><u>Training and Development:</u></p> <p>EEF research tiered approach and our own observations show that the most important lever for academic outcomes for disadvantaged children is excellent teaching.</p> <p>A potential ongoing challenge that Hethersett Woodside faces is the growth into a full primary. A number of new staff have joined the school over the last couple of years, whilst others have moved into new year groups. This means that our training and development of high- quality teaching and learning is of the utmost importance to ensure that disadvantaged children make strong progress across the curriculum.</p>
6 429	<p><u>Attendance:</u></p> <p>Our analysis of data indicates that the punctuality and attendance is below the national average, particularly those of disadvantaged pupils. Whilst whole school attendance last academic year was at 92.51%, attendance for disadvantaged children was 89.37%. Some disadvantaged children have been considered persistent absentees. Last academic year, 23.78% (102 children) of pupils were persistently absent. 24.51% of this figure (25 children) were PP children. This impacts upon their access to the curriculum and necessary interventions.</p>

Challenge number	Detail of challenge
7	<p><u>Social, Emotional and Mental Health:</u></p> <p>Our observations indicate that the mental wellbeing of many of our disadvantaged pupils have been impacted by partial school closures and higher levels of absence, to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>For our youngest children (Nursery and Reception) we have seen difficulties with attachment for children new to school as well as children's emotional wellbeing.</p>
8	<p><u>Learning Beyond the Classroom:</u> <i>extra-curricular activities and residential</i></p> <p>Some children have had limited cultural and extra-curricular experiences. This can impact on their vocabulary acquisition and ability to access a knowledge-based curriculum. Our analysis has shown that without funding support, some disadvantaged children do not get the opportunity to partake in extra-curricular activities and residential.</p>
9	<p><u>Cost of Living Crisis:</u> <i>packages</i></p> <p>In the current National cost of living crisis, we believe that there will be a need to have a contingency fund to allow disadvantaged families the access to funding to cover things such as uniform and resources to ensure that children are ready to learn.</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><u>1. Speech and Language/Vocabulary Acquisition:</u></p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>NELI assessments and observations indicate significantly improved oral language among disadvantaged pupils within EYFS.</p> <p>The impact of our vocabulary teaching is visible across the curriculum during learning walks and lesson drop-ins as children become able to talk fluently about their subjects, articulating the key concepts on the knowledge organisers using the vocabulary taught. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>

Intended outcome	Success criteria
<p><u>2. Phonics and Reading:</u></p> <p>Improved phonics attainment for our disadvantaged children as a result of making rapid progress.</p> <p>Improved reading attainment for our disadvantaged children as a result of making rapid progress.</p>	<p><u>Phonics:</u></p> <p>For the teaching of Read Write Inc. to show consistency and fidelity to the programme throughout the school.</p> <p>Internal data shows a closing of the gap between PP and non-PP pupils as disadvantaged children make expected or better progress in Phonics.</p> <p>Year 1 Phonics results in 2023 to be in line with national average or above.</p> <p>For those resitting the Phonics Screening in Year 2, their Phonics results in 2023 to be in line with national average or above</p> <p><u>Reading:</u></p> <p>For there to be a consistent approach throughout the school to support the teaching of reading in Key Stage 1 and 2.</p> <p>Internal data shows a closing of the gap between PP and non-PP pupils in Reading, with disadvantaged children making rapid progress as a result of high quality teaching.</p> <p>External data shows a closing of the gap between Hethersett Woodside's PP pupils and their peers nationally, with the aim of being in line with the national average or above for:</p> <ul style="list-style-type: none"> • Year 2 SATs Reading results. • Year 6 SATs Reading results.
<p><u>3. Writing:</u></p> <p>Improved writing attainment for our disadvantaged children as a result of making rapid progress.</p>	<p>The writing books for every disadvantaged child shows children make rapid progress as a result of high quality teaching.</p> <p>Internal data shows a closing of the gap between Hethersett Woodside's PP pupils and their peers nationally, particularly in Years 1, 2, 3, 4 and 6.</p> <p>External data shows a closing of the gap between Hethersett Woodside's PP pupils and their peers nationally, with the aim of being in line with the national average or above for:</p> <ul style="list-style-type: none"> • Year 2 SATs Writing results. • Year 6 SATs Writing results.

Intended outcome	Success criteria																														
<p><u>4. Mathematics:</u></p> <p>Improved mathematics attainment for our disadvantaged children as a result of making rapid progress.</p>	<p>For there to be a consistent approach throughout the school to support the teaching of Mathematics in Key Stage 1 and 2.</p> <p>The impact of high quality teaching is visible in lessons during learning walks and lesson drop-ins as children become able to talk fluently about Mathematics, articulating their Mathematical understanding and ability to reason using manipulatives, pictorial representations and abstract recording. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Internal data shows a closing of the gap between PP and non-PP pupils in Mathematics, particularly in Years 3 and 6.</p> <p>External data shows a closing of the gap between Hethersett Woodside’s PP pupils and their peers nationally, with the aim of being in line with the national average or above for:</p> <ul style="list-style-type: none">• Year 2 SATs Mathematics results.• Year 6 SATs Mathematics results.																														
<p><u>5. Training and Staff Development:</u></p> <p>All children received consistent high-quality teaching and intervention across the curriculum.</p>	<p>Monitoring of assessment data and pupil progress meetings show that more disadvantaged children are at the expected standard or higher in all three subjects at the end of the year compared with the beginning of the year.</p> <table><tr><th>Year Group</th><th>Total Number of PP Children</th><th>Number of Children with SEN</th><th>Number achieving expected+ in Reading, Writing and Maths at the end of 21-22</th><th>Target for number to achieve expected+ in Reading, Writing and Maths by July 2023</th></tr><tr><td>2</td><td>8</td><td>0</td><td>3</td><td>5</td></tr><tr><td>3</td><td>8</td><td>1</td><td>3</td><td>4</td></tr><tr><td>4</td><td>13</td><td>4</td><td>6</td><td>7</td></tr><tr><td>5</td><td>5</td><td>1</td><td>3</td><td>4</td></tr><tr><td>6</td><td>13</td><td>7</td><td>3</td><td>6</td></tr></table> <p>Records of Intervention show that disadvantaged children make good progress in interventions.</p>	Year Group	Total Number of PP Children	Number of Children with SEN	Number achieving expected+ in Reading, Writing and Maths at the end of 21-22	Target for number to achieve expected+ in Reading, Writing and Maths by July 2023	2	8	0	3	5	3	8	1	3	4	4	13	4	6	7	5	5	1	3	4	6	13	7	3	6
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2	8	0	3	5																											
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4	13	4	6	7																											
5	5	1	3	4																											
6	13	7	3	6																											
<p><u>6. Attendance:</u></p> <p>Disadvantaged children’s attendance is in line with the whole school target of 96.5%.</p>	<p>Attendance data for disadvantaged pupils will be in line with non-disadvantage, and meet the whole-school target of 96.5%.</p> <p>Early intervention plans will evidence the support given to any persistent absentees and attendance percentages will improve following these plans.</p>																														

Intended outcome	Success criteria
<p><u>7. Social, Emotional and Mental Health</u></p> <p>Children in need of SEMH support are identified early and given appropriate targeted intervention so that they can achieve their academic potential.</p> <p>Know children with emotional and behavioural difficulties to receive targeted interventions to reduce behavioural incidents and to ensure that they can achieve their academic potential.</p> <p>Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Assessments and observations indicate improved behaviour among disadvantaged pupils with social and emotional and/or behavioural needs. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>There will be a reduction in the number of behavioural incidents logged on CPOMs compared to the previous academic year.</p> <p>These pupils will make progress in their learning.</p>
<p><u>8. Learning Beyond the Classroom:</u> <i>extra-curricular activities and residential</i></p> <p>Children receiving Pupil Premium Funding will have access to a range of cultural experiences through a carefully mapped broad and balanced curriculum.</p>	<p>Disadvantaged pupils will be able to attend after school clubs, and participate on school trips and residential.</p> <p>Class floor books, children's writing and Pupil Voice will evidence the impact of trips and experiences on outcomes for children.</p>
<p><u>9. Cost of Living Crisis:</u> <i>packages</i></p> <p>All children will have the resources they need to be 'ready for learning'.</p> <p>Children receiving Pupil Premium Funding will have access to a range of packages to support with uniform costs or to follow a curriculum interest.</p>	<p>Every child receiving Pupil Premium Funding will receive a £50 package to support with uniform or provide them with resources to follow a curriculum interest.</p> <p>CPOMs log evidences additional support for families.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15 761

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Read, Write Inc.</u></p> <p>Embed the Read, Write Inc. programme as our systematic approach to synthetic phonics through a rigorous approach to training and development of staff and a forensic approach to assessment and intervention.</p>	<p>Phonics EEF</p> <p>Potential Impact: +5 months</p> <p>The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy. Their key findings state:</p> <ol style="list-style-type: none"> 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). <p>Choosing a Phonics Teaching Programme DfE</p> <p>The Reading Framework DfE</p> <p>Education Inspection Framework OFSTED</p> <p>We are continuing to use the Read, Write, Inc. programme recommended by the DfE and meeting the Ofsted Framework: "At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge" (Ofsted Framework, updated July 2022)</p> <p>SIDP Link: Key Priority 1</p>	2, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Destination Reader</u></p> <p>Embed Destination Reader as our approach to the teaching of reading, through a rigorous approach to training and development of staff and a forensic approach to assessment and intervention.</p>	<p>Reading Comprehension Strategies EEF</p> <p>Potential Impact: +6 months</p> <p>The EEF has found extensive evidence that shows the explicit teaching of reading comprehension strategies can have a very high impact on children's reading. Their key findings state:</p> <ol style="list-style-type: none"> 1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage with the text and enough challenge to improve reading comprehension. 3. Effective diagnosis of reading difficulties is important identifying possible solutions, particularly for older struggling readers. 4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. 5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. <p>The Reading Framework DfE</p> <p>Education Inspection Framework OFSTED</p> <p>We have chosen to implement Destination Reader as it is a pedagogical based approach to teaching reading through engaging daily, structured sessions that support children to read with greater understanding, enjoyment and purpose. This meets the Ofsted Framework: "A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading" (Ofsted Framework, updated July 2022)</p> <p>SIDP Link: Key Priority 1</p>	<p>3, 5</p>

<p><u>Mathematics Curriculum</u></p> <p>Develop a new Mathematics curriculum which focuses on developing pupils who are confident, resilient mathematicians with a deep conceptual understanding of the skills required to approach any maths problem. Embed a mastery pedagogical approach to the teaching and learning of Mathematics.</p> <p>Staff will be provided with CPD on how children learn maths; fluency, problem-solving and reasoning; how to plan a sequence of learning building on prior knowledge.</p> <p><u>Mathematics Manipulatives</u></p> <p>Embed the use of manipulatives during the teaching of Mathematics. All classes from Reception to Year 6 have been provided with trays of key manipulatives (linked primarily to the Number strands of the National Curriculum) – these will be placed on tables for children to access during every Maths lesson.</p> <p>There are also class sets of manipulatives for other strands in the National Curriculum, which have been stored centrally, for teachers to access when needed.</p> <p>Staff will be provided with CPD on the CPA approach and how these manipulatives can be used.</p>	<p><u>EEF Improving Mathematics in the Early Years & Key Stage 1</u></p> <p>The EEF has used the best available evidence to provide some recommendations that will impact the development of maths skills of 3-7 year olds.</p> <ul style="list-style-type: none"> ● Recommendation 1: develop practitioners' understanding of how children learn mathematics. ● Recommendation 2: dedicate time for children to learn mathematics and integrate mathematics throughout the day. ● Recommendation 3: use manipulatives and representations to develop understanding. ● Recommendation 4: ensure that teaching builds on what children already know. ● Recommendation 5: use high quality targeted support to help all children learn mathematics. <p><u>EEF Improving Mathematics in Key Stage 2 and 3</u></p> <p>Furthermore, the EEF has made recommendations for Key Stage 2 where there are research findings that can be used to make a significant difference in pupils' learning.</p> <ul style="list-style-type: none"> ● Recommendation 1: use assessment to build upon pupils' existing knowledge and understanding. ● Recommendation 2: use manipulative and representations. ● Recommendation 3: teach strategies for solving problems. ● Recommendation 4: enable pupils to develop a rich network of mathematical vocabulary. ● Recommendation 5: develop pupils' independence and motivation. ● Recommendation 6: use tasks and resources to challenge and support pupils' mathematics. ● Recommendation 7: use structured interventions to provide additional support. 	<p>4, 5</p>
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Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>Mastery Learning EEF</p> <p>Potential Impact: +5 months</p> <p>The EEF has found mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.</p> <p>Barmby <i>et al</i> (<i>Primary Mathematic: Teaching for Understanding, 2009</i>) highlight's how the structures of different representations often emphasise distinct aspects of the concept. Therefore, by using a range of representations, each with its own inherent structure, a developing understanding of a mathematical concept takes place.</p> <p>SIDP Link: Key Priority 1</p>	

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Training and Staff Development</u></p> <p>Provide training opportunities (external CPD, internal CPD [INSET, staff meetings and TA meetings], ECT support, coaching) which develops the knowledge and understanding of the teaching and learning of phonics, reading and maths, so that all children are provided with high quality teaching.</p> <p>Provide training opportunities (external CPD, internal CPD [INSET, staff meetings and TA meetings], ECT support, coaching) which develops the knowledge and understanding of SEN and inclusion so that SEN is identified early and children have the best access to evidence informed teaching.</p>	<p>Effective Professional Development EEF</p> <p>The EEF states it is the quality of teaching that can make the biggest difference to children's learning and to their ultimate success in school. They quote Rauch and Coe who explain</p> <p>"It is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning'. What's more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development."</p> <p>The EEF has used the best available evidence to make three recommendations for implementing effective CPD based around the mechanisms:</p> <ul style="list-style-type: none"> ● Building knowledge ● Motivating teachers ● Developing teaching technique ● Embedding practice <p>Special Educational Needs in Mainstream Schools EEF</p> <p>Within our school a number of disadvantaged pupils have SEND. The EEF has offered five evidence-based recommendations to support pupils with SEND.</p> <ol style="list-style-type: none"> 1. Create a positive and supportive environment for all pupils without exception. 2. Build an ongoing, holistic understanding of your pupils and their needs. 3. Ensure all pupils have access to high quality teaching. 4. Complement high quality teaching with carefully selected small-group and one-to-one interventions. 5. Work effectively with teaching assistants. <p>"Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child."</p> <p>SIDP Link: Key Priority 1</p>	<p>1, 2, 3, 4, 5, 7</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Continuous Provision</u></p> <p>Embed purposeful, challenging and enabling continuous provision within Year 1 to address the needs of all children who have gaps in their learning.</p> <p>Order age-appropriate resources to kit out an outside area, as well as enquiry zones, small world and investigation areas within classes.</p>	<p>Taking Continuous Provision beyond the EYFS - Maximising Learning in KS1 Early Excellence</p> <p>Early Excellence has used research on child development to highlight the benefits of continuing continuous provision into Key Stage 1, 'not just an add-on, not just another thing to fit alongside the curriculum' but as the curriculum.</p> <p>Play-based Learning EEF</p> <p>Potential Impact: +5 months</p> <p>EEF have found the evidence base for play-based learning indicates a positive relationship between play and early learning outcomes, including vocabulary, reasoning and early numeracy.</p> <p>Collaborative Learning Approaches EEF</p> <p>Potential Impact: +5 months</p> <p>EEF has found that collaborative learning approaches have a positive impact, but pupils need support and practice to work together. They highlight the importance to ensure that all pupils talk and articulate their thinking to ensure they benefit fully.</p> <p>SIDP Link: Key Priorities 1 and 5</p>	<p>1, 2, 3, 4, 5, 7</p>

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

Budgeted cost: £32 408

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Intervention</u></p> <p>High quality evidence based intervention delivered by class teachers and TAs (PiXL, RWI Tutoring, and Mastering Number Programme).</p> <p>Rising Standards Lead to oversee the timetabling of staff and rooms, and necessary CPD.</p>	<p>Teaching Assistant Intervention EEF</p> <p>Potential Impact: +4 months</p> <p>There is evidence that teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Target deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Feedback EEF</p> <p>Potential Impact: +6 months</p> <p>The EEF rates high quality feedback as one of the most effective interventions: "Feedback studies tend to show very high effects on learning. +6 months"</p> <p>PIXL provides a forensic approach to formative and summative assessment to ensure that support is targeted specifically. Enabling small group PIXL interventions led by the class teacher or TA provides frequent opportunities for high quality feedback.</p> <p>Small Group Tuition EEF</p> <p>Potential Impact: +4 months</p> <p>There is moderate evidence to show targeting specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>The PiXL approach enables teachers to be forensic in their small group tuition.</p> <p>SIDP Link: Key Priority 1</p>	1, 2, 3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Tackling Tables</u></p> <p>Embed the use of Tackling Tables as a rigorous approach for the continual retrieval of multiplication bonds for Years 2-6.</p>	<p>EEF Improving Mathematics in the Early Years & Key Stage 1</p> <p>The EEF's guidance on the development of maths skills of 3-7 year olds includes:</p> <ul style="list-style-type: none"> • Recommendation 2: dedicate time for children to learn mathematics and integrate mathematics throughout the day. • Recommendation 5: use high quality targeted support to help all children learn mathematics. <p>EEF Improving Mathematics in Key Stage 2 and 3</p> <p>Furthermore, the EEF's guidance for Key Stage 2 includes:</p> <ul style="list-style-type: none"> • Recommendation 1: use assessment to build upon pupils' existing knowledge and understanding. • Recommendation 5: develop pupils' independence and motivation. • Recommendation 7: use structured interventions to provide additional support. <p>Tackling Tables is a highly effective way to help children to achieve automatic and accurate retrieval of multiplication tables and the corresponding division facts. Effective formative assessment allows teachers to produce clear next steps. Feedback to pupils is instant and geared to move learning forward.</p> <p>SIDP Link: Key Priority 1</p>	<p>4</p>
<p><u>NELI</u></p> <p>Fund teaching assistant time to carry out the programme.</p>	<p>Nuffield Early Language Intervention EEF</p> <p>Potential Impact of 30-week version: +4 months</p> <p>This is a DfE recommended catch up approach.</p> <p>There is strong evidence to show that early intervention has great potential to narrow the attainment gap, and those on this programme made additional progress in their language skills compared to their peers.</p> <p>SIDP Link: Key Priority 5</p>	<p>1, 2</p>

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

Budgeted cost: £26101

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Learning Beyond the Classroom:</u></p> <p>Funding to be used to ensure equal opportunities for children, helping them to access the board and balanced curriculum (trips, residential, clubs)</p>	<p>Evidence shows that pupils from disadvantaged backgrounds have less life experience opportunities. Household financial pressure can be one of the factors that account for this.</p>	6, 8
<p><u>Levelling the Playing Field Fund:</u></p> <p>Funding to be used to support families by providing children with packages of resources that enable them to follow a curriculum passion, or to support with the cost of uniforms.</p>	<p>Evidence shows that pupils from disadvantaged backgrounds have less life experience opportunities. Household financial pressure can be one of the factors that account for this.</p>	8, 9
<p><u>Social, Emotional and Mental Health: Pastoral Team</u></p> <p>Pupil Premium Funding will enable a Pastoral team to be employed, who can devote time to develop and support children's emotional, social and behavioural needs and to support the pupils through difficult times, e.g. transition or family difficulties.</p>	<p>Social and Emotional Learning EEF</p> <p>Potential Impact: +4 months</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils.</p> <p>Self-regulation Strategies EEF</p> <p>Potential Impact: +5 months</p>	7 with impact for 1, 2, 3, 4 & 6 as pupils will be ready to learn
<p><u>Social, Emotional and Mental Health: the Nest set up</u></p> <p>Pupil Premium Funding will be used to buy furniture to kit out the Nest in order to make it a safe and inviting place for children with SEMH needs.</p>	<p>There are some indications that my embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.</p> <p>Metacognition and Self-Regulation EEF</p> <p>Potential Impact: +7 months</p> <p>There is extensive evidence</p> <p>However, there is some evidence to suggest that disadvantaged pupils are less likely to use metacognition and self-regulatory strategies without being explicitly taught these strategies.</p>	7 with impact for 1, 2, 3, 4 & 6 as pupils will be ready to learn

<p><u>Social, Emotional and Mental Health: sensory needs</u></p> <p>Embed the use of Sensory Circuits.</p> <p>Monitor the impact of the Fiddle boxes bought for each class last year.</p>	<p>Special Educational Needs in Mainstream Schools EEF</p> <p>The EEF has offered five evidence-based recommendations to support pupils with SEND. Within our school a number of disadvantaged pupils have SEND.</p> <ul style="list-style-type: none"> • Recommendation 1: Create a positive and supportive environment for all pupils without exception. An inclusive school removes barriers to learning and participation. It promotes the wellbeing for all pupils. 	<p>7 with impact for 1, 2, 3, 4 & 6 as pupils will be ready to learn</p>
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Total budgeted cost: £74 270

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.

Aim	Target	Date	Outcome	Next Steps																																										
<u>Loss of Learning</u> To provide a curriculum which covers learning missed in previous academic years.	End of Key Stage 1 results in 2022 to be in line with national average or above.	July 2022	When compared with national averages from 2022 (Appendix 1), Hethersett Woodside's disadvantaged children are underperforming compared to National figures for disadvantaged children in all areas except those achieving the expected standard for Maths. However, when comparing the gap between Hethersett Woodside's disadvantaged pupils and the National averages in 2019, we can see that the gap has been narrowed. <table><tr><th>End of KS1 2018-2019</th><th>Number of Pupils</th><th>% Pupils</th><th>Reading Expected Standard</th><th>Writing Expected Standard</th><th>Mathematics Expected Standard</th></tr><tr><td>National All</td><td></td><td></td><td>75%</td><td>69%</td><td>76%</td></tr><tr><td>All</td><td>61</td><td></td><td>69.8%</td><td>62.3%</td><td>70.4%</td></tr><tr><td>Difference All</td><td></td><td></td><td>-5.2%</td><td>-6.7%</td><td>-5.6%</td></tr><tr><td>National Disadvantaged</td><td></td><td></td><td>62%</td><td>55%</td><td>63%</td></tr><tr><td>Disadvantaged</td><td>13</td><td>21.3%</td><td>33.3%</td><td>18.2%</td><td>41.7%</td></tr><tr><td>Difference Disadvantaged</td><td></td><td></td><td>-28.7%</td><td>-36.8%</td><td>-21.3%</td></tr></table>	End of KS1 2018-2019	Number of Pupils	% Pupils	Reading Expected Standard	Writing Expected Standard	Mathematics Expected Standard	National All			75%	69%	76%	All	61		69.8%	62.3%	70.4%	Difference All			-5.2%	-6.7%	-5.6%	National Disadvantaged			62%	55%	63%	Disadvantaged	13	21.3%	33.3%	18.2%	41.7%	Difference Disadvantaged			-28.7%	-36.8%	-21.3%	To focus on high-quality teaching and interventions.
	End of KS1 2018-2019	Number of Pupils		% Pupils	Reading Expected Standard	Writing Expected Standard	Mathematics Expected Standard																																							
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Internal data for other year groups in Key Stage 1 and 2 show a higher percentage of children working at the expected standard for their age.	July 2022																																													
Internal data shows a closing of the gap between PP and non-PP pupils across Reading, Writing and Maths.	July 2022																																													
			Internal data for the rest of KS1 and 2 show there are still significant gaps between disadvantaged and non-disadvantaged children.																																											

<p><u>Oral language skills</u></p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>	<p>July 2022</p>	<p>NELI final assessment concluded 62.5% of the group made progress from the initial scores. Out of the three PP children who participated, one child was successful in narrowing the gap between themselves and their peers. It is useful to note one PP child was EAL, and whilst they were unable to complete the final assessment, the adults in class had noticed an increased confidence to speak in class.</p>	<p>Continue to embed NELI as an intervention within Reception.</p> <p>Develop the use of Knowledge Organisers within KS1 and KS2 with a focus on vocabulary.</p>
<p><u>Behaviour:</u> Social and Emotional Needs, Mental Health and Wellbeing</p> <p>To enable those children with emotional and behavioural difficulties to receive targeted interventions to reduce behavioural incidents and to ensure that they make progress in their learning.</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Assessments and observations indicate improved behaviour among disadvantaged pupils with social and emotional and/or behavioural needs. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>	<p>July 2022</p>	<p>Behaviour continues to be an area in need of work, putting into place support for children with SEMH difficulties.</p>	<p>Continue to develop the Pastoral team and what they are able to offer.</p> <p>Embed the Sensory Boxes within classes and Sensory Circuit.</p> <p>Embed our new Behaviour and Relationships Policy.</p>
	<p>There will be a reduction in the number of behavioural incidents compared to the previous academic year.</p>	<p>July 2022</p>		
	<p>These pupils will make progress in their learning.</p>	<p>July 2022</p>		
<p><u>Phonics and Early Reading:</u></p>	<p>Year 1 Phonics results in 2022 to be in line with national average or above.</p>	<p>July 2022</p>	<p>Our Year 1 results in Phonics at the end of 2021-2022 were above national figures, both for all children and our disadvantaged children.</p>	<p>Book official training for RWInc to address</p>

Improved reading attainment among disadvantaged pupils.	Year 2 Phonics results in 2022 to be in line with national average or above.	July 2022	<table><tr><th>Year 1 Phonics Screening Check</th><th>2022</th><th>2019</th></tr><tr><td>National All</td><td>75%</td><td>82%</td></tr><tr><td>All</td><td>88.1%</td><td>80.5%</td></tr><tr><td>Difference All</td><td>+13.1%</td><td>-1.5%</td></tr><tr><td>National Disadvantaged</td><td>62%</td><td>71%</td></tr><tr><td>Disadvantaged</td><td>75%</td><td>54.5%</td></tr><tr><td>Difference Disadvantaged</td><td>+13%</td><td>-16.5%</td></tr></table>	Year 1 Phonics Screening Check	2022	2019	National All	75%	82%	All	88.1%	80.5%	Difference All	+13.1%	-1.5%	National Disadvantaged	62%	71%	Disadvantaged	75%	54.5%	Difference Disadvantaged	+13%	-16.5%	concerns about consistency, fidelity to the programme and staff knowledge due to turnover.
	Year 1 Phonics Screening Check	2022		2019																					
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<u>Mathematics:</u> Improved maths attainment for disadvantaged pupils at the end of KS2.	For there to be a consistent approach throughout the school to support teaching in Key Stage 1 and 2.	July 2022	<p>Power Maths has provided a consistent approach to the teaching of Mathematics in Key Stage 1 and 2.</p> <p>Our Key Stage 1 data has shown that our disadvantaged pupils achieved above national averages at the expected standard at the end of 2021/2022. Furthermore, our disadvantaged children were attaining higher than in 2019, closing the gap between themselves and their peers.</p>	Book Alison Borthwick to carry out an Audit of Maths - is Power Maths developing our pupils into good Mathematicians?																					
	For children's progress and attainment in number/Maths to be national average or better.	July 2022																							
	Internal data shows a closing of the gap between PP and non-PP pupils in Mathematics.	July 2022																							

			<table><tr><th>End of KS1 2021-2022</th><th>Number of Pupils</th><th>% Pupils</th><th>Mathematics Expected Standard</th><th>Mathematics Higher Standard</th></tr><tr><td>National All</td><td></td><td></td><td>73%</td><td>18%</td></tr><tr><td>All</td><td>63</td><td></td><td>61.9%</td><td>15.9%</td></tr><tr><td>Difference All</td><td></td><td></td><td>-11.1%</td><td>-2.1%</td></tr><tr><td>National Disadvantaged</td><td></td><td></td><td>60%</td><td>10%</td></tr><tr><td>Disadvantaged</td><td>8</td><td>12.7%</td><td>62.5%</td><td>0%</td></tr><tr><td>Difference Disadvantaged</td><td></td><td></td><td>+2.5%</td><td>-10%</td></tr><tr><td>National Non-disadvantaged</td><td></td><td></td><td>77%</td><td>20%</td></tr><tr><td>Non-disadvantaged</td><td>55</td><td>87.3%</td><td>61.8%</td><td>18.2%</td></tr><tr><td>Difference Non-disadvantaged</td><td></td><td></td><td>-15.2%</td><td>-1.8%</td></tr></table> <table><tr><th>End of KS1 2018-2019</th><th>Number of Pupils</th><th>% Pupils</th><th>Mathematics Expected Standard</th></tr><tr><td>National All</td><td></td><td></td><td>76%</td></tr><tr><td>All</td><td>61</td><td></td><td>70.4%</td></tr><tr><td>Difference All</td><td></td><td></td><td>-5.6%</td></tr><tr><td>National Disadvantaged</td><td></td><td></td><td>63%</td></tr><tr><td>Disadvantaged</td><td>13</td><td>21.3%</td><td>41.7%</td></tr><tr><td>Difference Disadvantaged</td><td></td><td></td><td>-21.3%</td></tr></table>	End of KS1 2021-2022	Number of Pupils	% Pupils	Mathematics Expected Standard	Mathematics Higher Standard	National All			73%	18%	All	63		61.9%	15.9%	Difference All			-11.1%	-2.1%	National Disadvantaged			60%	10%	Disadvantaged	8	12.7%	62.5%	0%	Difference Disadvantaged			+2.5%	-10%	National Non-disadvantaged			77%	20%	Non-disadvantaged	55	87.3%	61.8%	18.2%	Difference Non-disadvantaged			-15.2%	-1.8%	End of KS1 2018-2019	Number of Pupils	% Pupils	Mathematics Expected Standard	National All			76%	All	61		70.4%	Difference All			-5.6%	National Disadvantaged			63%	Disadvantaged	13	21.3%	41.7%	Difference Disadvantaged			-21.3%	
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<u>Attendance:</u> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance data for disadvantaged pupils will be in line with non-disadvantage.	July 2022	Attendance during 2021/2022 was affected with waves of COVID sweeping through year groups, and families self-isolating when there were cases in the household. Data shows (Appendix 3) there is still a significant gap between attendance of our	Implement the new Attendance Policy. Carry out Early Intervention plans to support families																																																																														

			disadvantaged and non-disadvantaged children, and this gap has unfortunately grown.	of persistent absentees.
<u>Learning Beyond the Classroom:</u> To enable all disadvantaged pupils to access the same provision and extra-curricular opportunities as their peers.	Disadvantaged pupils will be able to attend after school clubs and participate on school trips.	July 2022	Disadvantaged children were able to join their peers on school trips and for overnight residential in Year 2 and 3.	Continue to offer financial support with clubs, trips and residential. Develop the packages scheme for PP children. Develop the use of floor books to evidence trips and residential.

Appendix 1: KS1 Outcomes 2022 (published data)

End of KS1 2021-2022	Number of Pupils	% Pupils	Reading Expected Standard	Writing Expected Standard	Mathematics Expected Standard	Reading Higher Standard	Writing Higher Standard	Mathematics Higher Standard
National All			74%	65%	73%	24%	13%	18%
All	63		52.4%	42.9%	61.9%	11.1%	0%	15.9%
Difference All			-21.6%	-22.1%	-11.1%	-12.9%	-13%	-2.1%
National Disadvantaged			62%	53%	60%	13%	7%	10%
Disadvantaged	8	12.7%	37.5%	37.5%	62.5%	0%	0%	0%
Difference Disadvantaged			-24.5%	-15.5%	+2.5%	-13%	-7%	-10%
National Non-disadvantaged			78%	70%	77%	27%	15%	20%
Non-disadvantaged	55	87.3%	54.5%	43.6%	61.8%	12.7%	0%	18.2%
Difference Non-disadvantaged			-23.5%	-26.4	-15.2%	-14.3%	-15%	-1.8%

Attendance	Number of Pupils	% Pupils	2021-2022	2020-2021	Difference
Year 1					
All	61		93.21%	95.57%	-2.36%
Disadvantaged	8	13.1%	91.13%	92.28%	-1.15%
Non-disadvantaged	53	86.9%	93.53%	96.11%	-2.58
Difference			-2.4%	-3.83%	
Year 2					
All	63		93.82%	91.4%	+2.42%
Disadvantaged	8	12.7%	91.89%	90.05%	+1.84%
Non-disadvantaged	55	87.3%	94.1%	91.58%	+2.52%
Difference			-2.21%	-1.53%	
Year 3					
All	64		92.6%	95.17%	-2.57%
Disadvantaged	14	21.9%	90.48%	93.56%	-3.08%
Non-disadvantaged	50	78.1%	93.19%	95.56%	-2.37%
Difference			-2.71%	-2%	
Year 4					
All	30		93.64%	93.38%	+0.26%
Disadvantaged	3	10%	91.2%	94.12%	-2.92%
Non-disadvantaged	27	90%	93.91%	93.3%	+0.61%
Difference			-2.71%	0.82%	
Year 5					
All	62		92.6%	95.31%	-2.71%
Disadvantaged	13	21%	86.98%	90.34%	-3.36%
Non-disadvantaged	49	79%	94.09%	96.78%	-2.69%
Difference			-7.11%	-6.44%	

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
Power Maths	Pearson
White Rose Maths	White Rose Maths
Times Tables Rock Stars	Maths Circle Ltd

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.